

CREATIVE iMEDIA

Examiners' report

INCLUDED ON THE
KS4 PERFORMANCE TABLES

OCR Level 1/Level 2

Cambridge National in
Creative iMedia

J834

For first teaching in 2022 | Version 1

R093 January 2025 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 [Teach Cambridge](#).

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R093 series overview

This was the second January series for R093 on the redeveloped specification for Creative iMedia. The application of the terminal requirements of the qualification led once more to a smaller January entry than in the legacy R081 specification. However, this means that candidates are more likely to be in their final year of GCSE studies and have consequently taken part in more concerted examination practice across all their subjects.

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, if the unit is to be counted.

The overall performance this January was higher than in both of the previous series in 2024, showing that centres have developed a greater understanding of the requirements of the specification. However, many candidates did not write their responses clearly. Centres are advised to ensure that candidates are clear about the command word requirements and know how to construct their answers precisely. Many candidates lost marks by providing responses such as 'it's easier' or 'it's faster' without qualifying these comments.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> • read the questions carefully • knew the content listed in the specification • understood the components and conventions of different pre-production documents • applied context to their answers • were specific and concise in their responses. 	<ul style="list-style-type: none"> • did not read the questions carefully providing excluded answers • did not know the listed content • produced answers that were not clear in their structure and lacked specific detail • did not show understanding of the purpose and users of different pre-production documents.

Section A overview

This section tests Performance Objective 1, which is knowledge and understanding with no application of context.

Question 1

1 Which is **not** an example of **traditional media**?

Tick (✓) **one** box.

- A Computer games
- B Film
- C Radio
- D Television

[1]

This was generally well answered by candidates. However, marks were lost when candidates did not read the question fully, missing 'not' in the question.

Questions 2 and 3

2 What is an **eBook**?

.....
..... [1]

3 Complete the sentence.

Write a word from the list in each of the **two** spaces.

You can use each word only once or not at all.

- | | | | | |
|-----------------|------------------------|-----------------------|---------------|------------------|
| creative | post-production | pre-production | senior | technical |
|-----------------|------------------------|-----------------------|---------------|------------------|

A video editor is a role involved in the phase of film production. [2]

Candidates responded well to Questions 2 and 3 with most responses gaining the marks.

Question 4

4 Identify **one** purpose of comics.

..... [1]

This question was generally well answered. However, candidates lost marks when they described the content of comics rather than their purpose.

Question 5

5 Which is an example of an **audience segmentation** category?

Tick (✓) **one** box.

- A Commission
- B Education
- C Formal
- D Meeting

[1]

Candidates answered this question generally well.

Question 6

6 What is the term used to describe the use of **copyrighted** material in research and individual private study?

..... [1]

This question saw a mixed set of responses indicating a lack of knowledge of this section of the unit content. Many candidates used the term 'copyright' as an answer, which was incorrect.

Question 7

7 Which organisation is responsible for **regulating** TV and radio content in the UK?

..... [1]

This question saw a mixed set of responses, showing a lack of knowledge of the regulatory bodies in the UK.

Question 8

8 Identify **two physical** distribution **media**.

1

2

[2]

Despite the possible responses for this question being listed in the specification, this question was poorly answered. Candidates often provided answers that were examples of the use of the media not the physical media themselves. Candidates need to know the listed content in the specification.

Section B overview

This section contains a range of questions based on the context for this examination series, an Asian inspired food show. This section requires candidates to not only answer questions based on knowledge recall but also to apply that knowledge in context. This provides the vocational setting in which the question paper is based. 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 Question 11 (b) and Question 14 (a), candidates at times did not seem to read the question fully. This led to answers that did not justify why the improvements suggested would improve the document for the user stated in the question.

Question 9 (a)

Alooshi sells freshly made noodles and rice meals for people to eat when at work or out and about.

You are developing a campaign to promote the company and their new shops.

9 To find out what Alooshi's customers think is good about the business, you send some of them an online survey.

(a) Explain **one** advantage of using an **online survey**.

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

Most candidates were given at least 1 mark on this question for identifying an advantage of using an online survey. However, some lost marks for not being clear in explaining how this was an advantage.

Question 9 (b)

(b) Explain **one** disadvantage of using an **online survey**.

