

Cambridge **NATIONALS LEVEL 1/2**

CREATIVE iMEDIA



Combined feedback on the June 2017 exam paper
(including selected exemplar candidate answers and
commentary)

Unit R081 – Pre-production skills

Version 1



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INTRODUCTION



This resource brings together the questions from the June 2017 examined unit (Unit R081), the marking guidance, the examiners comments and the exemplar answers into one place for easy reference.

We have also included exemplar candidate answers with commentary for questions 5b, 6 and 10.

The marking guidance and the examiner's comments are taken from the Report to Centre for this question paper.

The Question Paper, Mark Scheme and the Report to Centre are available from:

<https://interchange.ocr.org.uk/>

	
OCR Oxford Cambridge and RSA Wednesday 7 June 2017 – Morning LEVEL 1/2 CAMBRIDGE NATIONALS IN CREATIVE iMEDIA R081/01 Pre-production skills	
Candidates answer on the Question Paper. OCR supplied materials: None Other materials required: None	Duration: 1 hour 15 minutes 
Candidate surname	Candidate surname
Centre number	Candidate number
INSTRUCTIONS TO CANDIDATES <ul style="list-style-type: none"> Write your name, centre number and candidate number in the boxes above. Please write clearly and in capital letters. Use black ink. HB pencil may be used for graphs and diagrams only. Answer all the questions. Read each question carefully. Make sure you know what you have to do before starting your answer. Write your answer to each question in the space provided. Additional paper may be used if necessary but you must clearly show your candidate number, centre number and question number(s). Do not write in the barcodes. 	
INFORMATION FOR CANDIDATES <ul style="list-style-type: none"> The number of marks is given in brackets [] at the end of each question or part question. The total number of marks for this paper is 60. Your Quality of Written Communication will be assessed in the question marked with an asterisk (*). This document consists of 12 pages. Any blank pages are indicated. 	
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OCR Oxford Cambridge and RSA Cambridge National Creative iMedia Unit R081 : Pre-Production Skills Cambridge National Creative iMedia Level 1/Level 2 Award/Certificate/Diploma Mark Scheme for June 2017
<small>Oxford Cambridge and RSA Examinations</small>

OCR Oxford Cambridge and RSA 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 June 2017
<small>Oxford Cambridge and RSA Examinations</small>

GENERAL EXAMINER COMMENTS ON THE PAPER

The level of technical knowledge expected at this stage in the qualifications life was not seen. This builds on what was noted in the January session this year. The understanding of the purpose of some of the pre-production documents is still lacking despite this being mentioned in previous reports at the end of each examination session. Considering that there are only five documents in the specification this is concerning trend. This signifies that the direct teaching of this unit is still taking a less prominent position to the coursework units. The application of the pre-production documents in the coursework units is needed but should be underpinned by a thorough understanding of the technical aspects, which can only be done in suitable depth through the direct teaching of this unit.

The trend towards less generic answers was continued, highlighting a better application of knowledge in places to the context that the paper has been set in. Having said that, marks are still being lost due to the context not being fully applied. Candidates should be helped in developing their ability to understand the contexts in papers and then apply their knowledge to those contexts. The context assessed will never be one that candidates cannot relate to and so exam practice of answering questions related to a specific context needs to be increased to help candidates develop their ability to answer questions fully.

In a number of cases marking of the design based questions was hampered due to candidates using equipment that does allow the images to be seen. Candidates must ensure that they only use a black pen or HB pencil.

Resources which might help address the examiner comments:

From the link below, you'll find 'The OCR guide to examinations' (along with many other skills guides)
<http://www.ocr.org.uk/i-want-to/skills-guides/>

Mark Scheme Guidance

Question 1(a):

Accept generic answers such as image, graphic, title, colour. Image/Graphic allowed as could be digital visualisation not hand drawn.

Do not accept Text/Label – this is too vague and could be annotation.

Do not accept Drawing – this is what a visualisation diagram is.

Question 1(b):

For full marks must be clear **who** annotations are for.

Question 1(c):

For full marks must be clear **who** document is aimed at.

Examiner comments

Question 1(a) – This question was generally well answered. However, the question asks for *items*, and there were too many answers that could not be classified as *items*. Candidates should also ensure that they read the questions fully as a number of responses were seen where “text” was given. This was not acceptable for two reasons, as it is too vague to be an *item* and in the context of this question would not be accepted as it could refer to annotations which were excluded in the question.

