CREATIVE iMEDIA

Examiners' report

OCR Level 1/Level 2

Cambridge National in
Creative iMedia

J834
For first teaching in 2022 | Version 1

R093 Summer 2024 series

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Contents

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.

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R093 series overview

This was the first summer session for R093 on the redeveloped specification for Creative iMedia. R093 counts for 40% of specification, a significant proportion of their overall grade, and must take place once or at the same time as the second NEA has been submitted. This means that the entry for this series was based solely on those certificating in this series.

The terminal rule has also impacted on candidate responses with a greater synoptic understanding being seen to an extent. This is because the NEA units must be submitted before sitting R093.

However significant gaps in knowledge were seen across the question paper. This is concerning when candidates are completing their course.

As with the legacy specification, R081, there are aspects of R093 that require depth of understanding that cannot be taught purely by their application in NEA units. An example of this, would be the components and conventions of the various pre-production documents. Whilst candidates may have used and produced these documents in their NEA planning, the understanding of their use is lacking. Candidates need to be clear about what the components of a document are used for and by whom, not just being able to add them to a document. This was clearly illustrated in the extended response question regarding a visualisation diagram. Many candidates referred to the visualisation diagrams use by the riders in the park, not the animator.

R093 also contains content that is not covered in the NEA units which needs to be taught. One of these is work planning. When in the legacy specification candidates were required to produce work plans in all units, this is not required in the new specification. It was noticeable the candidates who had been directly taught the work planning content in this session, and those who had not.

Candidates only submit two NEA units, rather than the three on the legacy specification. Hence, they will not repeatedly cover a comparable range of content in the NEA units. This again illustrates the need to directly cover and revise R093 content.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
- knew the basic content of the unit specification - picked up at least one mark in each question because of knowing this content - were specific in their response - expanded their answers fully having provided a clear initial point - knew and understood the content that is contained within R093 that is not required in the NEA units - referred to the correct users of the documents contained in the question paper.	- lacked knowledge of the content listed in the specification - produced answers that were not clear in their structure and lacked specific detail - did not read the question properly, hence leading to marks being dropped - did not show understanding of the purpose and users of different pre-production documents.

Section A overview

This section contains questions totalling 10 marks. These questions are straight knowledge recall and do not require any application to context. In this session, responses were mixed across the range of questions.

Question 1

1   Which is a **traditional media** sector?

Tick (✓) **one** box.

A   Digital publishing   ☐

B   Entertainment   ☐

C   Internet   ☐

D   Television   ☐

[1]

> Many candidates answered this question correctly.

Question 2

2   One **format** of a client brief is **written**.

Identify **one** other client brief format.

.... **[1]**

> Whilst most candidates attempted this question, a minority answered this correctly. This is despite there being a list of different formats in the specification.

Question 3

3   Identify **one** advantage of focus group research.

.... **[1]**

> This question was not generally well answered, with candidates not identifying an advantage, in the main they only stated how it is used/carried out.

Question 4

4 Identify **two** headings that could be used in an asset log.

1 ....

2 ....

[2]

Whilst most candidates gained at least 1 mark on this question, many marks were lost for placing examples in the answer e.g. image, video. These are relevant to the NEA content with the candidates own work, however this question was asking for the headings at the top of the asset log. OCR provide several templates for use in the NEAs to help candidates, one of these is an asset log.

OCR support

i Several templates are produced by OCR for use in the NEA assignments that can help develop knowledge and understanding for the R093 examination.

Question 5

5 Complete the sentence.

Use a word from the list.

Defamation   Libel   Slander

.... is to make a spoken or written statement that is false and hurtful to an individual's reputation.   **[1]**

Whilst most candidates attempted this question, only approximately half of them got the correct answer.

Question 6

6 Which is a **property** of a digital moving image file?

Tick (✓) **one** box.

A Animation ☐

B Frame rate ☐

C Raster ☐

D Video ☐

[1]

Most candidates attempted this question, and most of them got this question correct.

Question 7

7   A camera on a tripod **tilts** up and down to show the height of an object.

   Which **camera technique** is this an example of?

   .... **[1]**

The majority of candidates did not get this question correct, often referring to camera angles or other examples of camera movements. There are a number of camera techniques listed within the unit specification.

