

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 Summer 2025 series

ocr.org.uk/cambridgenationals

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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 responses 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 summer series 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 session was based solely on those certificating in this series.

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

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. While 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 questions regarding an asset log and a wireframe.

R093 also contains content that is not covered in the NEA units which needs to be taught such as the different job roles in Creative iMedia sector

Many candidates did not gain marks due to poorly written responses that either did not address the question asked or were poorly written, knowledge and understanding required could not be seen or implied easily by the examiner. Centres are advised to ensure that candidates are clear about the command word requirements and know how to construct their answers precisely. In this session this was one of the biggest barriers to higher marks being attained overall. This is despite the range of question types used to assess the candidate's knowledge and understanding.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
• read the questions carefully • knew the basic content of the unit specification • picked up at least one mark in each question because of knowing this content • were specific and concise in their response • understood the components and conventions of different pre-production documents • understood the different job roles in the Creative iMedia sector.	• did not read the questions carefully providing excluded answers • did not know the listed content • did not know the technical terminology used in the specification • lacked specificity in their responses which were unclear as a result • did not show understanding of the purpose and users of different pre-production documents.

Section A overview

This section of the question paper tests PO1, knowledge and understanding with no application to a context.

Question 1

- 1 **Action, arcade, first person, puzzle and RPG** are examples of which **new media** product?

..... [1]

This was generally well answered, with most candidates gaining this mark.

Question 2

- 2 Complete the sentences.

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

You can use each job role only once or not at all.

content creator	graphic designer	web designer	web developer
------------------------	-------------------------	---------------------	----------------------

A is responsible for planning the style and layout of a website.

A is responsible for creating the website. [2]

This was generally well answered, with most candidates gaining at least 1 mark.

Question 3

- 3 Which **lighting position** is used to create a **shadow effect** from behind?

Tick (✓) **one** box.

- | | |
|-----------------------------|--------------------------|
| A Back light | ☐ |
| B Low angle | ☐ |
| C Practical lighting | ☐ |
| D Side angle | ☐ |

[1]

This was generally well answered, with most candidates gaining this mark.

Question 4

4 Identify the **components** of the **workplan** labelled **A** and **B**.

Production Process		Start Date	End Date	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
Design new logo		14/02/2026	21/02/2026										
	Create idea sketches	14/02/2026	16/02/2026										
	Focus group feedback	17/02/2026	18/02/2026										
	Feedback analysis	19/02/2026	20/02/2026										
Create new logo		22/02/2026	02/03/2026										
	Edit and add image of bottle	22/02/2026	23/02/2026										
	Create strap line	23/02/2026	24/02/2026										
	Layer image and strap line	25/02/2026	02/03/2026										
Client meeting													
	Logo feedback												

A

B

[2]

This question was poorly answered, with a minority of candidates gaining at least 1 mark on this question. As with previous sessions, the area of work plans is not well understood by candidates. This is an area not covered in the NEA assignments.

Question 5

5 Which **intellectual property** gives exclusive rights to the creator of a design?

..... [1]

This question was very poorly answered with most candidates not gaining this mark. The question was specifically targeting one item of the listed content in the specification (TA 3.4.2) and showed that candidates are not clear about the differences between the types of intellectual property relevant to Creative iMedia.

Question 6

6 Which **property** of **digital audio** files counts the number of pieces of data captured each second?

..... [1]

This question was very poorly answered with most candidates not gaining this mark. The most common incorrect responses referred to either an audio file type or a property of moving images. Centres are advised to make sure that candidates are clear about the differences in the technical aspects of different formats of media files in the specification.

Question 7

7 Complete the sentence.

Write **one** word or phrase from the list in the space.

icons	posters	still images	videos
-------	---------	--------------	--------

MP4 is an example of a file format used for

[1]

This was generally well answered, with most candidates gaining this mark.

Question 8

8 Which is an example of **quantitative** information?

Tick (✓) **one** box.

- | | |
|--------------|--------------------------|
| A 33 | ☐ |
| B Blue | ☐ |
| C Television | ☐ |
| D Workflow | ☐ |

[1]

This question saw a mix of responses with only just over half of candidates gaining this mark.

