CREATIVE iMEDIA

Moderators' report

OCR Level 1/Level 2

Cambridge National in
Creative iMedia

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For first teaching in 2022 | Version 1

R094-R099 Summer 2024 series

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Contents

Introduction

Our Moderators' reports are produced to offer constructive feedback on centres' assessment of moderated work, based on what has been observed by the moderation team. These reports include a general commentary of accuracy of internal assessment judgements, identify good practice in relation to evidence collation and presentation, and comment on the quality of centre assessment decisions against individual Learning Objectives. The report also highlights areas where requirements have been misinterpreted and provides guidance to centre assessors on requirements for accessing higher mark bands. Where appropriate, the report will also signpost other sources of information that centre assessors will find helpful.

OCR completes moderation of centre-assessed work in order to quality assure the internal assessment judgements made by assessors within a centre. Where OCR cannot confirm the centre's marks, we may adjust them in order to align them to the national standard. Any adjustments to centre marks are detailed on the Moderation Adjustments report, which can be downloaded from Interchange when results are issued. Centres should also refer to their individual centre report provided after moderation has been completed. In combination, these centre-specific documents and this overall report should help to support centres' internal assessment and moderation practice for future series.

The extent to which the report below focuses on each unit is a reflection of the entries this series. Where a lower number of entries were received the commentary has been reduced to reflect the lack of data on which to comment on patterns and trends in the submissions

Online courses

We have created online courses to build your confidence in delivering, marking, and administering internal assessment for our qualifications. Courses are available for Cambridge Nationals, GCSE, A Level and Cambridge Technicals (2016).

Cambridge Nationals

All teachers delivering our redeveloped Cambridge Nationals suite from September 2022 are asked to complete the Essentials for the NEA course, which describes how to guide and support your students. You'll receive a certificate which you should retain.

Following this you can also complete a subject-specific Focus on Internal Assessment course for your individual Cambridge Nationals qualification, covering marking and delivery.

Please note, the content for this report is based on candidate work submitted in the June 2024 series. It is possible that not all units are covered within the report, however candidate style work and candidate exemplars from the 2023 series are available for all internally-assessed units on Teach Cambridge .

GCSE, A Level and Cambridge Technicals (2016)

We recommend all teachers complete the introductory module Building your Confidence in Internal Assessment, which covers key internal assessment and standardisation principles.

Following this you will find a subject-specific course for your individual qualification, covering marking criteria with examples and commentary, along with interactive marking practice.

Accessing our online courses

You can access all our online courses from our teacher support website [Teach Cambridge](#).

You will find links relevant to your subject under Assessment, NEA/Coursework and then Online Courses from the left hand menu on your Subject page.

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Administration

Whilst many centres have followed our processes superbly, we have seen numerous administrative errors this series which create challenges for the moderation process. The frequency and number of clerical errors per unit, where the URS marks do not match those submitted to Interchange, or there are missing numbers on the URS which impact the total, has increased significantly. Each error located required consultation with the centre to resolve which creates an unnecessary pause in the moderation process.

File and folder naming makes a huge difference to the smoothness of the moderation process, as per the specification all files and folders should be named with the candidate number and name. As moderators our information is provided by candidate number, as such work labelled with the only candidate names makes the task of linking work to candidates difficult. In a similar vein, centres uploading the URS documents to the correct URS section on Submit for Assessment, rather than inside the work uploaded for the candidates makes a huge difference to the expediency with which we can begin the important task of moderation.

We saw many instances where the final products and key evidence and, in some cases, whole candidate samples were omitted from the submission which creates delays to the process as moderators wait for the files. It is important to note that where evidence is missing from the submission, assessor comments on the URS are not able to be used as a substitute for this evidence. Should work be missing, which is required to support marks, then centres are required to follow the witness statement, missing work, or special consideration processes provided by OCR.

The timely submission of samples after receipt of the sample request, is a huge help to the moderation team and allows the process to start swiftly and any issues to be ironed out at early. Where work arrives significantly after the 3 days allowed for sample submission, this has a knock-on effect on all stages of the process and has the potential to delay the outcomes for the candidates.