Question 8

8   Identify **one** safety hazard that needs to be considered when filming on a street.

   .... **[1]**

This question was generally well answered by the majority of candidates.

Question 9

9   Which **document** is used to assess hazards at a filming location?

   .... **[1]**

Whilst the question was attempted by the majority of candidates, the question was not well answered. Many candidates were vague in response not being specific in the naming of the document required.

Section B overview

This section contains a range of questions based on the context for this examination series, Westwood Theme Park. This section requires candidates to not only answer questions based on knowledge recall but also to apply that knowledge to the context. This forms the vocational nature of question paper. With questions worth up to 2 marks, candidates who did not respond well, either had gaps in their knowledge or did not expand their answers fully. With questions 14 and 18biii a significant number of candidates did not read the question fully, which led to responses that did not justify why the improvements suggested would improve the document for the user stated in the question.

Question 10

10 Identify **four** media products that could be used to **promote** a theme park.

1 ....

2 ....

3 ....

4 ....

[4]

Most candidates gained at least 1 mark on this question, the number of candidates who gained full marks were few. Marks were lost due to a combination of vague and not relevant to context responses. Many candidates did not consider the context which this question is set in, and what would be a plausible product for a theme park to use. An example of this would be 'social media' which is too vague, or 'newspaper' which is not plausible. However, a 'newspaper advert' or 'social media post' would be a plausible media product to use to promote a theme park.

Question 11 (a)

11 The development of a media product requires a number of different job roles.

(a) Describe **one** responsibility of a **copywriter**.

....

....

....

.... **[2]**

Whilst most candidates attempted the question, the majority of these did not gain a mark for their answer. The majority of the lost marks were due to referring to the protection of the media products own copyright, which is not the job of copywriter. Marks were further lost for not expanding the response sufficiently regarding the impact of the role.

Exemplar 1

To generate slogans and choose fonts best suited to a media product to promote it to a target audience

---

The candidate gains both marks in this response. They have identified a responsibility – the generating of slogans for a media product. They had also linked this, not overly well, to how these need to be appropriate for the target audience of a product. The question asked for one responsibility of a copywriter with no reference in the wording to the context. Hence, a generalised answer was appropriate. This was assessing PO1 from the specification.

Question 11 (b)

(b) Describe **one** responsibility of a **creative director**.

....

....

....

.... **[2]**

Most candidates gained at least 1 mark on this question, this was generally for identifying the roles of either overseeing the creative team members or coming up with the ideas for a product. Lack of specificity often prevented another mark being given.

Question 12

12 A **client brief** is provided by Westwood Theme Park.

The new ride will open in April after a 12-month production schedule. The project needs to be completed by the end of March. The ride will include augmented reality (AR) animations that riders will view by wearing headsets on the ride.

There are four sections to the ride. Each focuses on a different aspect of space exploration:

- Launch Pad: Into Space
- Moon Shot
- Space Shuttle
- Space Station

Each section of the ride needs its own AR animation. Each AR animation will take three months to create, one month to test and requires one month of contingency to resolve any problems.

The budget for the project will only allow you to employ a small team of developers to work on the animations. You will only be able to develop two animations at any one time.

The first two animations must be created, tested and any problems resolved before starting the development of the other two animations.

There needs to be two months' contingency before the ride opens to resolve any final problems.

