

**CAMBRIDGE NATIONALS**

**Examiners' report**

# **CREATIVE iMEDIA**

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**J807, J817**

**R081 Summer 2022 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 is 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.

### Advance Information for Summer 2022 assessments

To support student revision, advance information was published about the focus of exams for Summer 2022 assessments. Advance information was available for most GCSE, AS and A Level subjects, Core Maths, FSMQ, and Cambridge Nationals Information Technologies. You can find more information on our [website](#).

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## R081 series overview

This series was similar to that of January 2022. A sound knowledge of the specification was demonstrated in areas that appear in the moderated units. However, responses to this question paper did suggest again that R081 is not always directly taught with the same emphasis weighting as the moderated units. Aspects of the unit specification were assessed in this session that required candidates to understand the theory behind the applications of the skills and techniques used in the moderated units. This theoretical understanding was lacking in many cases.

A pleasing development this session was the reduction in the number of generic responses seen, with many candidates answering in the context. What was noticeable however was the lack of answer development by candidates due poor exam technique. This applied particularly in the final question where candidates found it difficult to access the higher mark band despite there being no change in the marking processes used. In other questions in the paper, the expansion marks were often weak or missing due to the candidates not being able to express themselves with sufficient clarity.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
<ul style="list-style-type: none"><li>• questions were answered fully in context</li><li>• expanded points clearly using correct terminology</li><li>• provided sufficient detail to allow a document to be produced and justified decisions made.</li></ul>	<ul style="list-style-type: none"><li>• generalised their responses and did not relate to context</li><li>• did not expand on the points made</li><li>• did not justify decisions made on the design questions</li><li>• provided insufficient detail to allow a final version of the product to be made.</li></ul>

## Section A

### Question 1 (a) (i)

MonoSound are a rock band. They are releasing a new album called 'Valley of the Wolves'. The new album release will be followed by a European tour to promote the album.

You are designing the publicity for the album and tour.

1 You are taking a **mood board** for the album to a meeting with MonoSound.

(a) (i) Explain the purpose of the mood board.

.....

.....

.....

..... [2]

Most candidates gained at least 1 mark for the concept of generating ideas. The second mark was often missing due to a lack of specific detail in expanding this point to apply to the context.

### Question 1 (a) (ii)

(ii) Identify **four** items that you could include on a physical mood board for the album.

1 .....

2 .....

3 .....

4 ..... [4]

Most candidates gained at least 3 marks on this question. It was good to see the vast majority of the candidates picked up about the mood board being physical and so did not include video or sound.

### Question 1 (b) (i)

- (b) (i) Identify **one** piece of hardware that you could use to convert the physical mood board into a digital mood board.

..... [1]

This question was often answered well, with a plausible device identified. Where candidates did miss out on the mark, they referred to generic devices such as a mobile phones or computers. These need specific characteristics or other devices to convert the mood board.

### Question 1 (b) (ii)

- (ii) Describe the process of using the hardware to convert the physical mood board into a digital mood board.

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

Where candidates did not provide a correct response to part (i) of this question, they were unable to access the marks for part (ii).

Most candidates gained 1 mark on this question. This question only asked for a description of how the device correctly identified in part (b)(i) would be used, not an explanation. This meant responses such as 'take a photo and upload from the SD card' were appropriate.

### Question 2

- 2 You are carrying out primary research into video special effects that could be used in a TV advert to promote the album.

Describe what **primary research** is.

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

Candidates either knew what primary research was, leading to both marks being awarded or they did not. This demonstrated gaps in subject knowledge around aspects of the unit that are not taught in other units in the specification.

### Question 3 (a)

- 3 MonoSound want a poster created to promote the concerts on the 'Valley of the Wolves' European tour. The same poster will be used in each city with only the venue and date details changed.

(a) Create a **visualisation diagram** for the poster.

Marks will be awarded for:

- content
- layout
- fitness for purpose
- annotations to justify decisions.

[10]

This question was generally well answered by candidates, possibly due to this being a synoptic skill used in several of the moderated units. It was also possible to see where centres had looked at past mark schemes and examiner reports and had specifically taught this aspect of the course. 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 only a drawing of 'Valley of the Wolves' album rather than a concert poster with tour dates and venues on.

For access to the highest marks the diagram needed to be suitable for a third party to create the final album cover, with minimum difficulty. This is shown in Exemplar 1 and 2 where the difference between Mark Band 2 and 3 is clear. Both visualisation diagrams fit the context but the technical information is significantly different.