Finally, we continue to see a small number of centres submitting work in paper form, it is a requirement of the specification that all work and Unit Recording Sheets (URS) are electronic and is either submitted as an upload to Submit for Assessment, or via post on a USB stick. Any other format such as paper or CD/DVDs will be required to be returned to the centre for digitisation prior to the commencement of moderation.

Unit R094 General overview

There have been a wide range of submissions for the Midnight Games, History of the Isles. The submission showcased some really effective demonstration of creativity, conventions, and technical skills. In some instances, there were challenges around differentiating the evidence requirements for the visual identity from those of the final products which sometimes led to misapplications of the mark scheme by assessors. It is important to ensure that the content of the new specification is delivered in full to allow candidates to have all the skills they need in order to make their own choices around the approach to the coursework tasks and that candidates are aware of the marking criteria which requires evidence of skills and techniques to be evidences rather than solely implied from the products alone.

Comments by Task

Task 1 – Develop a visual identity and plan digital graphics for products

Many centres began this task with a section evidencing the interpretation of the brief. Whilst it is a useful process to go through for any brief based task, evidence of this process it is not a requirement of the marking criteria for this unit. Similarly, a number of centres are still focusing on a research and theory based element at the start of this unit which again does not support marks in this units. As such it would benefit candidates to focus on the tasks outline in the assessment booklet so as to ensure they have sufficient time to complete the required evidence to support in the time allowed.

There we some good quality design concepts presented as part of this task, those which included the full scope of the term visual identity as outlined in the specification, rather than focusing solely on the logo aspect were among the most successful. It is worth noting that whilst it can often be a good way to develop a concept design, there is no requirement to create multiple design and justify each one along with the reason for the choices. The requirement is to create a design concept of the visual identity and provide a justification as to the extent of the visual identity's fitness for purpose, this is for the design intended for the development not the range. The impact of this wider justification is that it tends to lead to a less comprehensive justification on the chosen visual identity than would be expected to support marks in the higher mark bands. In a lot of cases candidates tended to describe rather than justify their visual identity which again impacted the ability to support marks in the top mark band.

In most cases there was solid evidence provided to support planning in this section. It is worth noting that a misconception remains in this section. This is that the 2 earlier strands focusing on the visual identity support marks in this strand also. This is not the case, this strand is focused on the planning for the final product, whereas the two earlier strands are part of the planning for the visual identity, it is important not to assess the same evidence twice here. The assessment booklet has some key guidance to creating suitable evidence for this strand, there is a task which states "show what your intended final graphic image will look like". This task is often not well evidenced in terms of detail as more generic forms of planning such as mind maps and mood boards. Whilst all are relevant planning documents that can support marks in this area, the tasks in the set assignment are key to ensuring that no important aspects of the mark supporting evidence are neglected and should be used to support candidates in their evidence creation. Many candidates used assessment time to justify their choice and content of planning documents in this strand, which is not a requirement of the marking criteria. The planning documents are what supports the marks and time would be better placed completing high quality planning rather than justifying that planning.

Misconception	
?	The planning for the digital graphic product is often misunderstood in the third strand of this task. The planning to support marks here does not include planning for the visual identity as this is assessed elsewhere.

Task 2 – Plan digital graphics for products and create visual identity and digital graphics

The first strand of this task is not one of the stronger aspects of the evidence provided, despite the visual identities created by the candidates showing creative flare and understanding of the requirement of the tasks. It is often the case that the skills are implied by the final visual identity but the skills are not specifically evidenced which does not support marks well. The second part of this strand relates to properties and formats of the visual identity, this is assessed by reviewing the final file for the visual identity. It has been common for the electronic files for the visual identity not to be included in the final portfolio of evidence which makes supporting marks for the assessment of the suitability of the formats and properties, much more challenging. The final files for the visual identity should be included in the portfolio to allow complete evidence to be presented for moderation.

Perhaps the weakest area of evidence throughout the R094 portfolio is the second strand of this task. It is clear that many candidates move from creating the visual identity to creating the final product and do not complete/evidence on this interim task and sub tasks in the assessment booklet "Create the other assets for your digital graphic product". Centres should ensure that they are delivering the teaching content from the specification around the preparation and creation of assets, so that candidates have the skills and knowledge required to evidence this stage of the process as required for their assessment.