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

Most candidates were given at least 1 mark on this question for identifying a disadvantage of using an online survey. However, as with Question 9 (a), it was the second mark that was often not given as candidates did not clearly state how this impacted negatively on the use of the survey, i.e. restricted the number of responses received, stopped some audience groupings from contributing.

Question 9 (c)

(c) Identify **one** other **primary** research method.

..... [1]

This question was generally well answered.

Question 9 (d)

(d) The online survey will gather **qualitative** and **quantitative** information.

Explain **one** difference between **qualitative** and **quantitative** information.

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

This question saw a mixed set of response, with candidates generally either being given full marks or none. Candidates were either clear in the understanding of these two terms, which are listed in the specification, or they were not. Many candidates were not given any marks as while examiners were able to see what the candidate was trying to say, the answers were too vague for any credit to be given.

Questions 10 (a) (i), (ii), (iii) and (iv)

10 A **client brief** is provided by Alooshi.

Our company:

We opened our first shop, producing Asian-inspired food, in 2016. Our aim was to provide people working in offices with healthy, fresh meals at affordable prices. In 2019, we opened a second shop in the largest shopping mall in the region. The aim was to provide shoppers with healthy, fresh meals at affordable prices.

Our plans:

We want to expand the business further by opening four more shops in October 2025. Our ethos will still be to offer freshly made Asian-inspired food for busy workers and shoppers at affordable prices. To help our expansion we need a promotional campaign to be developed. The campaign will start in August.

Our main target audience is busy people who use their mobile devices to order food so that it's ready for them to collect in the shops. We want to promote the new shops on mobile devices using a multimedia product and social media adverts. We also want to use the social media adverts as posters and flyers near the shops.

(a) Use the **client brief** to answer the following questions.

(i) Identify **one digital** media product that Alooshi wants.

..... [1]

(ii) Identify **one physical** media product that Alooshi wants.

..... [1]

(iii) Identify **one** target audience group.

..... [1]

(iv) Identify **one** time constraint.

..... [1]

Overall, candidates answered Questions 10 (a) (i) to (iv) well.

Question 10 (b)

(b) Explain **one** way Alooshi's **ethos** could constrain the planning and production of the media products.

.....

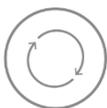
.....

.....

..... [2]

This question was generally answered poorly, with many candidates not understanding the term 'ethos'. This is a term which is provided in the unit teaching content within the specification, and only covered in R093, for which candidates did not seem to have knowledge or understanding.

Assessment for learning



There are multiple examples of elements of the teaching content of the R093 unit which students do not seem to have encountered before sitting the exam. This example highlights the need for centres to deliver the full teaching content of the unit and not to rely on there being sufficient coverage within the NEA units for this external assessment. Our [Curriculum Planner](#) suggests that the delivery of the R093 unit is split between the underpinning knowledge required to complete the NEA and the remaining content which is also required to complete the examination.

Question 11 (a)

11 You create a **digital mind map** to provide the **graphic designer** with ideas for the promotional campaign.

(a) Explain **one** responsibility of the **graphic designer** working on the promotional campaign.

.....

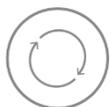
.....

.....

[2]