Question 1(b) – This was well answered for one mark, with the expansion of who/what the explanation would be used for being omitted in most cases.

Question 1(c) – This was well answered for one mark, with the expansion of who the visualisation diagram would be viewed by omitted in most cases. Where attempts had been made these were generic in content referring to “people” and not linking to the context.

Question 2

- 2 During the first project meeting about the new ride, ideas were expressed by different members of the design team.

(a) Identify the **most** appropriate pre-production document to capture these ideas.

One mark for:

Mind map/Spider diagram (1)

[1]

(b) Identify **two** items that would be included on this document.

1. **Two from e.g.:**

- Central hub/idea (1)
2. • Nodes (1)
- Sub nodes (1)
- Arrows/Lines (1)
- Keywords (1)
- Goggles/rides style/video content/Images (1)
- Any other suitable answer

[2]

Mark Scheme Guidance

Question 2(a):

Correct Answer Only.

Question 2(b):

Do not award marks if 2a is incorrect.

Images/Graphics could be on a node.

Do not accept Information, Text – these are too vague.

Do not accept peoples' ideas- too vague and is not an ITEM.

Examiner comments

Question 2(a) – The wording of the question referred to the expression of new ideas in a meeting being captured so leading to the use of a mind map to capture these ideas. Too many answers referred to the use of a mood board or a file type, which indicates that the understanding of the use and purpose of the various pre-production documents is still not clear.

Question 2(b) – This answer was generally well answered where marks could be awarded. If 2a was incorrect then 2b by its linked nature would be incorrect. Candidates responded with either generic mind map items or items that could be included based on the context of the question. Both avenues are acceptable.

Questions 3(a)(i) and (ii)

3 Below is a section of the client brief from Progressive Park for the new ride project.

The new ride is due to open in 12 months' time, which is how long it will take to build the rollercoaster ride.

There will be four multimedia sections for the virtual reality aspect covering different periods in the history of the UK:

- Victorian era;
- World War II;
- The 1970's;
- Modern times.

Each of the multimedia sections will include video, a soundtrack (music, noises, etc.) and a narration guiding the rider through the history of the UK.

The pre-production planning for these four multimedia sections needs to be completed with 10 months remaining on the project. This will then allow the creation of these multimedia sections to be carried out, each within a 2-month period. There can only be a small production team to keep costs down, so the construction of each section will need to be completed before the next one is started.

(a) (i) From the client brief identify **two** time restrictions on the production.

1. **Two from:**

- Open in 12 months (1)
- 10 months remain after planning (1)
- All need to be completed in 10 months (1)
- 2 months for design (1)
- 2 months per section to create (1)
- Each completed before starting next (1)

[2]

(ii) From the client brief identify **one** design requirement.

One from e.g.:

- (Include a) video (1)
- A soundtrack/music/noise (1)
- narration (1)
- Any other suitable answer

[1]

Question 3(a)(iii)

- (iii) Using the information provided in the client brief, create a work plan for the production of the multimedia sections of the ride together with the overall timescale for the project. Add the relevant information to the chart below (Fig. 1). [5]

TASKS	Months											
	1	2	3	4	5	6	7	8	9	10	11	12
New Ride Project												
• Planning												
• Victorian Era												
• WWII												
• 1970s												
• Modern												

Fig. 1

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Max 5 marks awarded for:

- Project allocated 10 months (1)
- Planning allocated 2 months (1)
- **ALL** four sections (Vic, WWII, 1970s, Modern) in Tasks column (1)
- **ALL** sections allocated 2 months (1)
- No overlap with sections timescale (1)
- Two months remaining free (1)

Do not award final mark if there are no other timescales indicated on the table.

Mark Scheme Guidance**Question 3(a)(i):**

Answers must come from within the brief on the paper.

Question 3(a)(ii):

Answers must come from within the brief on the paper.

Question 3(a)(iii):

The work plan must fit the details provided in the client brief.

Order of four sections can be different.

Examiner comments

Question 3(a)(i) – This question saw a mixed response with concept of time being misunderstood by some with responses referring to “small teams”. Marks were also lost for referring to “two months” or “ten months”. These were too vague, what needed two months? What was the “ten months” referring to? Candidates who gained the full marks were accurate in their answers referring to such aspects as “planning needed to be completed in 2 months”. This again highlighted the lack of exam technique used by candidates.