It was pleasing to see really creative final products which generally showed good grasp of design concepts and layout conventions within the products. A lot of candidates produced strong final products but their evidence was limited in terms of evidencing the tools and techniques used to create their products, which limited the support for marks. It should be noted that moderators are not required to look through native formats or working versions of the product to ascertain this evidence, it should be presented as part of the portfolio. Similarly, assessors listing tool use on the URS cannot be used to support marks for this aspect of the strand. Success in assessing the final aspect of this strand which focuses on fulfilling the client requirements, was variable. This aspect should be closely linked to the client brief, there are a range of requirements of the brief which should all be considered when considering how fully the client requirements have been met. This is a three-aspect strand and contains a wide range of potential marks, as such the best fit assessment model should be relied upon to accurately assess this strand.

The final strand of this task is solely focused on the properties and formats on the final digital graphic products. File format, resolution and dimensions are all considered here. This aspect was often over marked where only one aspect such as size or file format were assessed but not other aspects of the properties, or where only one of the two required version of the product was entirely suitable. To support the top marks in this strand we would expect that both versions were entirely suitable, a best fit model should be used to adjust the mark for products which are partially suitable.

It should be noted that there is no task 3 in this unit, therefore there is no requirement to reflect or evaluate in this assessment. Candidates should instead be using their assessment time to fully complete tasks 1 and 2.

Assessment for learning

Centres should ensure that they are delivering the teaching content from the specification around the preparation and creation of assets, so that candidates have the skills and knowledge required to evidence the "Create the other assets for your digital graphic product" stage in the assessment booklet.

Unit R095 General overview

This unit combines the skills of character design as the component and comic book design as the final product. The assessment task for this year focused on educating teenagers on living an eco-friendlier lifestyle. We saw a wide range of creative original characters design and made for this unit, and it was pleasing to see a wide range of different eco-friendly topics covered with good originality in the comic content.

Comments by Task

Task 1 – Planning your character and comic

The first aspect of the first strand of this unit focuses on the interpretation of the client brief, this part of the assessment was generally well evidenced by candidate. In some cases, there was a little generosity in assessment where the candidates had essentially restated the brief but not continued on to make their own interpretation. The explanation of how the intended product meets the brief and appeals to the audience was not as consistently well evidenced. In a lot of cases there was a good focus on the target audience demographics which was good but the consideration of meeting each element of the brief was sometimes not as well evidenced and made assessment a little generous.

For the second strand of this task, candidates showed good knowledge of a range pre-production and planning documentation to evidence their planning, particularly for the final product, though centres should ensure that candidates are taught all the different unit specific planning methods prior to the assessment taking place. In some cases, the level of detail in the planning was generously assessed. There was a distinct trend towards limited evidence for the planning of the character aspect of the assignment. The character is the key component part in this unit and as such is also a key aspect for planning to support the creation of the final product. There is some key guidance in the assessment booklet relating to the main areas of focus for the planning task.

The final strand in task 1 is commonly misunderstood. This strand focuses on assets but in a different way to the legacy specification. In the new units the focus is less on sourcing assets and much more focused on the candidates demonstrating how they assets they have sourced/created will contribute to making their final product effective. This was often assessed generously where an assets table was completed but there was little in the way of demonstrable evidence of understanding the contribution of the assets

Task 2 – Creating your character and comic

The evidence produced for the creation task was one of the more variable aspects of this unit. The first strand of this assessment is focused on the creation of the component parts required to make the final product, in this unit that is the character as the main component and other assets as supporting components required to complete the comic. The evidence presented for this strand was often limited or in some cases solely implied from the final product or an image of the character. This form of evidence does not support marks well in the higher mark bands as moderators cannot see the skills used from this. It is important to note that the assessment requires the candidates to create an original character, we saw a number of instances where candidates were using software with premade assets and using an existing character with some editing as a main character. This approach hampers the candidates' ability to achieve the higher mark bands for technical skills but also in support for the creation of the final product, as this method will mean the candidate does not meet the character aspect of the brief. It also means that they are unable to demonstrate their creativity and originality which they are intended to show in all units of the qualification.