### Assessment for learning



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.

## Exemplar 1

Marks will be awarded for:

- content
- layout
- fitness for purpose
- annotations to justify decisions.

Annotations:

- annotations
- colour scheme
- fonts
- text style + positioning
- target audience
- images
- space for venue + dates

Annotations for the poster:

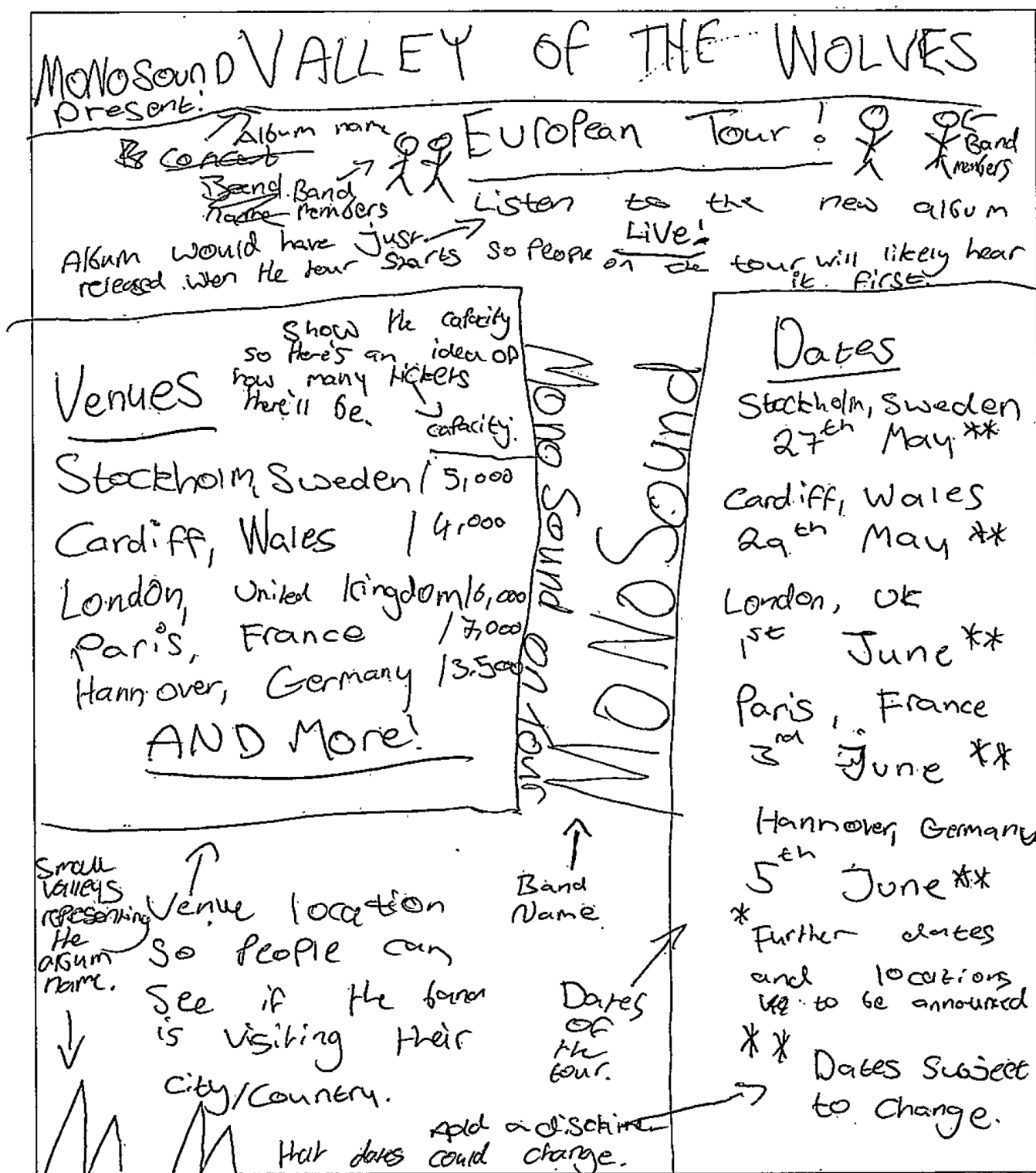
- colour scheme is mostly red, black + grey relating back to the 'wolves' + colours of the wolves
- title of band
- text in the middle so it's easy to see what band is performing.
- big, bold, capital # lettered title to emphasise that they're a rock band.
- lets viewers know who they will be watching.
- bold, black font so it's noticeable.
- description about photo
- image of the band playing at one of their other concerts.
- image of the big audiences they have each year.
- images of what will be played + who the audience get to see
- celebrity
- celebrity
- description about photo
- DATE + TIMES :
- venue lets viewers know where they are playing.
- AGES : 18+ ~~18+~~
- target audience
- barcode
- \*0015758676304\*
- tells ~~and~~ views that only 18+ can ex

© OCR 2022

Exemplar 1 shows clear visualisation that fits the context of tour poster. The annotations around the side detail colours, fonts and sizes. This level of detail produces a sound technical document that could be used by a third party to produce the final poster.