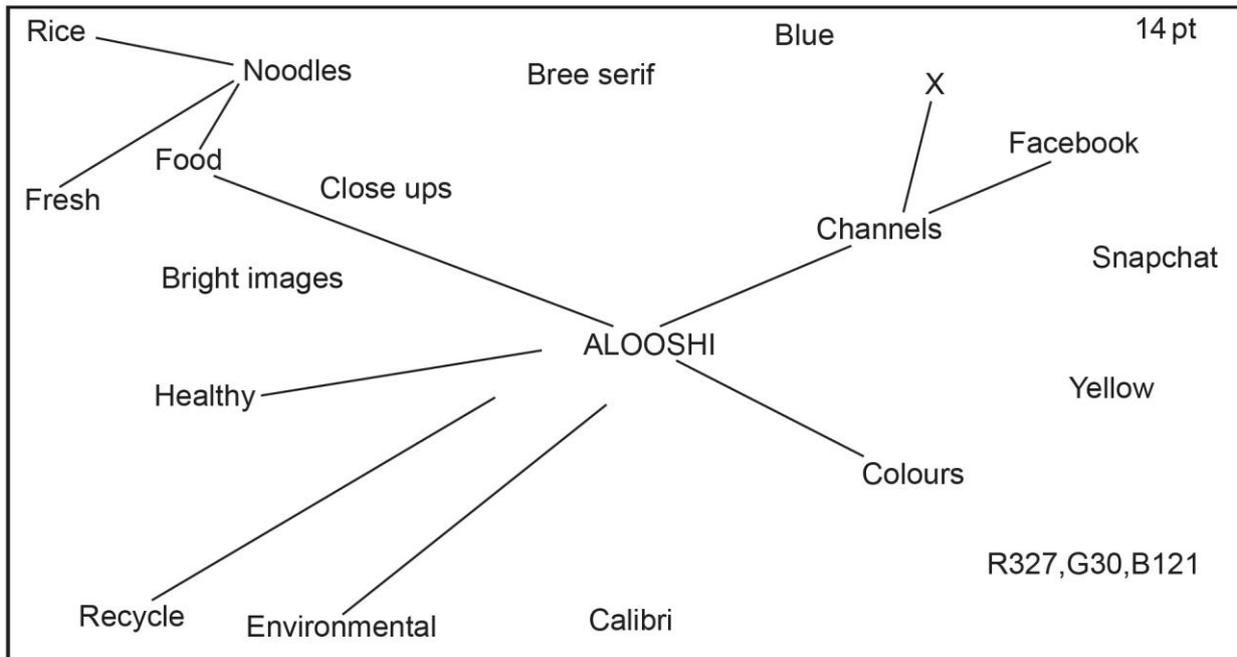
This question was generally answered well, with most candidates being given at least 1 mark. Candidates who were not given any marks were not clear about the responsibilities of the job role. There are several job roles in the specification and candidates need to know their main responsibilities and then be able to apply them in context, e.g. design the graphics for use in the promotional campaign for the shop.

Assessment for learning



Candidates need to know the main responsibilities of the job roles listed in the specification.

Question 11 (b)



(b) Improve the effectiveness of the **digital mind map** for use by the **graphic designer**.

The digital mind map 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 **graphic designer** in their role.

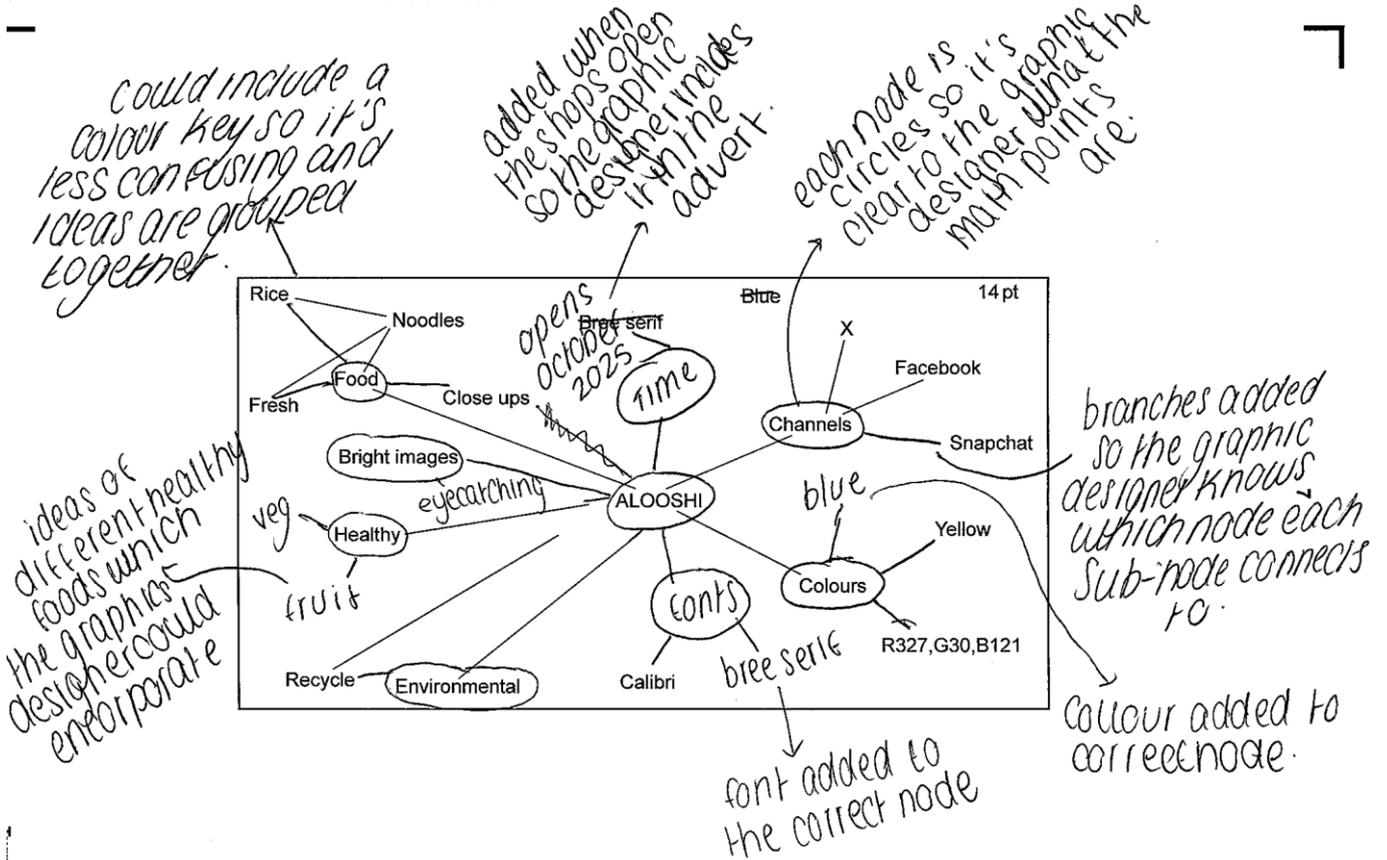
[9]