Using the information in the **client brief**, create a **work plan** to meet the client requirements.
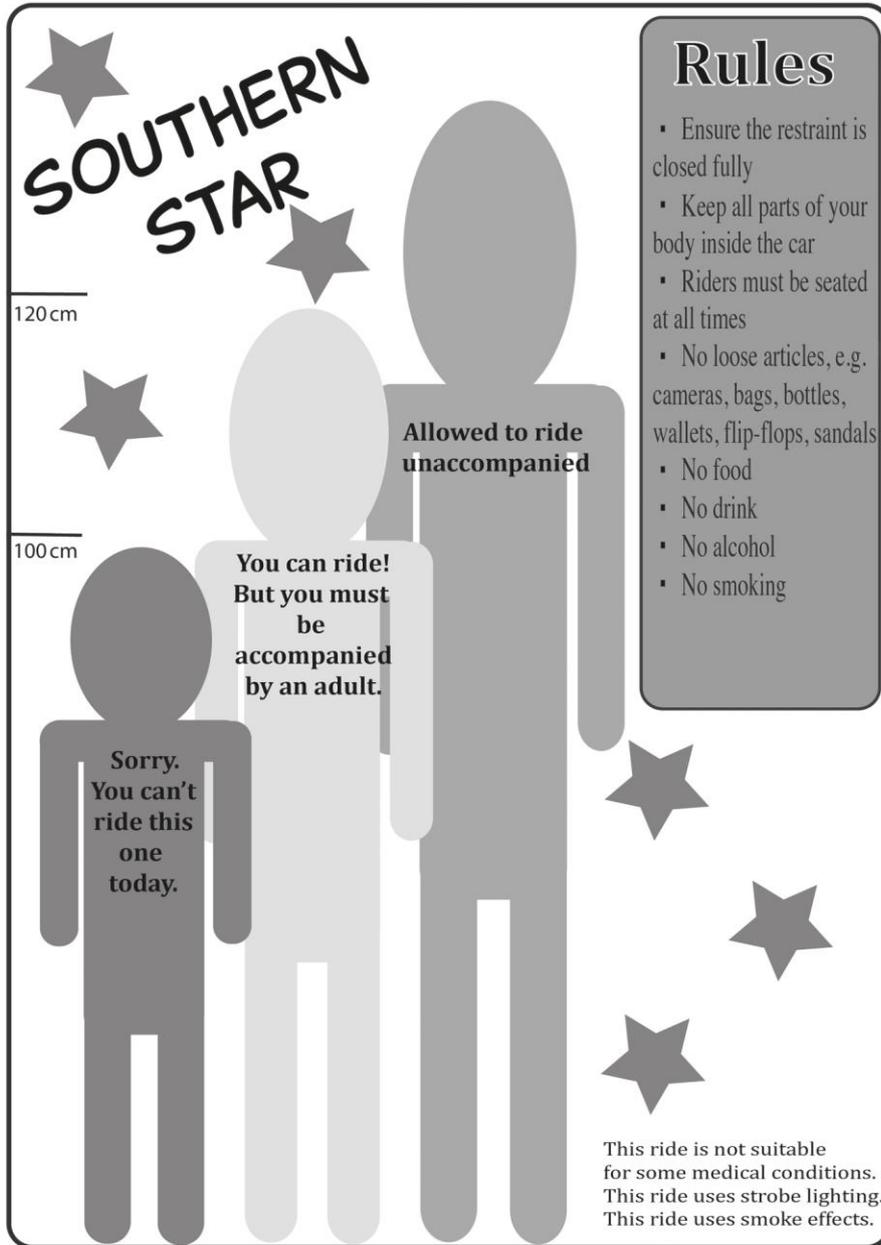
Tasks	April	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April

[6]

As mentioned at the start of this report, work planning is not required in the NEA units of the specification, hence, how candidates indicated the different aspects of the work plan (create, test, contingency) varied. As a result, this question saw a wide range of responses across the range of marks. Candidates who answered this question well, clearly set out the relevant tasks and timescales, using the requirements provided in the brief. Candidates who did not answer the question well, did not take on board the requirements for developing 2 animations at a time or clearly indicating the different aspects of the work plan.

Question 13 (a)

13 When researching signs to use for the new ride, an existing sign is found in use at Westwood Theme Park.

(a) What is the **purpose** of the sign?

....

.... **[1]**

Most candidates answered this question correctly. However, many candidates over complicated their response, instead of simply stating 'to inform' or 'to educate'. This was in line with a similar question in the January exam session.

Question 13 (b)

(b) Explain **one** way **images** are used to meet the **purpose** of the sign.

....

....

....

.... **[2]**

This question was generally well answered, with most candidates gaining at least 1 mark. Those candidates who gained both marks clearly indicated how an image on the sign, in the main selecting the images of the humanoids and then linking them to the safety message from the poster. This demonstrated a good understanding of how images are used.

Question 13 (c)

(c) Explain **one** way **written media codes** are used to meet the **purpose** of the sign.

....

....

....

