



## **Cambridge National**

### **Creative iMedia**

Unit **J807**: Level 1/2 Cambridge National Award in Creative iMedia

Unit **J817**: Level 1/2 Cambridge National Certificate in Creative iMedia

Unit **J827**: Level 1/2 Cambridge National Diploma in Creative iMedia

## **OCR Report for Centres for January 2015**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

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## R081 Pre-production Skills

### General Comments:

A good level of knowledge about what pre-production documents are and what they contain was again demonstrated this series. However, an understanding of why these documents are used and who the target audience is for these documents continues to be a weak area. This suggests again that candidates have been taught how to create these documents within specific projects without the understanding of why they are being used at that stage. This was clearly evident in the responses for question 10 where the review of an existing document was assessed.

This paper is vocationally focussed and so is based on a context that runs throughout the entirety of the paper. This series has seen a rise in the number of candidates answering questions with a generic slant and not applying their knowledge to the context given. This requirement to apply the knowledge to the context is what sets this exam and course apart from a GCSE. Hence, generic-type answers were not credited in relation to particular questions.

### Comments on Individual Questions:

#### Question 1

- ai This question saw lots of generic answers with candidates not responding within the context of a website homepage.
- aii A less demanding question that was answered well with candidates including webpage elements on the visualisation diagram. This showed clearly that candidate know what goes onto the pre-production documents.
- b There was a full range of answers on this question with some candidates clearly applying the context to their answer. This demonstrated a good level of understanding of why the visualisation diagram can be used in this context. This ranged from using it as a mock up to check visually how the page looked to allowing target audience views to be gathered before any work in started on construction of the webpage.

#### Question 2

This question again saw many generic answers with the knowledge of why a mind map could be used in this context not being demonstrated.

#### Question 3

This question again saw a number of generic answers provided with context not being considered for the content of the mood board. A number of candidates also repeated answers from question 1aii regarding a visualisation diagram without considering the purpose of the different documents.

#### Question 4

- a. This question was poorly answered with a large number of candidates referring to the quality or high quality of the image. This was far too vague an answer and showed a lack of understanding about the properties of digital images and how they can be altered to make an image suitable for a given purpose.
- bi. This question was poorly answered with candidates either not apply the web based context to the question or not explaining fully how the issue would affect the final product.
- bii. Generally well answered.

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**Question 5**

- a. This saw a wide range of responses, with a number of candidate gaining maximum marks on this question. There were a number of possible client requirements provided in the brief and the fact that there were a large number of candidates who did not pick out this information is concerning considering that they are required to do this with every assignment completed for their coursework.
- b. This question saw a large number of candidates write down all the key terminology about work plans in the hope of gaining marks and so many gained zero marks. Where candidates applied their knowledge to the context of the youth group website then often full marks were awarded as candidates showed a good understanding of the topic area.

**Question 6**

This question was generally well done with complex diagrams containing nodes and sub nodes being created. However the largest issue seen with the mind maps was the inclusion of nodes for styling topics such as colour, fonts and layout. The question asked for possible content of the website, not for styling issues.

**Question 7**

This question saw a large variety in marks awarded. The question was concerned with enhancing accessibility to the website and not with increasing its footprint on the web. Where candidates grasped this difference the responses related to disability and new technologies used by the target audience were good.

**Question 8**

- a. A wide range of responses were seen on this question, indicating that the legal aspects of the course still require further teaching.
- b. This question was about what the organisation was required to do under the DPA when collecting data. A large number of candidates answered about storing the data, not collecting it.
- c. This question was about what the organisation was required to do under the DPA when storing data. There is no requirement for backing up to take place - it is only good practise.
- d. This was generally well answered. Candidates, however, lost marks for not considering the context of the question.

**Question 9**

- a. There were a large number of responses that did not relate to context and to the step of signing up to the forum and what that would entail. Too many responses were about using social networks in general. As a result a large number of candidates received zero marks.
- b. This saw a wide range of marks with a large number of candidates showing a good understanding of this topic.