There was some great creativity and imagination shown in the storylines of the comics for the second strand of the task, with almost all candidates completing the units creating a comic. Applying conventions was one of the weaker aspects of evidence at the higher mark points, where there was an over reliance of extensive narration boxes, rather than fully utilising other communication tools such as speech/thought bubbles and onomatopoeia. Also, in a lot of cases centres seemed to be using software which provided a specific structure and layout of panels for candidates which resembled a storyboard, this is not helpful in supporting marks as there are aspects of the teaching content surrounding panel shape, size and layout, the understanding of which we would expect to see evidenced to support the creation of the comic.

The final point to make in this second strand is related to the fitness for purpose. As stated earlier there was evidence of great creativity in the creation of the comic stories, however, it should be noted that some stories whilst entertaining strayed quite a long way from the purpose of the brief or only touched on it. To support higher marks in the fitness for purpose the aim of the product and the audience should be key.

The final stand of this task focuses on saving and exporting. There is an important point to note here and that is that the first aspect of this strand is looking at the component parts (the character and other supporting assets) and it is looking at the format of those component parts, it is not looking at the properties, this is covered earlier the task. However, the second aspect of this strand is looking at both the format and properties of the final product, so looks at two aspects rather than just the format which is being assessed for the component parts.

One challenge faced when moderating some candidate work was that the work was not exported and remained in the native format of the creation software. This would not allow moderators to access the product at all to assess this strand. If no marks are credited for the export, but as the assessor you can see the final product in the software, it is acceptable to export a copy for moderation providing it is clearly labelled as an assessor export and detailed on the URS that the export is for moderation purposes and was not created by the candidate.

Selecting suitable software

Some centres seem to be using software which restricts the students to layouts resembling a story board rather than allowing them the freedom to incorporate aspects of the teaching content surrounding panel shape, size and layout, the understanding of which we would expect to see evidenced in supporting the creation of the comic.

Task 3 – Checking and reviewing your character and comic

Task 3 has been one of the most variable in terms of the evidence supplied for moderation.

The first strand of the task focuses on testing/checking and reviewing the final product. Many candidates attempted the test table for this unit but tended to focus on the meeting of the brief, rather than the technical properties of the final product. The second aspect of strand 1 is where the reflection on the effectiveness of the final product for the client and the target audience should be evidenced. Most candidates could reflect on the requirement of the brief, but the target-audience based reflections were generally less well done.

There were some good attempts at strand two of this task, with most candidates being able to identify areas for improvement and explain why they would suggest the improvements. The further development element was less well developed in most cases, as candidates tended to focus on improving the existing product. To support candidates, centres should ensure that the teaching content for this aspect of the specification is taught in full prior to the assessment, so that candidates are able to differentiate between improvements and further developments.

Assessment for learning
The further development aspect of the improvement and further development task could be better developed. Centres should ensure that the teaching content for this aspect of the specification is taught in full prior to the assessment, so that candidates are able to differentiate between improvements and further developments

Unit R096 General overview

This unit combines the skills of audio creation as the component part and animation as the final product. The assessment task for this year focused on creating an animation on behalf of the local council to promote cycle safety to year 5-6 pupils. This unit saw a huge range of different approaches to the task demonstrating animation skills and creativity throughout.

Comments by Task

Task 1 – Planning animation with audio

Candidates tended to evidence the first aspect of this strand well and were familiar with the interpretation of the brief. The second aspect could at times create more of a challenge to candidates as they were required to demonstrate their understanding of the requirements of the brief and audience and how their interpretation would meet those needs.

The second strand of this task requires candidates to produce pre-production documents to plan their final product. Candidates on the whole were able to plan for the visual content of their animation well. However, planning was much less comprehensive in terms of the key component part, the audio, and the other accompanying assets. When delivering the teaching content of this unit, it is key that candidates are taught the range of pre-production planning tools and understand their purposes so that they can effectively select and use the most suitable documents to plan the various aspects of their work.