## Exemplar 2



Exemplar 2 shows clear visualisation that fits the context of tour poster. However, annotations only state/describe what is on the poster i.e., dates of tour, band members. There is no technical information regarding fonts, colours etc. This would require the graphic designer to seek a lot of clarification regarding these details or make a lot of decisions themselves that may not fit with the client requirements.

### Question 3 (b)

- (b) Describe how a graphics tablet could be used to create the visualisation diagram.

.....

.....

.....

..... [2]

This question was generally answered well with candidates gaining at least 1 mark. The main reason that candidates did not get a mark on this question was due to not reading the question correctly and so explaining why a graphics tablet could be used rather than describing how it is used i.e. drawing using a stylus.

### Question 3 (c)

- (c) Identify **one** type of software that could be used to create the visualisation diagram.

..... [1]

Many candidates answered this question correctly with appropriate industry standard software being identified.

### Question 3 (d)

- (d) The visualisation diagram will be sent electronically to MonoSound, so that they can check it.

Identify the **most** suitable file format for the visualisation diagram to be sent in.

..... [1]

Most candidates answered this question correctly.

## Section B

### Question 4

- 4 The new album needs a digital graphic for use on music streaming sites and as the cover for the CD release.

You are planning this digital graphic.

Create a mind map/spider diagram to show the assets and resources that you will need to create the digital graphic.

Marks will be awarded for:

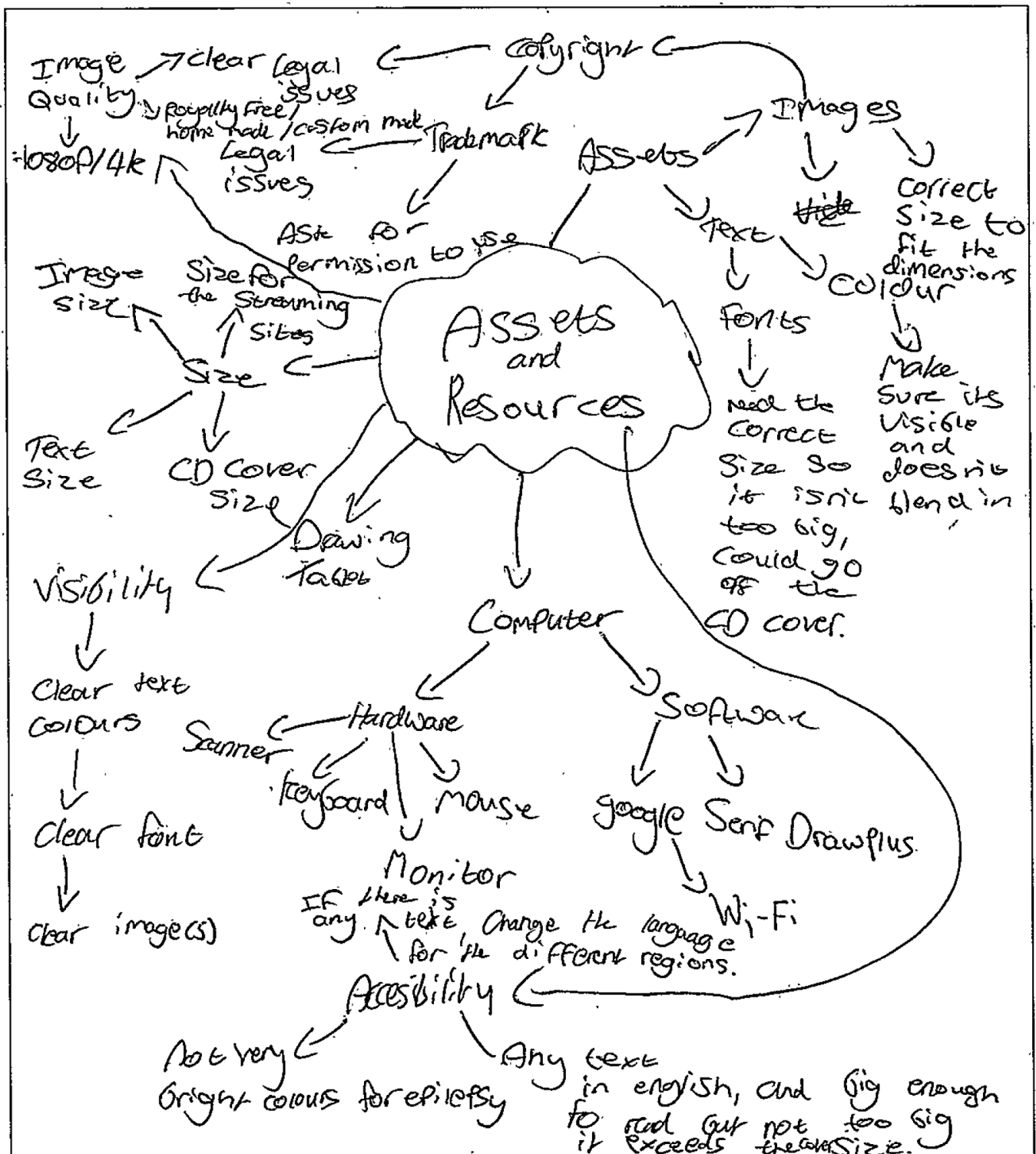
- layout
- content.