Question 3(a)(ii) – This was mixed in its responses as well, with candidates not selecting the correct design requirements such as including a video, soundtrack or narration. The selection of including four eras was incorrect as that is not a design requirement.

Question 3(a)(iii) – The creation of a work plan saw a wide variety of responses, which supports the work seen in other aspects of the Creative iMedia specification where work plans must be produced. This is one aspect that could easily be rectified by candidates and centres resulting in higher marks. Within the brief provided the timescales and tasks were clearly signposted.

Questions 4 and 5

- 4 Identify **one** piece of legislation for the production workers that needs to be considered during the production of the multimedia virtual reality sections.

One mark for:

- Health & Safety at Work Act (1)
- Health & Safety (Display Screen Equipment) Regulations (1)
- Intellectual Property Act (2014) (1)
- Any other suitable answer

[1]

- 5 The target audience for the ride needs to be analysed during pre-production.

- (a) Explain why accessibility will need to be considered during the pre-production of the multimedia virtual reality sections.

Two marks for point and expansion e.g.:

- Visual impaired riders (1) will need more audio details (1)
- Riders with hearing difficulties (1) will require text to appear on their screens (1)
- Less able riders (1) will need to have extra information (1)
- Any other suitable answer

[2]

- (b) Identify **one** piece of hardware, other than a monitor and computer, that could be used to create a digital pre-production document for the new ride and describe how it could be used.

Three marks for identifying hardware then suitable description of use e.g.:

- Keyboard (1st) to add details (1) to explain details to others (1)
- Mouse (1st) to drag images (1) so that they fit on a mood board (1)
- (Digital) camera (1st) to capture images (1) for a mood board (1)
- Scanner (1st) to convert physical mood board (1) into digital version (1)
- Any other suitable answer

[3]

- (c) Identify the **most** suitable type of software for creating a Visualisation Diagram.

One mark from:

- Graphics/drawing package (1)
- Desktop Publishing (1)

[1]

- (d) During the planning of the multimedia sections of the ride, research is carried out using secondary sources.

Describe what is meant by a 'secondary source'.

Two marks for suitable description e.g.:

- Information about an event (1) produced after the event happened (1)
- Information created from combining (1) original documents/information (1)
- Information already available (1) created by other people (1)
- Any other suitable answer

[2]

Mark Scheme Guidance

Question 4:

Do not accept Copyright, DPA as not correct in question context – question is about the workers and their work.

Question 5(a):

Read whole response and mark to candidates' advantage.

Do not accept age as an issue as this is not relevant in this context.

Do not accept physical access issues (e.g. wheelchair, ramps) as question is about the multimedia aspect of ride.

Question 5(b):

This asks for HARDWARE not device so tablet is allowed.

The device **must** be identified to gain marks.

There are a range of pre-production documents that can be created.

Question 5(c):

Question asks for most suitable so do not accept word processor/presentation/image editing as NOT most suitable to create visualisation diagram.

Brand names acceptable.

Do not accept PDF maker as diagram created in another package first.

Examiner comments

Question 4 – This question was answered incorrectly in most cases. The question referred to the legislation that would affect the workers in the context of the development of the multimedia content. Most of answers referred to "copyright". This was incorrect as it does not affect the workers and in the context of the scenario is incorrect as the content of the rides would be created by the production team. The responses seen indicate a possible narrowness of teaching regarding the legislation relevant to the specification or a poor understanding on the part of the candidates. These are points that should be addressed by centres.

Question 5(a) – The context of this question referred to the multimedia sections that would be viewed through the VR goggles of the riders, not to the accessibility to the ride itself. Many candidates did not pick up on this context and so their answers were incorrect. Correct answers referred to "hearing issues so subtitles would be needed on the videos seen" or "some riders may have epilepsy so flashing images shouldn't be used".

Question 5(b) – In most cases candidates gained at least one mark for referring to a correct piece of hardware. However, the expansion marks were not awarded as consistently as hoped where the description of how they could be used was not as clear as it should be. Many candidates referred to mobile phones as being a suitable piece of hardware. At this moment in time mobile phones/smart phones are not widely available enough with suitable capability to carry out this task. This was seen as a "fishing" answer by candidates showing no understanding of their current capability. In future sessions and contexts new technologies will possibly be acceptable as long as they are relevant.

Question 5(c) – This question asked for the "most suitable" software and the use of image editing software is not correct as it is not the most suitable. This indicates that there is use of certain software for most tasks in the coursework units, even where it is not the most suitable. As a result, candidates' understanding is being hampered and best practice is not being seen.