The third strand focuses on assets and how they contribute to the effectiveness of the final product. This is one of the most commonly misinterpreted aspects of this task. This aspect is often measured on the completeness of an assets source table in terms of legislation and recording the correct number of assets. This is not what the assessment criteria is looking at. The evidence required to support marks is the candidates' ability to demonstrate that they understand what the asset is going to contribute to the product when it is created. With this in mind, this strand was often generously assessed.
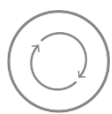
Assessment for learning
Planning of the audio component parts of the assignment was less comprehensive. When delivering the teaching content of this unit, it is key that candidates are taught the range of pre-production planning tools and understand their purposes so that they can effectively select and use the most suitable documents to plan the various aspects of their work.

Misconception
When assessing the assets and how they contribute to the final product, it is not enough to have a completed assets source table. The evidence required to support marks is the candidates' ability to demonstrate that they understand what the asset is going to contribute to the product when it is created.

Task 2 – Creating animation with audio

This task begins with the assessment of the creation of the component parts required for the final product. In this unit in particular, the component aspect can often be neglected. Creating and editing audio assets (as the key component) should be a key part of the evidence in this strand, and should not, as is often the case, only focus on creating and editing graphical assets.

We have seen a good range of different software and animation techniques evidenced in this series and candidates have shown imagination and creativity in this task. There was also good evidence of linking the animation to the purpose outlined in the brief. Evidence of making the animation whilst present, often tended to focus on adding assets to the software rather than the more technical skills outlined in the teaching content such as frame rate, tweens, layers etc. In quite a few cases it appeared that the choice of software by the candidates to create the animation limited their control of the more technical aspects of the animation and whilst this may help create a more profession looking final product, it does so at the expense of demonstrating skills which will impact on the candidate marks.

The last strand of this task is looking at saving and exporting the components and the final product. There is an important point to note here and that is that the first aspect of this strand is looking at the component parts (audio and other supporting assets) and it is looking at the format of those component parts, it is not looking at the properties, this is covered earlier the task. However, the second aspect of this strand is looking at both the format and properties of the final product, so looks at two aspects rather than just the format which is being assessed for the component parts. This should be reflected in the crediting of marks.

Misconception
?   The creation of component parts for the audio is often neglected in this unit. Creating and editing audio assets (as the key component) should be a key part of the evidence in this strand, and students should not, as is often the case, only focus on creating and editing graphical assets.

Selecting suitable software
The choice of software for this unit appeared to limit candidates' ability to create their chosen animation and their control of the more technical aspects. Evidence of making the animation whilst present, often tended to focus on adding assets to the software rather than the more technical skills outlined in the teaching content such as frame rate, tweens, layers etc. Whilst the software may help create a more profession looking final product, it does so at the expense of demonstrating skills which will impact on the candidate marks.

Task 3 – Reviewing animation with audio

As with all the optional units, this was the least well evidenced task of the unit. This first strand looks at testing/checking, which focuses on the technical properties of the final product, plus reviewing which looks at the effectiveness of the product for the brief and target audience. The testing/checking of technical properties is attempted but often not evidenced thoroughly, with candidates tending to reflect on the suitability of the product to meet the brief more than the properties. Candidates appear to be more comfortable and able to express their reflective thoughts, than they are to test and check their work.

The final strand of task three is all about improvements and developments which could be applied to the final product. To support marks in this strand recommendations made for how to improve and develop the final product should be clearly explained. Candidates were able readily discuss potential improvements, though at times this did link more to the process than the final product. Candidates appeared less confident in their understanding of potential development to the final products.

Unit R097 General overview

This unit combines the skills of sourcing, creating and repurposing media assets as the component parts and the interactive digital media product as the final product. The assessment task for this year focused on creating an interactive digital media product on behalf of Westgress Sports to inform young people aged 10 to 16 about the Summer at Westgress program. This popular unit saw a lots of different approaches and the use of a range of different software, and the results were very varied.

Comments by Task

Task 1 – Planning interactive digital media

Most candidates made a good attempt at interpreting the brief. At the higher mark bands there should be clear understanding of how that interpretation links to the audience as well as the brief, this would be expected to be evidence in the explanation.

There were variable levels of success in the pre-production planning documents, the majority of candidates planned in some way for the content and layout of the final product. Where there was less evidence was in the planning for the component part of the product which in this unit is the media assets. To enable success in this area, the teaching content around planning for all aspect of this unit should be covered thoroughly prior to beginning the assessment.