This question was generally answered well, with most candidates being given at least 4 marks, which is the lower end of Level 2.

Marks were lost for not improving the mind map, for example by adding connector lines or moving text around to add context to specific elements of the mind map.

Many candidates were not given higher marks for not explaining how the improvements would aid help the graphic designer. These candidates only stated what they would improve, i.e. 'I have brought Blue down to this corner to group the colours together'. They did not go that step further by explaining how that would aid the graphic designer, e.g. 'This means that the graphic designer can see the whole colour palette in one place so they know what that can use easily.'

Exemplar 1



The candidate has suggested a range of improvements to the mind map including grouping the fonts and all the colours together as well as adding types of healthy food that could be included. The addition of nodes for fonts and time shows an effective use of mind map conventions. The annotations around the outside explain briefly why the improvements have been made and how they would impact the graphic designer in their role. Greater consistency in the explanations of how the graphic designer is helped would have allowed full marks to be given.

Question 11 (c)

(c) Identify **one** piece of software that could be used to create a **digital** mind map.

..... [1]

This question was generally well answered, with candidates responding with a wide range of software. Candidates who were not given the mark either provided hardware answers or were too vague by providing general answers such as Adobe, Office 365, the internet, Google, etc.

Question 11 (d)

(d) Explain **one** way a mood board could be used in the pre-production phase of this project.

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

Most candidates were given at least 1 mark on this question. Most candidates lost marks in one of two ways. They were either not specific about the way a mood board generates ideas visually (in comparison to a mind map) with various assets or they did not link it to the context of how these visual ideas are used.

Candidates need to develop answers and not repeat the wording of the question and document, e.g. 'it's used to create the mood for the project'. This does not actually answer the question as its not explaining how it is done.

Exemplar 2

It could be used to collect images.....
and colour pallets so that the production.....
and post production know what there doing.....
..... [2]

The candidate correctly identifies that a mood board could be used to collect images and a colour pallet, which refers to the visual concept of idea generation. However, the second mark is not given as it is too vague regarding how it would be used/its impact in the context of the question paper.

Question 12 (a)

12 The promotional campaign will be delivered to potential customers on their mobile devices.

(a) Explain **one characteristic** of mobile devices that make them suitable for delivering the promotional campaign.

.....

.....

.....

..... [2]

Candidates were given marks when they were clearly able to identify a characteristic of a mobile device such its portability, or internet connection for 1 mark. However, many were not able to explain how this allowed the campaign to be delivered to them.