**Question 10**

The responses to this question generally focussed on the construction of the webpage itself and not on the visualisation diagram. Candidate's suggestions were about how to improve the webpage. This again showed a lack of understanding regarding the purpose and target audience for the visualisation diagram document. Where candidates showed good understanding and so gained high marks, they related the issues of lack of detail in the diagram regarding colours, fonts and sizes to how the developer would find it difficult to create the webpage based on the diagram.

The responses to this question again showed that candidates are being taught how to create the various pre-production documents but are not learning about the purpose of these documents and their target audience.

## R082 – R092

### General Comments:

Overall the submissions for this series have demonstrated a number of improvements when compared to previous series in 2014. It is clear that many centres are starting to have a better understanding of the administrative processes together with the required approach to assignment work and its summative assessment.

Where modifications have been made to the OCR model assignments, in the majority of cases these have been found to be appropriate. In this respect, the scenarios are still set in a vocational context and provide the same level of demand when compared to the OCR scenario. On a positive note, many of the final products are to a high standard especially at the higher end of the mark ranges. These are demonstrating some good creativity in a media context.

One area of growing concern continues to be the use of prescriptive approaches to the assignment work. In particular, this is frequently seen in the research tasks for Learning Outcome 1. It must be pointed out that templates and writing frames must be limited to the teaching of the learning content rather than a framework for the final assignment. Centres need to be aware that guidance documents with writing frames and examples of what to do must not be provided to support the completion of the model assignment. It is recommended that the model assignment is used on an 'as-is' basis. It is the candidate's decision on how best to evidence their work in response to the OCR Model Assignment.

Another area of concern is the inclusion of teacher feedback comments in order for the candidates to improve their work. This is also not allowed in the Cambridge Nationals. In a number of entries the summative assessment requirements are not being understood. Referencing of sources continues to be weak and it must be clear what is the candidate's own interpretation, summary and analysis rather than just copying information from web sources. A summative assessment that is based on the OCR Model Assignments is essential to give the candidates the best opportunity for achievement.

A number of entries were seen where the unit was incomplete, sometimes with nothing for Learning Outcomes 3 and 4. In these submissions, using the positive marking philosophy marks can still be supported for what has been done in the research and planning for Learning Outcomes 1 and 2. It is hoped that candidates still have sufficient time to attempt all parts of an assignment using the notional guidance of a recommended 10 hours.

Overall, care must be taken to ensure that a prescriptive coursework based approach is not used in the Cambridge Nationals, which is a more rigorous qualification compared to previous vocational schemes that are no longer supported in DfE performance tables.

### Comments on Individual Units:

#### Unit R082

The majority of final DVD covers created for this unit have been to a good standard. It is believed that many of these would have required some high level skills in using image editing software although the evidence of the tools and techniques was often weak or missing from the submissions.

A significant number of entries are including evidence of detailed analysis of existing media products such as DVD film covers but the style and layout of this evidence suggests a prescriptive approach using templates and writing frames. It is recognised that the OCR model assignment includes a task for this activity but a number of centres are using scaffolding based

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approaches to evidence generation which are not appropriate. It is also known that an increasing number of online resources are now available for elements of this mandatory unit. Whereas these can be very useful for the teaching of the unit content, they are not suitable for use in the assignment work and often lack a close relation to the actual marking criteria. This can hinder candidates' opportunities to achieve the higher marks in this unit and their use must be restricted to the teaching of the content in future series.

On a positive note, it was reassuring to see a reduction in the number of submissions that only supplied the final graphic in a paper based format. In a minority of entries, a low quality print was supplied that was scaled to fit an A4 page, even for the 400 pixel wide web version. This is very unsuitable for evidence purposes to confirm that the client brief has been met. The final work in its intended (electronic) format is important for any unit submission in this qualification.