Question 5(d) – Responses seen for this question generally ranged from either being clear about what a secondary source is or having no understanding whatsoever. This highlights an area where understanding is weak and should be addressed before future sessions.

Exemplar candidate work

Question 5(b) – Low level answer

(b) Identify **one** piece of hardware, other than a monitor and computer, that could be used to create a digital pre-production document for the new ride and describe how it could be used.

A camera could be used to digitise a preproduction document.

[3]

Commentary

This answer only gains one mark for correctly identifying the piece of hardware, in this case a camera. Further marks are not awarded as the candidate does not then describe how it can be used to create a digital pre-production document. The response provided describes how a paper based document can be converted into a digital format; this is not what the question required.

Further marks would have been awarded if the candidate had described how the camera could be used to take photographs (1) that could be used to create a mood board (1).

Exemplar candidate work

Question 5(b) – Medium level answer

- (b) Identify **one** piece of hardware, other than a monitor and computer, that could be used to create a digital pre-production document for the new ride and describe how it could be used.

a mouse and keyboard is a hardware, this is used to navigate exactly what you want the computer to do and accomplish during a certain time. A mouse helps control, a keyboard types letters and numbers onto the screen.

[3]

Commentary

This response gained 2 marks for identifying a mouse (1) as a piece of hardware together with a weak description of how you could use it to navigate the computer. The answer is too vague for full marks to be awarded.

Further marks would have been awarded, if the candidate had clearly described how the mouse could be used to navigate the different aspects of the document such as resizing a box when creating a visualisation diagram.

The candidate also mentions a keyboard in their response however this is second piece of hardware. The mouse is identified first so this is the piece of hardware that is taken for the candidates answer.

Exemplar candidate work

Question 5(b) – High level answer

(b) Identify **one** piece of hardware, other than a monitor and computer, that could be used to create a digital pre-production document for the new ride and describe how it could be used.

A mouse would be a useful piece of software. It will allow the selection and de-selection of tools needed to create the ~~of~~ document. As well as this, a mouse can move different ~~are~~ elements around the screen ~~so if~~ e.g. if the layout of ~~the~~ positioning of the rollercoaster needs to be adjusted the mouse can move it to a suitable place. [3]

Commentary

This response is awarded full marks for clearly describing how a mouse (1) can be used to select and deselect tools (1).

The candidate then provides a further expansion on this, describing how it can be used to move and resize elements on the screen. (1).

Whilst not stating a document that could be created by doing this, the candidate clearly shows with their use of the rollercoaster, how the mouse is used during the pre-production process. Hence, we award the credit for this.

Question 6

SECTION B

- 6 Publicity for the ride will require the capturing of images of the ride and park to use in various leaflets and posters.

Create a mind map that can be used by the production team to help plan the capturing and editing of these images.

[7]

Marks are awarded for **diagram** considering the following points:

- Recognisable diagram structure
- Content relevant to new ride and park
- Content relevant to park facilities
- Content relevant to image capture equipment
- Suitable detail/annotation
- Logical sequence of nodes/sub-nodes

The **diagram** should be viewed as a whole and then graded appropriately.

Max Level 1 if content is incorrect but a mind map has been clearly produced.

This diagram is used to generate ideas so this mind map can have a wide range of content on it. It is to be used in the first stage of planning the photo shoot/image gathering.

Mark Scheme Guidance

Level 3: 6–7 Marks

Clear structure with logical connections.

Content is relevant to context and capturing/editing imagery around the park.

Detail is clear and understandable.

Subject specific terminology will be used.

Level 2: 4–5 Marks.

Structure of diagram is clear but may not be totally logical.

Content not fully relevant to context and/or image capture/editing.

Subject specific terminology may be occasionally used.

Level 1: 1–3 Marks

Diagram has little structure.

Content may not be appropriate.

Links may not be totally logical.

Little subject specific terminology will be used.

Examiner comments

Question 6 – Compared to earlier examination sessions the creation of the wrong document was not seen as often, which is a positive movement. The mind maps seen varied in their quality and complexity as was expected. The complexity of the mind map produced was dependent upon the candidates' grasp of the context; with the highest marks being credited to those candidates developing mind maps that fully met the criteria of capturing and editing images in the theme park.