.... **[2]**

This question was not well answered indicating a lack of understanding of what written media codes are and how they are used. Where candidates did gain a mark it was, in the main, for how the purpose of the sign is met without stating the written media code used.

Question 13 (d)

(d) Explain **one** way **colour** could be used to convey meaning on the sign.

....

....

....

.... **[2]**

This question was generally well answered, with most candidates gaining at least 1 mark. Many candidates gained both marks, in the main for linking the use of the 'traffic lights' colours to the different humanoids on the sign and their ability to ride or not. Where candidates did lose marks it was for being too vague in their linking to the purpose of the sign.

Exemplar 2

All colours have a usual symbol to them, like how red is symbolic for a warning or danger. That can be used here on the rules box to draw attention to them so visitors read it.

The candidate gained both marks for this response. The question was framed within the section context, referring to 'the sign' in its wording. The candidate has clearly identified how red, a colour, could be used to symbolise a warning message for 1 mark. Mark 2 was given as the candidate provided a link to the context, referencing its use on the rules box on the sign to highlight its importance and draw attention to the rules.

Question 14

14 A **visualisation diagram** of the view that riders will see in the augmented reality headset is given to an **animator** to develop the interface.

Discuss the suitability of the **visualisation diagram** for use by the **animator**.

Marks will be awarded for:

- Suggesting changes that improve the visualisation diagram
- Explaining how the changes you suggest will improve the effectiveness of the visualisation diagram for the **animator**.

[9]

As is expected this question saw a wide range of marks given across the full range available. Those candidates who answered the question well, provided a thorough discussion showing a detailed understanding of how a visualisation diagram is used (by the animator) and the information that it should contain.

Candidates were very good at highlighting the lack of detail and lack of specifics included in the visualisation diagram. Candidates were also good at suggesting relevant general improvements i.e. add colour, add fonts. However, marks were lost, by not being specific in their answers. Candidates in future sessions should be more detailed and specific in the suggested improvements to access the highest marks, e.g. "The object should be annotated with the name of the planet, so the animator knows what planet to add in the animation to meet the need of the ride. This will help them create what is required."

Candidates who did not answer this question well, either referred to how they would improve the product, how they would make the ride more exciting, or how they would make the visualisation document better for park customers. None of these are the focus of the question, so marks could not be given or where some content was relevant but in a very limited way.

Misconception	
?	Candidates need to be clear about who uses a pre-production document. Many candidates referred to the park users and not the person (in this case the animator) who would use the pre-production document.

Question 15

15 The animator needs to consider the **mise-en-scene**.

Explain what is meant by **mise-en-scene**.

....

....

....

.... **[2]**

Most candidates did not gain any marks on this question. Mise-en-scene is a specific term listed within the specification content (TA2.5). As such it is expected that candidates would know listed content in the unit specification.

Question 16

16 The animator is given a **physical mood board**.

Identify **four** components of a **physical mood board**.

1 ....

2 ....

3 ....

4 ....
[4]

Most candidates gained at least 1 mark on this question, with a large number gaining at least 3 marks. Where marks were lost candidates did not provide relevant components for a physical mood board, instead providing examples other documents components (nodes, sub-nodes) or digital aspects (video, audio).

Question 17 (a)

17 Westwood Theme Park is on **private property**. Photographs will be taken of people on the new ride.

(a) Explain **two** legal issues that need consideration when taking photographs of people on **private property**.

....

....

....

....

....

.... **[6]**

Most candidates gained at least 2 marks on this question by explaining one legal consideration. The response seen the most referred to needing permission from the people in the images. Marks were lost by candidates not being specific in their answers, leading to answers not being clear in the issue that they were trying address.

Question 17 (b)

(b) Identify **two** physical platforms that the photographs could be viewed on in the theme park.

1 ....

2 ....

[2]

Most candidates gained at least 1 mark on this question. Marks tended to be lost for identifying a non-physical platform e.g. website, app. The different physical platforms are listed content in the unit specification.

Question 17 (c)

(c) Explain what is meant by **image compression**.

....

....

....

.... **[2]**

Despite image compression being part of both mandatory units, most candidates did not gain a mark on this question. This was in the main due to candidates being vague in their responses. The main example of this was the reference to 'reducing image size', this could be read as scaling or cropping an image and so was not given credit.