[6]

The vast majority of candidates gained at least 3 marks on this question. Candidates lost marks where they did not focus on the requirement provided in the question to include both assets and resource that would be needed to create the new album cover.

Exemplar 3 covers both aspects, assets and resources, together with extra information not required to answer this question.

## Exemplar 3



In Exemplar 3, the candidate produces a complex mind map with more than one sub node. They have also included on the right hand side of the diagram both assets and resources, therefore fully answering the question.

## Question 5 (a)

- 5 The digital graphic and poster need to use assets that have been created by other artists and photographers. The intellectual property rights of these artists and photographers must be considered.

(a) Explain what **intellectual property rights** means.

.....

.....

.....

.....

.....

..... [3]

This question further supports the fact that in many centres the theory aspects of the coursework units required within R081 may not be directly taught. As a result, responses for this question were mixed, with most responses focusing incorrectly on copyright.

## Question 5 (b)

(b) Identify the meaning of the **three** symbols.

Symbol	Meaning
©	
TM	
CC	

[3]

This question saw a full range of responses regarding these symbols which should be very recognisable to candidates due to the coursework units.

## Question 5 (c)

- (c) A photograph of a wolf taken by a freelance photographer will be used on the poster. The freelance photographer is allowing the photograph to be used royalty free.

Explain what **royalty free** means.

.....

.....

.....

..... [2]

This question was poorly answered with candidates demonstrating knowledge gaps relating to this aspect of legislation. Most candidates were not clear about the initial payment and clearance required with royalty free assets. This demonstrated that while using these types of assets in their coursework units, candidates are not clear about the legal aspect surrounding them.

## Question 6

- 6 MonoSound are using a range of media formats during their tour.

Draw a line to match each media format to the correct file type.

Media Format
.avi
.png
.wav

File Type
Audio
Video
Webpage
Image

[3]

Despite the three media formats being common to a range of the coursework units there was a full range of responses for this question.

Some candidates lost marks by drawing two lines from one media format. Examiners will not make the decision about which the candidate means is the correct line. Hence a response is too vague and is cannot be given a mark.

## Question 7

- 7 During the production of the poster, a work plan is produced.

Explain the purpose of these parts of a work plan.

Tasks

.....

.....

.....

.....

Milestones

.....

.....

.....

.....

Contingencies

.....

.....

.....

.....