The final strand of this task was of the weaker aspects of most submissions. This element is intended to allow the evidence to demonstrate the candidates' understanding of how their assets will contribute to the effectiveness of the final product. An assets source table was generally the main evidence here, but with the understanding of the purpose of the assets and their contribution to the final product neglected, with candidates extensively recording sources and legislation details of the assets being used but not explaining fully the contribution of these assets. Where centres followed an approach to this unit which is closer to the legacy specification units, this misinterpretation by both candidates and assessors was more common.

Assessment for learning
Planning for the media assets which form the component parts of the product was frequently weak, the teaching content around planning for all aspect of this unit should be covered thoroughly prior to beginning the assessment.

Misconception
The contribution of the assets to the final product, and not just their sources and legislative details within the asset table, was weak in many submissions, where centres followed an approach to this unit which was closer to the legacy specification units, this misinterpretation by both candidates and assessors was more common.

Task 2 – Creating interactive digital media

There are many opportunities to demonstrate skills in this strand of task 2 due to the range of different media assets the candidates will be working with. Unlike the other option units there is no one key component part for this product. Instead, the client brief outlines the media assets that are needed in the product. Evidence here would be expected to show the preparation of these assets to support marks. This strand of the task was not well evidenced with many candidates not showing this important step in the creation process and relying on implied evidence from the final product.

The second strand of this tasks looks at the creation of the product itself using the component parts prepared in the earlier strand. This task was approached using a range of different software which was pleasing to see and created a diverse range of different products. As with other optional units, there was an over reliance of the final product to imply evidence the skills used to create the product, this should be specifically evidenced as part of the candidate portfolio to support marks. The key to this aspect is considering the brief and making a product which meets the requirements. There are clear requirements around house style and the formatting of the media components which were often not considered in the design and as such impacted on the suitability of the product to meet the brief.

The final strand in this task is focused on saving and exporting. This aspect seemed to cause a challenge for some candidates and centres. The final product regardless of the software it has been created in, needs to be provided as a standalone product which can be viewed on a PC without specialist software. This cannot be provided in the form of a link to an external source even if password protected.

One challenge faced when moderating some candidate work is that the work was not exported and remained in the native format of the creation software. This would not allow moderators to access the product at all to assess this strand. If no marks are credited for the export, but as the assessor you can see the final product in the software, it is acceptable to export a copy for moderation providing it is clearly labelled as an assessor export and detailed on the URS that the export is for moderation purposes and was not created by the candidate.

Assessment for learning

Centres are encouraged to teach candidates all the skills from section 2.1 of the teaching content as evidence of preparation of assets for use in the interactive digital media product, it is not enough to rely on implied evidence from the final product, instead candidates should use their portfolio to evidence key tools and techniques used to develop their asset collection for use in the final product. This does not need to be a blow-by-blow account of how the product and assets were made, just the key elements used on the journey.

Misconception

Some centres seem to be unaware of the need to submit candidates work digitally to OCR for moderation, and not via links to external sources. This requirement is detailed in section 6.3.6 of the [Creative iMedia specification](#).

Products in native file formats

If as an assessor you find candidates have not exported their final products from a native file format, if no marks are credited for the export, but as the assessor you can see the final product in the software, it is acceptable to export a copy for moderation providing it is clearly labelled as an assessor export and detailed on the URS that the export is for moderation purposes and was not created by the candidate.

Task 3 – Reviewing interactive digital media

The first strand of this task looks at the testing and checking of the technical properties of the final product and critically reviewing the effectiveness of the final product. There are varying levels of success with this aspect. Most candidates can effectively attempt a review, but they tend to lean towards a narrative of what they did in the creation process, rather than a critical review of the effectiveness of the final product. Many candidates created testing tables but seemed unclear on what was required to test the technical properties of the product and tended to lean more towards testing the fulfilment of various elements of the brief which does not support marks well.

For the second strand, most candidates were able to explain some improvements to their interactive media product to support marks for this aspect. However, generally the identification and explanation of areas for further development for the product was not as well evidenced and suggests some lack of understanding of the difference between the two approaches.