Section B overview

This section contains a range of questions based on the context for this examination series, an interactive travel magazine. 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 clearly. With Questions 12 (b) and 14 (a) candidates at times did not read the question fully, which led to responses that did not explain why and how the improvements suggested would improve the document for the user stated in the question.

Question 9 (a)

UniqJny is a company that publishes interactive travel magazines about different parts of the world. Each issue of the magazine contains details about the tourist attractions, places to eat and places to stay in one area.

9

(a) Identify the **purpose** of the interactive travel magazine.

..... [1]

This question was generally well answered with most candidates gaining the mark for this question. This type of question as in past sessions saw candidates over complicate their answers by explaining a purpose, rather than identifying the purpose. As a result, some candidates missed out on this mark as their answer was unclear. Centres are advised to make sure that candidates are clear about command word requirements.

Question 9 (b)

(b) Explain what is meant by **interactive** media.

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

This question saw a range of responses that led to almost half of the cohort not gaining a mark on this question. There were two main reasons for marks being lost, with the first being the reference to a platform, e.g. a kiosk rather than a media. A kiosk is only the platform used to consume content; it is not the media itself. The second reason was the use of the verb 'interact' to explain the noun 'interactive'. This does not explain what interactive means. Many candidates used the term interact rather than explain what it means i.e. responding to a user input. The combination of both of these aspects led to responses being seen that were poorly constructed and not answering the question which was asked.

Question 9 (c)

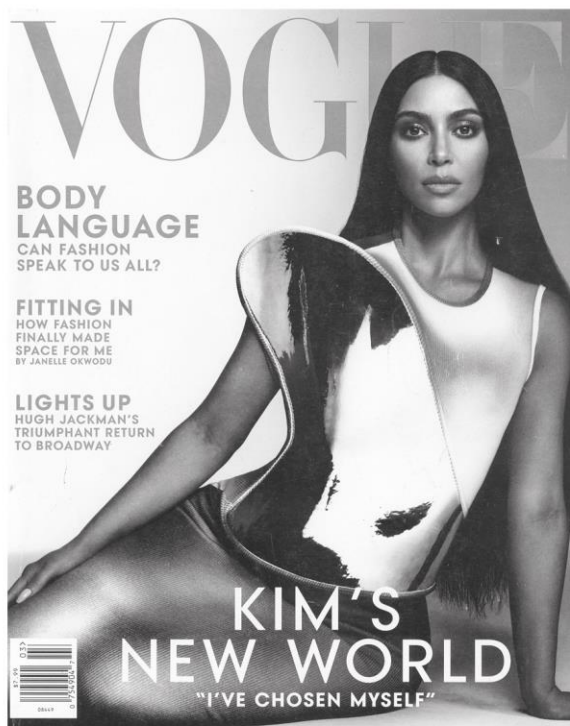
(c) Identify **one** example of **traditional** media **other than** print publishing.

..... [1]

Most of responses seen were correct for this question. The incorrect responses were mainly due to candidates not reading the question fully and providing examples based in print publishing. This was excluded in the question.

Question 10 (a)

10 When researching ideas for the next issue of the interactive travel magazine, an existing magazine cover is found. The purpose of this cover is to inform people about the magazine's content.



(a) Describe **one** way the **typography** changes on the front cover of this magazine.

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

Most of candidates gained at least 1 mark on this question. Candidates who did well on this question clearly identified an aspect of typography, e.g. font size, font style and described how it changed i.e. the title was in a large font and then the subheadings were smaller, the title used a serif style font with the text at the bottom using a sans serif font.

Candidates who did not answer this question well either were vague in their answers and not clear what typography is, or stated a typographic aspect, but then explained why it's used which is not what the question asked.

Question 10 (b)

(b) Describe **one** way the **elements** are positioned to meet the purpose of this magazine cover.

.....

.....

.....

..... [2]

Across the whole of the cohort, candidates on average gained just over half the possible marks available for this question. Candidates did not gain marks for vague answers or describing the perceived changes in colours rather than the positioning of the elements on the cover. Those candidates who answered the question well were clear about how the elements (images, text) were positioned on the cover (sides, layers, top, bottom) and how this met the purpose of the magazine.

Exemplar 1

The model is the largest and most central element of the image which grabs the viewer's attention the ~~quickest~~ first as she is the main focus of that magazine issue.

The candidate states that the model (image) is positioning centrally (1) to show that they are the focus of this edition of the magazine (1). This is a good description.