**Unit R083**

There is a significant research element in this unit on the use of digital characters. Sources need to be clearly identified and referenced in the evidence produced for this activity. This was missing in a number of entries and it was difficult to determine what the candidate's own knowledge and understanding was of when and where 2D/3D characters are used together with their characteristics. The referencing of sources is important for any unit although the nature of this unit's initial investigation on characters is quite reliant on specific searches. As stated for R082 digital graphics, the final character should again be supplied in an electronic/digital format. In some submissions, this was only supplied as a paper printout. It is difficult to confirm that the final work is fit for purpose using this approach.

**Unit R084**

The effectiveness of the final comic varied quite significantly and a significant impact is the choice of software that is being used. The use of tools, techniques and skills were often found to be poorly evidenced relying on only the visual style of the final work. This is a relatively weak approach to evidencing key elements of the marking criteria in Learning Outcome 3. Sources should again be clearly identified in the evidence produced for the initial research and exploration. This was missing in a number of entries.

**Unit R085**

In general, this unit was quite well done and it is possible that centres have built upon experience from previous series in 2014. A good number of entries were seen that included clear evidence to address the marking criteria. These were well structured and final websites were effective in meeting the assignment scenario. Browser compatibility and display continues to be an issue and candidates would be encouraged to identify what they are using in their own testing.

**Unit R086**

Where the OCR Model Assignment was used, the final animations demonstrated a high degree of creativity and engagement. The final animations were supplied in either .gif or .swf file formats, both of which are suitable for this unit.

**Unit R087**

Many of these were well structured portfolios of evidence. This included details of what tools, techniques and features were used in the creation of the final product. This is considered to be good practice and important to support the higher mark bands in particular. The interactive multimedia products were generally found to be of a good standard.

**Unit R089**

A number of very good teaser trailers for the OCR film brief were produced for this unit. This again suggests some strong engagement with the unit and the creative outcome. Some areas

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for improvement in future would be to ensure that evidence of the video editing process is included for Learning Outcome 3. Some entries consisted of mostly still images that were edited together to create a video product. This is not a good approach to the unit, which requires the recording of video footage by the candidate using a range of camera shots. Although marks are still supported using the positive marking philosophy for what has been produced, any approach that omits video recorded footage restricts the opportunity for the higher mark bands in Learning Outcome 3.

### **Unit R090**

Minor modifications to the scenario were made by a large proportion of centres although this was to place the assignment brief into a more specific local context, which is fine. One issue is that many centres and candidates are using a Smartphone such as an iPhone to take photographs for this unit. Unfortunately, there are very few settings that can be adjusted on such a basic camera, which limits the opportunity for achievement of the higher mark bands in Learning Outcome 3. The level of demand in this unit is comparable with any other, which means the use of a digital camera using a range of features and settings to capture photographs with good composition and creative styles is needed for anything above mark band 1 in Learning Outcome 3.

### **Unit R091**

The OCR assignment brief was used in most entries although the final game was not always a good match for the scenario. In particular, the brief was to design a game that supports road safety. Some of the actual game proposals were based more on dodging traffic to escape being run down, which is a different concept to encouraging road safety. Although an interesting game concept, this effectively restricts some of the marks for creating a game that meets the client brief. The final product for any unit should always aim to meet the assignment brief and ensure that it is fit for purpose.

### **Unit R092**

A number of playable games were produced and supplied for this unit. Two issues were seen on this occasion. Firstly, the use of tools and techniques of the game creation environment were not always well evidenced. These cannot be just implied in the final game. Also, the gameplay was quite difficult at times such that the moderator was unable to survive long enough to review the full content of the game created. This is perhaps not unexpected in this day and age although it should be emphasised that the moderator will need to see evidence of how and why the marks have been given in order to support them. The format of this evidence is more flexible than just being able to play the final game and other options would be strongly encouraged in future submissions.



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