Many candidates were not given marks on this question since they stated that a characteristic of a mobile device is that 'they are used widely' or that 'we all own one'. These are not characteristics; rather they are the effect of their characteristics.

Question 12 (b)

(b) Identify **two other physical platforms** that could be used to deliver a media product to an audience.

1

2

[2]

This was generally well answered by candidates.

Question 12 (c)

(c) Explain **one property** of vector images that make them suitable for use on mobile devices.

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

This technical question saw a wide range of responses, with candidates who had the technical knowledge about vector images being given the marks. However, due to the mandatory unit being image based it was surprising that more candidates did not know and understand the technical aspects of the image file type.

Question 12 (d)

(d) Identify **one static image file format** that is suitable for use on a mobile device.

..... [1]

This was generally well answered, with most candidates being given the mark.

Question 14 (a)

14 A script is given to the **director** for filming the multimedia product.

Alooshi Advert

Camera shot of outside of shop

Voiceover by owner: Are you looking for a delicious and healthy meal that will satisfy your taste buds and your budget?

Alooshi can do that for you – fast and fresh Asian-inspired food made from natural ingredients.

Inside Kitchen

Voiceover by owner: All our meals are made on the premises by our skilled chefs

Using fresh ingredients every day.

Prepared and cooked ready for you to eat on the go.

Camera shots of different meals being prepared and packaged up

Shot of outside shop with Owner on street talking to camera

Owner: Visit one of our new shops – if you visit this month you can take advantage of our special offer buy one, get one free on all our rice dishes.

That's right, you can get two delicious dishes for the price of one. But hurry, this offer is only valid until the end of the month.

People eating food in shop

Voiceover by owner: if you don't have time to queue, order online using our App.

Alooshi – fast, fresh healthy Asian-inspired food.

Image of logo and details of website and App stores icons on screen.

(a) Discuss the suitability of the **script** for use by the **director**.

Marks will be awarded for:

- Suggesting changes that improve the **script**.
- Explaining how the changes you suggest will improve the effectiveness of the **script** for the **director**.

[9]

Most candidates performed well in this question again being given marks at Level 2 and above. However, marks were lost from candidates adding in extra content to the scenes rather than improving the scripts effectiveness for use by the director.

The script had a number of issues regarding its use of the codes and conventions of script writing such as the lack of INT/EXT use, or the lack of clarity of who is speaking when and where does the speech end. These issues would then cause the Director issues when filming. Candidates are required on this question to highlight an issue, suggest how a convention could be added to the document to improve this issue, and then explain how the document user (the Director in this case) would benefit from this. Many candidates were not given full marks as they did not apply the correct conventions to the script.

There a number of different documents listed in the specification which could appear in this type of question, of which the candidates need to know the conventions for their layout and use.

Misconception



Candidates need to apply the appropriate and relevant conventions to the document to improve it for the user. For the upper mark bands, candidates need to explain how their improvements help the user of the document.

Question 14 (b)

(b) Identify **two** pieces of hardware that could be used to produce a **script**.

1

2 [2]

This was generally well answered.

Question 14 (c)

(c) Explain **one** way the **director** could **engage** the audience when recording the multimedia product.

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

Most candidates were given at least 1 mark on this question. However, many were not able to explain how the suggestion they made would increase audience engagement. They only stated that it would engage the audience.

Question 15 (a) (i)

15

(a)

(i) Describe **one** health and safety risk that a **camera operator** could face.

.....

.....

.....

..... [2]

Most candidates were given 2 marks on this question with the most common response being concerned with tripping over wires.

Question 15 (a) (ii)

(ii) Explain **one** way to mitigate the risk faced by the camera operator.

.....

.....

.....

..... [2]

Most candidates were given at least 1 mark on this question. However, while many stated a mitigation, they did not go on to explain how this reduced the risk to the camera operator. This prevented them from being given the full 2 marks.

Question 15 (b)

(b) Explain the purpose of a **location recce**.

.....

.....

.....

..... [2]

This was another question where candidates either knew the purpose of a location recce and were given both marks, or they did not and were given 0 marks. Once again this is a technical term in Section 3.4.4 of the teaching content for R093 which candidates should know, that is not covered in every NEA unit.

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