This meets the purpose in that it is informing the viewer of the content of the magazine. The question is not asking for an explanation.

Question 10 (c)

(c) Explain **one** way **informal language** is used on this magazine cover.

.....

.....

.....

..... [2]

Across the whole of the cohort, candidates on average gained less than half the possible marks available for this question. Marks were lost for a vagueness in response, not being clear identifying what informal language is used on the cover. Where the candidates did correctly identify the use of informal language, they did not explain how that is used – why it's used.

Those candidates who did answer the question well were clear in their responses, e.g. The use celebrity quotes to make the viewer feel that they were being directly talked to, the use of rhetorical questions makes the magazine seem 'chatty' and friendly, inviting in the readers.

Question 10 (d)

(d) Identify **two** secondary research sources, **other than** magazines, that could be used to help plan the next issue of the interactive travel magazine.

1

2

[2]

Most candidates gained at least 1 mark on this question. Marks were lost for providing primary research sources or secondary sources not relevant to the context of the question- planning the next edition of the magazine.

Question 10 (e)

(e) Describe what is meant by **symbolic media codes**.

.....

.....

.....

..... [2]

Almost a quarter of the cohort did not attempt this question, and of those who did attempt the question, most scored less than half of the marks available. This is in line with past question papers where technical terms have been asked about. The technical terms are listed content in the specification and so should be learnt by candidates. The question did not ask for the response to be applied to the context of the paper, only requiring candidates to demonstrate their knowledge.

Question 11 (a)

11

(a) Explain **two** ways that a **production manager** could contribute to the production of the interactive travel magazine.

.....

.....

.....

.....

.....

..... [6]

Most candidates gained at least 1 mark on this question. However, marks were lost for a lack of clarity in understanding the roles of a production manager as a senior job role, with responses being poorly written. Candidates who did well explained two clearly distinct ways that a production manager could contribute.

Question 11 (b)

(b) Identify **two** responsibilities of a **creative director**.

1

2

[2]

Most candidates gained at least 1 mark on this question. However, as with 11(a) a lack of understanding of a senior job responsibility was seen.

Assessment for learning



Candidates need to know and understand the responsibilities undertaken by people in the different job roles covered in the specification. This understanding will not only help with questions directly targeting the job role responsibility but also understanding how the job roles use the different documents in Topic Area 3 of the specification.

Question 12 (a)

12 A **graphic artist** has been employed to develop the next issue of the interactive travel magazine.

(a) Identify the **phase of production** in which a **graphic artist** is involved.

..... [1]

Most candidates gained this mark. However, marks were lost for vagueness in the responses seen. The phases of production are listed content in TA 3.1 of the specification.

Question 12 (b)

(b) An **asset log** has been provided for the **graphic artist**.

	Name	Description	Properties		Use	
1	Lake	Image of lake 2	300 x 300	Peter D ©	Heading	
2	Waterfall	Waterfall image 2	200 x 200 @300ppi	CC	Page 2	
3	Hotel A	Details of hotel a - room, facilities, prices	Text - D drive		Summary	
4	Waterfall B	Waterfall B image from above	50 x 500 90ppi	Peter D ©	Page 2	
5	Country Summary	Text for summary of country attractions	Text - D drive		Summary	
6	Country Logo	Logo of country	SVG	© of Norway gov	Button	
7	Trondheim	Image of town with river	SVG	© Inger Linnaea	Page 1	
8	Visby	Image of town streets	PNG 300ppi	© Sweden tourist board		
	Ice hotel in Lapland	Image of hotel made of ice	PNG 300 ppi	© Inger Linnaea	Page 1	
	Ice hotel summary	Summary details of hotel	Text - E drive	© Sweden tourist board	Page 1 summary by image	

Discuss the suitability of the **asset log** for use by the **graphic artist**.

Marks will be awarded for:

- Suggesting changes that improve the **asset log**.
- Explaining how the changes you suggest will improve the effectiveness of the **asset log** for the **graphic artist**. [9]

Most candidates gained at least 2 marks on this question. However, marks were lost for several reasons. Firstly, candidates did not read the question with particular reference to the bulleted list explaining what marks would be given for. Hence candidates spent time and space writing about the strengths of the asset log, which is not required. While candidates do not lose marks for doing this, they place themselves under pressure of time and space, missing out on providing details that would lead to marks being given. Secondly, candidates did not gain marks by providing a list of identified improvements with no attempt to expand on how these help the graphic artist.