**[6]**

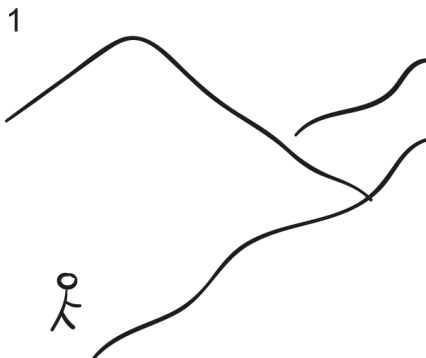
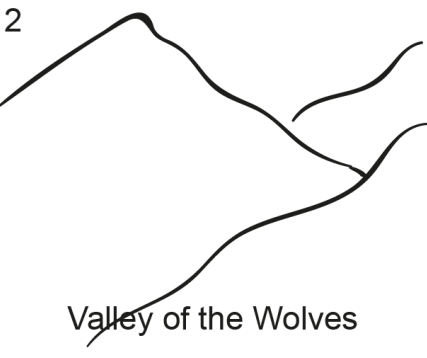
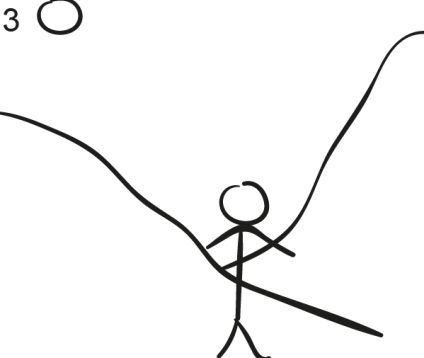
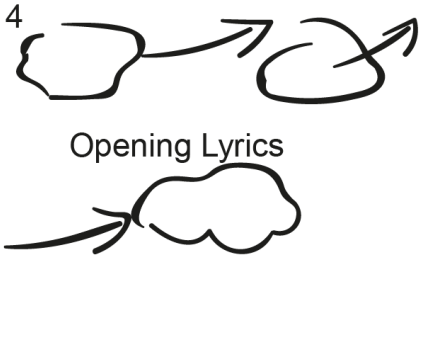
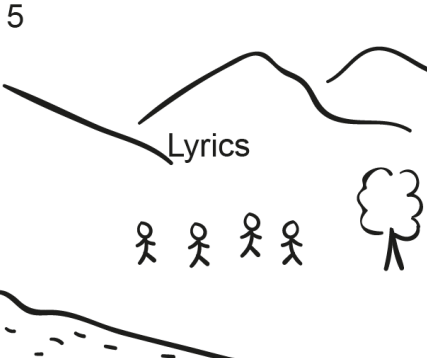
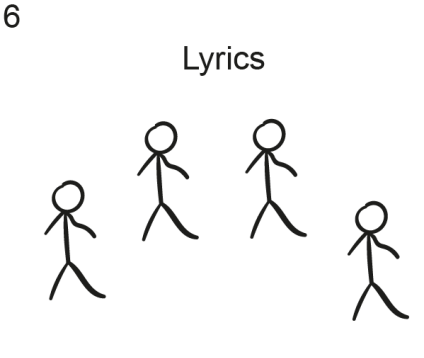
Candidates demonstrated a good level of knowledge regarding what these three aspects of a work plan are. Where candidates lost marks was explaining their purpose and why they are used. This could be for a few reasons. The first is that candidates did not pick up on the word 'purpose' by not reading the question properly. It is essential for candidates to read questions carefully and centres should address this for future sessions. The other reason is a gap in knowledge where candidates are taught in the coursework how to use these aspects but do not know the theory and reasoning behind them.

As a result of these issues responses were limited to 3 or 4 marks in the main. The explaining of the purpose of contingencies was well answered.

## Question 8\*

Fig. 1

Storyboard for a video that will be shown on the back of the stage during the concert tour.

		
<p>Wide angle Person in valley Wind blowing</p>	<p>Wide angle Title overlay Music starts</p>	<p>Worm's eye from behind Person walking into valley Music playing</p>
		
<p>Lyrics overlay on sky Music playing</p>	<p>Wide angle Band walking to camera Music playing</p>	<p>Mid distance Band stationary Music playing</p>

- 8\* Discuss the suitability of the **content** and **layout** of the storyboard in **Fig. 1** for the video production team to use. You should make suggestions for improvement.

[12]

The number of responses given marks in the highest mark band was less than in pre-pandemic series, highlighting the issue with poor exam technique and candidates not being able to clearly express themselves. Many of the responses seen were descriptions of the storyboard and the content that it contained. Responses did not go on to explain the impact of the strengths, weaknesses, and/or improvements for the audience of the storyboard, the production team. This was deliberately given as a wide range of job roles to aid the answer possibilities.



One aspect that was noticeable was the number of candidates who focused on a lack of colour in the storyboard. While this is a high relevant comment for other pre-production documents in past series, its relevance here is limited. This indicates candidates not fully applying their knowledge and understanding to the question and document in this series, instead using learning in a general sense – it's been relevant before so it must be now.

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 responses are not appropriate and lead to marks being restricted to the lowest level for this question.

### Assessment for learning



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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