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 2016

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.

OCR will not enter into any discussion or correspondence in connection with this report.

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OCR REPORT TO CENTRES

R081 Pre-production Skills

General Comments:

A good level of knowledge about what certain pre-production documents are and what they contain was again demonstrated this series. However, the understanding of why these documents are used and who the target audience is for these documents is still weak. This indicated once 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 series did, however, contain less generic answers than has been the case previously, highlighting a better application of knowledge to vocational context.

Comments on Individual Questions:

Question No.

1ai
Generally answered well. However a large number of responses showed a lack of understanding of the word purpose.

1aii
There was a wide range of answers to this question. Candidates predominantly only gained half marks showing a lack of understanding of why (the advantages) a storyboard is suitable in this context. This again indicates that the pre-production documents are being taught through other units rather than in their own right, resulting in a lack of understanding of their uses.

1aiii
Whilst generally being answered well there were a lot of responses that contained the words 'images' and 'text'. Storyboards are made up of images and text - these are not items on the storyboard for this advert. There were also a wide range of responses containing generic answers that were related to visualisation diagrams rather than a storyboard.

2
Generally a well answered question showing a good level of understanding of the content of different pre-production documents.

3
Generally, well answered with candidates correctly identifying the different components of a work plan.

4a
This question was based around the context of a meeting post reception of the client's brief and creation of first draft of the pre-production documents. Too many candidates did not answer this question from the perspective of the client and the benefits that they would gain from such a meeting. Those candidates who did answer from the correct perspective did not gain full marks because they did not fully develop their answer to explain the impact on the company and the development of their product.

4bi

This question was generally well answered. However, full marks were not awarded as often as possible with candidates not fully explaining the steps that can take place following this meeting by the developer.

4bii

Generally, well answered. However, a number of candidates were too vague in their responses, writing answers that were not specific enough to the meeting context.

5a Generally, well answered with candidates producing answers that showed a good understanding of a variety of reasons for a location recce in this context. Permission would not have to be sought in this context as the advert was being made for the company producing the bricks in the factory. However, there were a large number of responses that did not relate to the context of filming in a factory and so were not give credit.

5b

This question was generally well answered. However, marks were consistently lost by candidates explaining that a risk assessment ensures that injuries and accidents would not occur. Risk assessments do not ensure that accidents will not happen, they only reduce the chances of them occurring by putting in place measures that can do this.

5c

This question was answered poorly with candidates not grasping the wider need for carrying out a risk assessment from the viewpoint of the responsibility and duty of care that a company has for its employees. Too many responses either repeated answers for 5b or concentrated upon the loss of income wider impact that was not related to this context.

6a

This question was generally well answered with candidates correctly identifying the link between bright colours and a younger target audience.

6b

Whilst being generally well answered there were a large number of responses that referred to profanity not being used. This was incorrect due to the question being placed within the context of an advert for a child's toy. Hence, profanity would not be used. Full marks were not awarded on a large number of occasions because candidates did not fully linking the answer back to the target audience's low reading level.

7a

This was a low difficulty question and was well answered.

7b

Whilst being well answered in the main, there were a large number of responses that showed candidates had not read the question and script properly. Too many answers referred to actors from the script (this was excluded as an option in the stem of the question), a narrator who is not in the script and Alfie, the cuddly toy, who cannot speak or act!

8

There was a wide range of responses provided to this question. At the top end some outstanding starboards were produced showing a high level of technical understanding indicating the different aspects that should be include on a storyboard such as shot number, camera angle and scene length. At the lowest level responses were seen that were just a series of sketches based upon the script with no development into a storyboard by separating speech and direction or including any technical aspects. It was also disappointing to find a number of storyboards that were not based upon the script and so were not worthy of any credit.

9a
The question saw a wide mix of responses showing a weakness in understanding of the more technical aspects of the specification. Too many candidates relied upon different forms of compression and so only gained one mark as compression was only one possible answer. There were also a large number of responses that cited reducing the video length as a method of reducing a file size. This is not relevant to the context.

9b
The specification requires candidates to cover the use of moving image file formats and the limitations and benefits of this file type. However, the responses to this question indicate that this learning is not occurring, again backing up the perception that the content for this unit is being taught mainly through other units, especially Unit R082. This resulted in a large number of digital image file types being seen as responses which were not worthy of credit in this context.

10
The vast majority of the answers seen were based upon providing a critique of the strengths and weaknesses of the specific items on the visualisation diagram rather than the document as a whole. A large number of candidates also did not read the question correctly referring to the visualisation diagram as being the advert itself and how it would be used to promote the sale of the toy. This supports the view that this unit of work and the pre-production documents it refers to are being taught mainly through work in other units. It is suggested that centres develop candidates understanding of this pre-production document for future series.

Where candidates did correctly identify the correct purpose and audience for this visualisation diagram then responses were of the highest standard. This highlights that if candidates develop this understanding then access to the higher mark bands for this question is possible.

R082 – R092

General Comments:

It has been reassuring to see a modest general improvement in the structure of the entries and assignment work. This is believed to be a result of many centres now benefitting from some experience with the qualification having been through a moderation series already. Having said that, a number of centres are recognised as being new and some familiar issues are being seen.

It is also believed that a number of centres have transferred across from the Cambridge Nationals in ICT. In these cases, the administration appears to be quite well understood and it is only the adaptation to the requirements of the unit marking criteria and expectations of each unit in a media context that need to be developed in more detail.

A general comment would be that most centres are now using the OCR model assignments as provided with little or no modification. This is considered to be a good approach, certainly until such time as some experience is gained with the qualification. The live online training events, social forum and customer contact centre can all be sources of guidance on permitted modifications in the future, once centres are past the initial learning curve that is inherent with any new qualification.