Those candidates who answered this question well identified three or four issues in the document i.e. different fonts, missing titles, inconsistent details, etc. and then said how these could be improved and the impact of doing these on the graphic artist in their job role.

Question 12 (c)

(c) Identify **one** piece of **software** that could be used to create an **asset log**.

..... [1]

Most candidates gained this mark.

Question 13 (a)

13 Each issue of the interactive travel magazine includes photographs of tourist attractions in the area.

(a) Describe **one** action UniqJny must take to ensure photographs included in the interactive travel magazine can be used for **commercial** purposes.

.....

.....

.....

..... [2]

This question was poorly answered in general. The main reason for marks being lost was the provision of responses more in line with the questions on past papers, which had been used in revision/mock scenarios. Many responses referenced to taking photos on private land/property.

Those candidates who answered well, were clear in the actions that UniqJny would need to take.

Question 13 (b)

(b) Explain **one** way a photographer can protect the photographs they take from being used illegally.

.....

.....

.....

..... [2]

Most candidates gained at least 1 mark on this question, either for in the main stating about adding a watermark or the application of copyright to the image.

Question 13 (c)

- (c) Explain **one** reason why **pixels per inch (PPI)** should be considered when choosing photographs to use in the interactive magazine.

.....

.....

.....

..... [2]

Candidates tended to get this question right or wrong. They either knew the impact of PPI, or they did not. Where candidates at times gained 1 mark and not the second is by referencing the magazine being printed out. This does not fit the context of the question, with an interactive magazine being referred to in the question and scenario.

Assessment for learning



There are a range of technical terms in the specification that candidates need to know and understand. In this question paper, in both section A and B marks were lost by candidates for not knowing the technical terminology used in the specification.

Question 13 (d)

(d) Identify **two** online **distribution platforms**. Describe **one** way each platform could be used to distribute a **digital product**.

1

.....

.....

.....

2

.....

.....

.....

[4]

This question saw a mix of responses, with many candidates gaining 2 marks. This would in the main be for identifying two platforms. There were two main reasons for the other marks being lost. The first one is where candidates just repeated the question as their expansion. An example of this would be 'App (1) can be used to distribute a product like a picture.' This does not describe how the product is distributed i.e. posted or downloaded. The second reason was for reference to advertising the product 'website (1) with an advert to promote the product.' This is not distributing the product, candidates should consider how they use a website to receive a product online. Candidates who did well were clear in their understanding of how different platforms could be used, e.g. 'Steam (example of a platform) where games can be downloaded from', 'YouTube (example of a platform) where videos can be viewed online'.

Question 13 (e)

(e) Explain **one** difference between **lossy** and **lossless** compression.

.....

.....