Assessment for learning

Centres are encouraged to teach candidates all aspects of the testing, including for technical aspects of the final product, section 3.1 of the teaching content. Many candidates created testing tables but seemed unclear on what was required to test the technical properties of the product and tended to lean more towards testing the fulfilment of various elements of the brief which does not support marks well.

Misconception

There is a misconception that improvement and further developments are the same thing. They are different as outlined in the specification and to support marks in the higher mark band both need to be evidenced in task 3 throughout all the optional units.

Unit R098 General overview

This unit combines the skills of photography and videography and editing to create a final product portfolio. The assessment task for this year focused on creating a portfolio on behalf of a local council to educate the public on the benefits of sustainable transport. There were a lot of different approaches to this task, and a great variation of success with this unit.

Comments by Task

Task 1 – Planning visual imaging portfolios

The interpretation of the brief followed a similar pattern to the other optional units in that the interpretation of the brief was a task that candidates generally evidence well, but the explanation aspect tends to be less strong when it comes to linking the interpretation to the brief and audience. Candidates tend to provide an explanation for the meeting the brief or the audience requirements but less frequently for both.

It was pleasing to see a wide range of pre-production documents used to plan for the final products. Which consider planning for work in different locations as well as the content of the media. The planning for the visual content of the videos was generally quite well planned. The content of photographs and audio content was generally less well evidenced.

Candidates seemed to struggle with the identification and demonstration for how the different assets will meet the brief, this may be because the assets are more likely to be created/recorded than sourced. However, this is still a key part of the assessment criteria. The teaching content for this element of the specification should be covered prior to starting the assessment.

Assessment for learning
Candidates struggled with the identification and demonstration of how different assets would contribute to meeting the brief, this is a key part of the assessment criteria. The teaching content for this element of the specification should be covered prior to starting the assessment.

Task 2 – Creating visual imaging portfolios

As with all the optional units there are three strands to task 2, which focus on the creation of the component parts and the final product(s). To support marks in this task there should be evidence of the technical skills used to create the component photographs and videos, as well as to construct the final portfolio. Candidates did not generally evidence the first two aspects of this strand well, relying heavily on the implied evidence from the photographs and videos to support marks for the technical skills used in their creation. When evidencing the creation of the portfolio, candidates could also evidence their choice of items to create the portfolio, as an additional way to demonstrate understanding of things such as conventions and creativity. To support candidates with the skills and knowledge required to evidence this task effectively centres should ensure that all the taught content outlined in the specification is thoroughly taught prior to the assessment. This should allow candidates to effectively use and evidence the tools and techniques to take and process photographs and record and edit video footage. It is also imperative that candidates have access to equipment and software which is sufficient to allow them to access the marks in the higher mark bands.

The final strand in this task relates to the formats of the components and the properties and format(s) of the final product. This was generally well evidenced by candidates; however, it is important to note that components or products in software specific formats are not suitable for moderation. This would not allow moderators to access the product at all to assess this strand. If no marks are credited for the export, but as the assessor you can see the final product in the software, it is acceptable to export a copy for moderation providing it is clearly labelled as an assessor export and detailed on the URS that the export is for moderation purposes and was not created by the candidate.

Products in native file formats

If as an assessor you find candidates have not exported their final products from a native file format, if no marks are credited for the export, but as the assessor you can see the final product in the software, it is acceptable to export a copy for moderation providing it is clearly labelled as an assessor export and detailed on the URS that the export is for moderation purposes and was not created by the candidate.

Misconception

?   It is a common misconception that the evidence to support marks for technical skills can be implied from high quality final products alone. This is not the case; skills should be clearly evidenced within the coursework portfolio.

Task 3 –Reviewing visual imaging portfolios

When evidencing the first strand of this task, candidates were able to reflect on their work and the suitability for the brief, though some of this work was more of a narrative of the creation process. This does not support marks in the higher mark bands well. Where candidates really seemed to struggle was in the testing and checking aspect of this strand. The technical properties of the photos and videos seemed to be an element that many candidates were not entirely clear about, as such testing and checking this was not generally very successful. This links back to ensuring that the teaching aspects relating to the technical properties is thoroughly covered prior to the assessment to enable candidates to better evidence this strand.