In a minority of cases the summative assessment process is not being followed and this makes it quite difficult for the moderation to support the centre's marking. It must be emphasised that the use of the OCR resources on the website with templates and delivery guides are to be used in the teaching of the unit content only and have no place in the assignment work that is submitted. In this series, several submissions were seen with lesson elements and practice materials from the delivery guides but these cannot be used as evidence. The only work that is to be assessed and sent for moderation is what candidates produce in response to the assignment tasks.

One of the more common problematic areas seen in previous series is the lack of referencing of sources, especially with any evidence for Learning Outcome 1 (LO1) in most units. As examples, the investigation of digital graphics (R082), comics (R084) and photographic concepts (R090) are likely to need some research to support the candidate's knowledge but any information sourced must be summarised or put into the candidate's own words to gain any support for marks. As a general comment for the research, some submissions were seen with numerous individual files for the various elements of LO1 and LO2. This is a very fragmented approach and candidates would be encouraged to combine these into a document that covers the criteria more coherently. Note that in January 2016, a guide was produced by OCR on the evidence creation process and what are both acceptable and unacceptable approaches. It is strongly recommended that centres review this guide, especially where some adjustments were made as a result of moderation.

On a final note, it is worth re-iterating a comment made in all previous series that the final work in its intended format should be supplied with any unit. This is what would be delivered to a client in a vocational or commercial context and therefore a primary form of evidence to support the marks in any of the units.

Comments on Individual Units:

Unit R082

The second OCR model assignment based on the '*Timechaser'* game brief has proved to be quite popular this series. It would appear that this scenario is both engaging and accessible although the earlier *Energy matters* DVD brief is still a popular choice for the final assignment.

One comment in this particular unit relates to the marking criteria in the second part of LO3. This requires evidence of the tools and techniques used to create the final graphics. Unfortunately, a number of entries are being seen that have little or no evidence of these tools and techniques, which cannot be just implied in the complexity of effectiveness of the final work. The skills used in the creation of the graphics are an important part of the process in this unit and should always have some explicit evidence. This becomes even more of an issue if the final graphics are not to suitable pixel dimensions and resolutions to meet the brief to the extent that marks struggle to get any higher than Mark Band 1. Where this is seen, it is typically compounded by the limited evidence in LO1 of the properties of digital graphics and their suitability for use. This is where a key concept and understanding of pixels and resolutions is established. With any unit, a review of the marking criteria would be strongly recommended in order to gain a clear understanding of what is required.

There are some candidates that appear to misunderstand the assignment requirement for a second version of the graphic. In some cases, this is being created as a totally new graphic, rather than the same graphic saved as a different format and with modified image properties. All three OCR model assignments have this requirement for a version that would be suitable for use on the web compared to the original for print. It should be clarified that both of these are produced from the same digital artwork/graphic file.

In some cases, it was not always clear to the moderator what OCR model assignment had been used, especially where some modifications had been made. In these circumstances, it becomes essential to supply a copy of the assignment brief that was supplied to candidates so that moderators can ensure what the candidate has created does actually meet what was asked for. Note that it is not sufficient for this to be evidenced in just the candidate's interpretation of the brief for LO2 since here, it can only be implied what was in the original brief or scenario.

Reassuringly, across the mid and higher mark ranges some of the final graphics were found to be complex and highly effective, demonstrating excellent skills in creative image production. As a vocational qualification, this is good to see. Where this was supported by detailed evidence across the four LO's, some substantial marks were well deserved and could be supported by the moderation process. The management of the time used for the final assignment was important here so that candidates could evidence the entire process within the 10-12 hours available.

Unit R084

By contrast with R082, the marking criteria for LO3 is based more around the effectiveness of the final product. This would be evidenced in the form of an effective story that flows from the beginning to end and demonstrates some coherence in the storytelling and dialogue. The referencing of sources for LO1 continues to be problematic and it is not always clear what is the candidate's own knowledge and understanding of comic history. However, one centre in particular did mark this correctly and provided justification for quite low marks using the URS. Here, the centre explained that few marks were given for quite an extensive write up since a large part was copied directly from the Internet.

Although a number of entries are supplied in print based format only, the inclusion of a digital file (such as a .pdf) would still be highly recommended. This can then support the evidence of file

naming conventions together with saving and exporting the work, which is part of the marking criteria in LO3. As with any unit, the moderation process can only support marks based on the evidence that is actually supplied in an explicit form.

Unit R085

As seen with previous series, this unit continues to be well done in the majority of submissions. The investigation of websites and technologies is typically suitable to support the requirements of the marking criteria. The referencing of information sources is perhaps less of an issue in this unit since a large part of the evidence for LO1 is where candidates are investigating and commenting on existing web content. Planning also tends to follow a clear process and the range of skills in creating the final websites is quite straightforward to support the marks given.

Unit R087

PowerPoint continues to be a popular choice for this unit and it is recognised that this is a quite traditional approach. However, interactive multimedia products are also accepted in the form of websites and in general, this could be a good alternative for a number of centres. Note that the final product must still be saved and exported in a suitable format for LO3. This should be different to the native .ppt or pptx file format for it to be exported as a product that could be used by a client. Testing is not always thorough for this unit and often covers a basic set of checks to make sure the product works. If using PowerPoint, some features should be disabled to create an effective multimedia product such as advancing to the next slide (which may not be appropriate) using a key press rather than a more defined user navigation through cursor clicks and selections.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning
Telephone: 01223 553998
Facsimile: 01223 552627
Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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