Assessment for learning

Candidates need to be specific in their responses and provide clear details about the points that they are marking.

Question 18 (a)

18 Westwood Theme Park is updating its website to include a web page for the new ride.

(a) Explain **one** way a **web designer** contributes to the development of a website.

....

....

....

.... **[2]**

Most candidates were able to gain at least 1 mark on this question, stating one contribution of a web designer. However, candidates did not fully develop their answer allowing for both marks to be given. Where candidates did gain both marks they provided a response in the context of a website development i.e. how their work would be used by a web developer later in the production process.

Question 18 (b) (i)

(b) The new web page will include images of the new ride that will change automatically.

(i) Identify **one** type of **transition** that could be used when the images change.

.... **[1]**

Most candidates gained the 1 mark for this question.

Question 18 (b) (ii)

(ii) Identify **two** static image **file formats** that are suitable for use on a website.

1 ....

2 ....

[2]

Most candidates gained both marks on this question. Where marks were lost, candidates had provided responses that were not file formats e.g. Instagram, word, etc. or selected an unsuitable file format. The most common incorrect file format was PDF. Whilst candidates do use a PDF at times in the NEA this is for a printed product, not for use on a website.

Question 18 (b) (iii)

(iii) A **wireframe layout** of the web page for the new ride is given to the **web developer**.

Improve the effectiveness of the **wireframe layout** for use by the **web developer**.

The wireframe layout has been inserted into the answer space for you to use in your response.

Marks will be awarded for:

- Relevant components and conventions used
- Layout
- Annotations that explain how the improvements help the **web developer** in their role.

[9]

Most candidates gained at least 3 marks on this question. The question required candidates to improve a provided wireframe layout to make it more useful for the web developer. This requires them to apply their knowledge of the components and conventions of a wireframe layout and explain how they can provide more useful information for the web development to perform their job role.

Those candidates who gained marks in Level 3 improved the document by consistently using the conventions and components of a wireframe layout and then justifying how these aided the web developer. An example of this would be by placing a X in the large empty box to indicate it's an image placeholder, then justifying this by stating that this made it clear to the web developer that there will images (possible image carousel) placed in this box, so that they would know what to do. This is an example of meeting both bullet points 1 and 3 on the question.

A significant number of candidates lost marks by converting the wireframe layout into a visualisation diagram by drawing content (images of rides etc.) onto the layout provided. This showed a lack of understanding of the components and conventions of a wireframe layout.

Exemplar 3

13

Improve the effectiveness of the **wireframe layout** for use by the **web developer**.

The wireframe layout has been inserted into the answer space for you to use in your response.

Marks will be awarded for:

- Relevant components and conventions used
- Layout
- Annotations that explain how the improvements help the **web developer** in their role.

[9]

Handwritten annotations on wireframe:

- Developer knows what file type to use
- Could be a gif or slideshow of multiple images
- A button including a link to the home page
- title of website
- A Button links to opening times and prices
- big banner image of people on ride
- lets developer know to easily describe information
- Should include name of ride
- So people can leave the website
- font Areial
- Size 12
- helps developer to know look and size of text
- information should include height restrictions
- more information About ~~ride~~ here. help developer to understand the layout of the website
- Placeholder image of ride
- Place holder images
- helps developer to focus on website only
- name of ride underneath
- *Galaxy or Space bg* fits the theme of the ride
- A button that gives a link to information about the ride
- Could include telephone or email contacts
- lets developer know they should access this information
- helps developer to understand colours used
- text should be in boxes white bg to make it stand out.
- helps developer to know what should be linked

Wireframe text elements: Home Page | name | exit | SUBHEADING | information about ride put here

END OF QUESTION PAPER

In this response the candidate has consistently used the conventions of a wireframe layout. They have indicated two image placeholders using the X in empty boxes as well as annotating other aspects of the diagram through the use of text indicating content or styling decisions (font ariel, size 12). The candidate has then also stated, as justifications, why these improvements help the web developer e.g. 'helps the developer to know what should be linked', 'helps developer to know the look and size of text'. This response can then be placed in Level 3 as the candidate has shown a detailed understanding of the purpose and use of a wireframe layout.

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