For the second strand, most candidates could explain some potential improvements to their portfolio. However, generally the suggestion and explanation of areas for further development for the product was weaker and suggested a lack of understanding of the difference between the two requirements.

Assessment for learning
The technical properties of the photos and videos seemed to be an element that many candidates were not entirely clear about, as such testing and checking this was not generally very successful. This links back to ensuring that the teaching aspects relating to the technical properties is thoroughly covered prior to the assessment to enable candidates to better evidence this strand.

Unit R099 General overview

This unit combines the skills of game design and game creation. The assessment task for this year focused on creating a single player 2D arcade style game for mobile platforms. There were a lot of different approaches to this task, the game products showed a good level of creativity.

Comments by Task

Task 1 – Planning digital games

When evidencing the interpretation of the client brief, in this unit it wasn't uncommon to see candidates generating a range of detailed ideas as part of their interpretation. Whilst this does not negatively impact the marks, there isn't a requirement to plan out multiple ideas and select one. It would be better use of assessment time to focus on the chosen idea and ensure that there is a comprehensive explanation of how their interpretation meets the client brief and appeals to the target audience.

There are a range of different pre-production planning documents that could be used to support marks in the second strand of this task. We saw some really sound planning from many candidates in this unit. For some candidates, the planning tended to focus on the visual aspects of the game and planning showed less of the functional aspects of the game and the user experience.

The final strand of this task was of the weaker aspects of most submissions. This element is intended to allow the evidence to demonstrate the candidates' understanding of how their assets will contribute to the effectiveness of the final product. An assets source table was generally the main evidence here, but with the understanding of the purpose of the assets and their contribution to the final product neglected, with candidates extensively recording sources and legislation details of the assets being used but not explaining fully the contribution of these assets.

Assessment for learning

Candidates struggled with demonstrating how different assets would contribute to meeting the brief, this is a key part of the assessment criteria. The teaching content for this element of the specification should be covered prior to starting the assessment.

Task 2 – Creating digital games

There was a common misconception in the first strand of this task. This was that the assets required for the game were the main components required for the final product. This is not the case with this unit, it is the game design document which is the key component in this task, and the assets are additional components. In many cases candidates did not produce a game design document as a discrete piece of evidence but combined this evidence into their coursework write up. This does not support marks well as it does not show an understanding of the requirements of this aspect of the unit. Candidates also seemed to lack the understanding of what content would be required in such a document, and often duplicated large chunks of their course work write up into this document.

For strand 2 of this task, it was really pleasing to see a wide range of interesting games designed that effectively demonstrated good interpretation of the client brief. It was often clear from the format of the game that the software provided had limited the originality in terms of the style and design of the game. It would help the candidates to support marks if the software used allowed them more freedom to make their games as they intended in the planning stage and also to allow them to ensure they meet the requirements of the client brief fully.

There were some challenges in terms of accessing the final products submitted for this unit; it is important that the centres note the requirements to make sure that their chosen software exports games in a format which can be accessed on a standalone machine, without the requirement for specialist software. Where this means exporting as .exe files, the centre must make sure these can be generated within the centre setup and user permissions. Games that are accessed via a link or require the moderator to play the game online do not meet the requirements for the NEA to be submitted as a standalone product.

Misconception
? In this unit the component parts are not the elements of the game. Although assets for use within the game may contribute to the mark for the first part of Task 2, the game design document is the main component part.

Misconception
? Some centres seem to be unaware of the need to submit candidates work digitally to OCR for moderation, and not via links to external sources. This requirement is detailed in section 6.3.6 of the [Creative iMedia specification](#).

Task 3 – Reviewing digital games

Candidates were generally able to review their games against the client brief and audience requirements well. There was also some good evidence of testing and checking, though as mentioned in other units, this did tend to focus on meeting the brief in some cases rather more than the technical properties of the final product.

In the second strand, there were often some good improvements suggested and candidates could explain why these improvements would make the game more suitable for the audience or better meet the brief. In this unit some candidate did also evidence some further developments they would like to make to their game and explain them well, but this was the weak aspect of this strand.

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