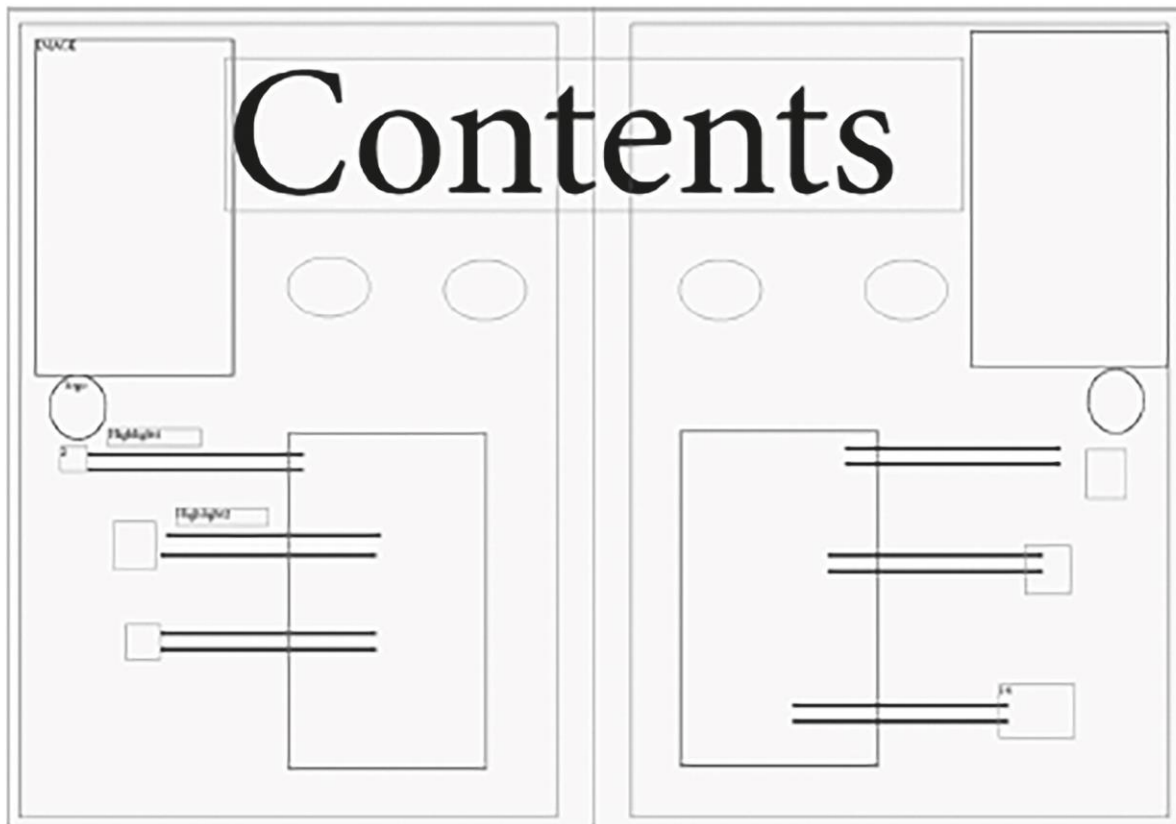
.....

..... [2]

As with part (c), candidates tended to get this question right or wrong. Candidates either knew about one difference between the two compression techniques, or they did not.

Question 14 (a)

- 14** A **wireframe** of the interactive index double page of the next issue of the interactive travel magazine is given to the **graphic artist**.



- (a)** Improve the effectiveness of the **wireframe** for use by the **graphic artist**.

The wireframe 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 artist** in their role.

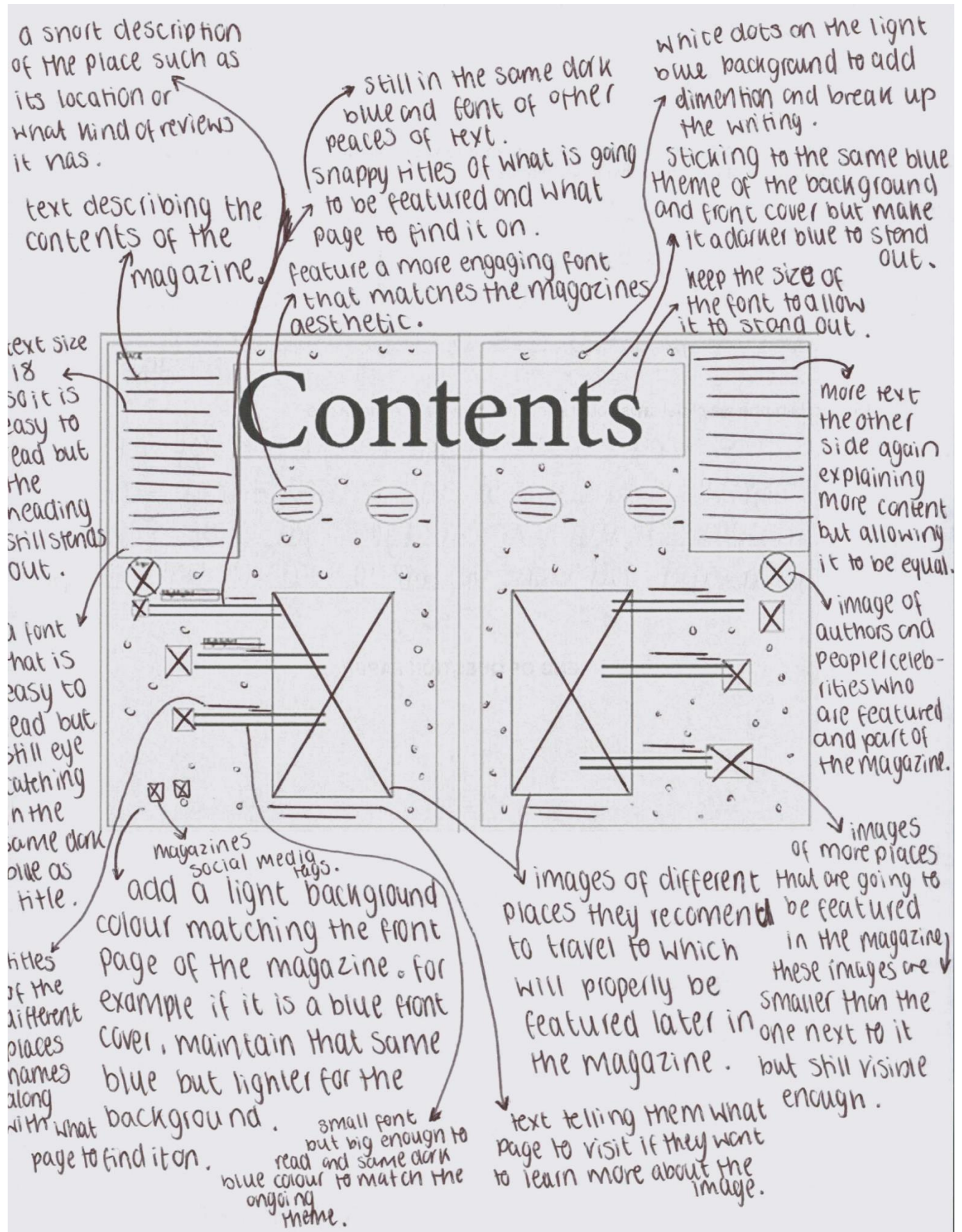
[9]

This question saw a mixed set of responses. As with past sessions this question asks candidates to improve the version of the document provided for the stated end user. In this series this required candidates to consider what makes a good wireframe document and what the graphic artist needs to know for their job role. Candidates should then improve the document adding in the conventions and content required to make a better version of the wireframe document. It does **not** require them redesign the page layout provided in the wireframe.

Candidates did not gain marks by only labelling parts of the wireframe, redesigning the layout, asking questions such as 'what goes in here' or comments such as 'need to know what this is'. None of these answer the question asked and improve the document provided.

Those candidates who did well applied the conventions of wireframe document and adding in the content that the graphic artist needed to complete their job role. They then explained how these improvements aided the graphic artist.

Exemplar 2



In this response the candidate has applied the conventions of a wireframe document consistently showing where images (X) and text (---) would be added, so telling the graphic artist what needs to go in these spaces. They have also added in details about colours and fonts that would be used as well as indicating the content that could be written in the spaces indicated. This then produces a highly effective version of the wireframe document for the graphic artist to use when dealing with the contents pages of the interactive magazine.

Misconception



Candidates should improve the document provided for use by the user mentioned in the question.

Candidates do not need to redesign the content.

Question 14 (b)

(b) Identity **two** pieces of **hardware** required to create a **wireframe**.

1

2 [2]

Most candidates gained at least 1 mark on this question. However, many responses were seen that referred to software.

Question 14 (c)

(c) Identify **one** category of **audience segmentation**. Explain **one** way this category could influence the **design** of the interactive travel magazine.

.....

.....

.....

..... [2]

While many candidates gained at least 1 mark on this question, a second mark was not given due to a vagueness in the explanation of how the identified category influenced the design.

Those candidates who answered this question well identified a category or provided an example from within a category and then explained how the design would be impacted.

Question 15

15 Explain **one** way libel laws could affect the content of a magazine.

.....

.....

.....

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

This question was generally poorly answered across the cohort. Candidates in many cases were not clear about what libel is related to often referring to the use of images and copyright. While candidates do not need to know the specifics of the different legislative acts, the specification does require candidates to understand what is required of media producers to comply with each legal consideration listed in the specification.

Those candidates who answered this question well referenced the fact that magazine producers would need to make sure that anything produced was checked for accuracy or removed from publication. This would then stop them being sued under the libel laws.

Copyright information

Question 10 (a): Vogue cover, © Patti McConville / Alamy Stock Photo

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