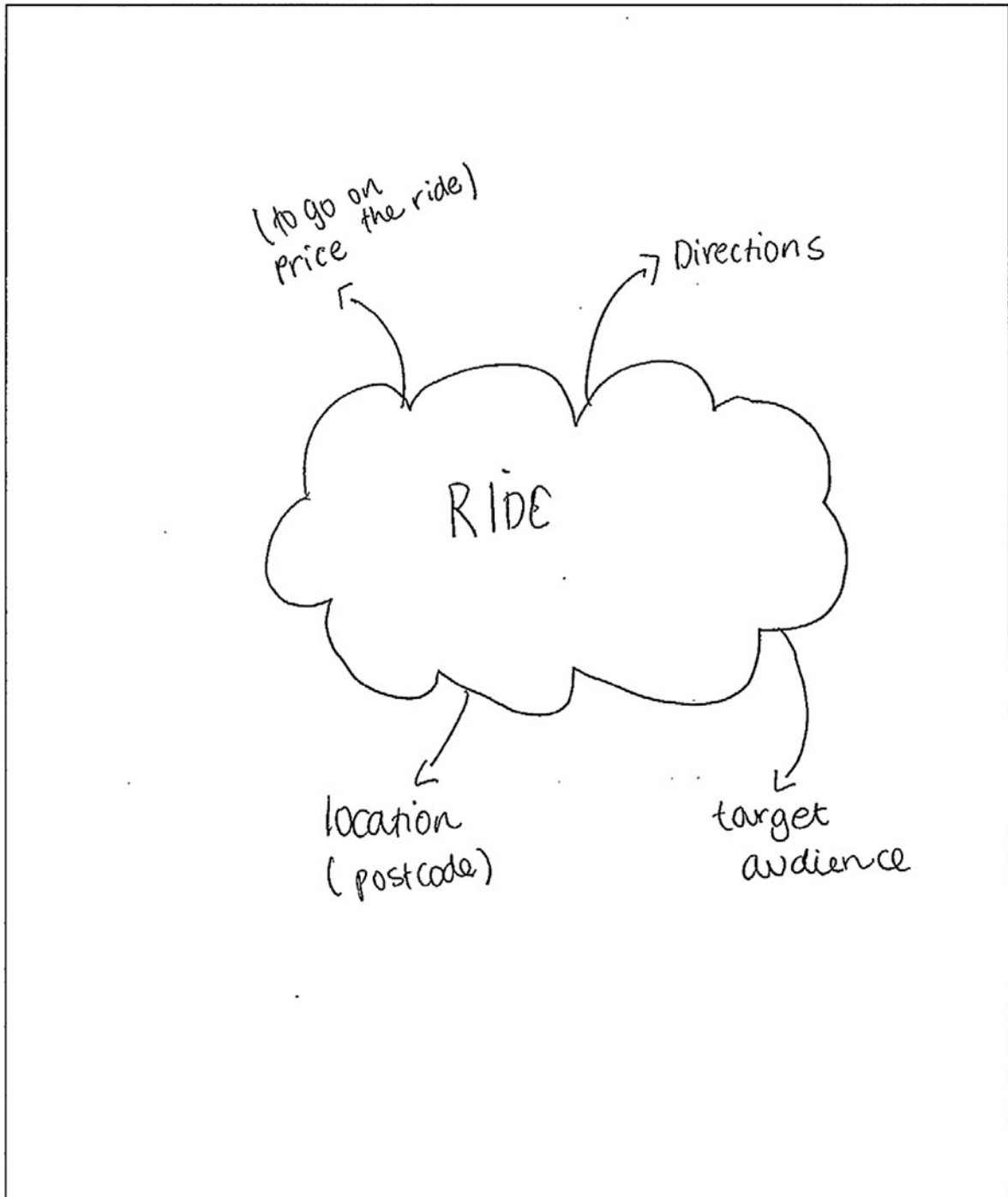
Exemplar candidate work

Question 6 – Low level answer

- 6 Publicity for the ride will require the capturing of images of the ride and park to use in various leaflets and posters.

Create a mind map that can be used by the production team to help plan the capturing and editing of these images.

[7]



Commentary

This response was graded a Level 1 response. The question required the candidates to create a mind map that would provide ideas for the publicity team to capture images from around the park.

The candidate has created the correct pre-production document, a mind map. The mind map is simple in structure with only a central theme and four nodes. There is some relevant content in these nodes (target audience) leading to a second mark being awarded.

To gain further marks, the response required a more complex structure with nodes and sub nodes together more relevant context to the scenario of the question.

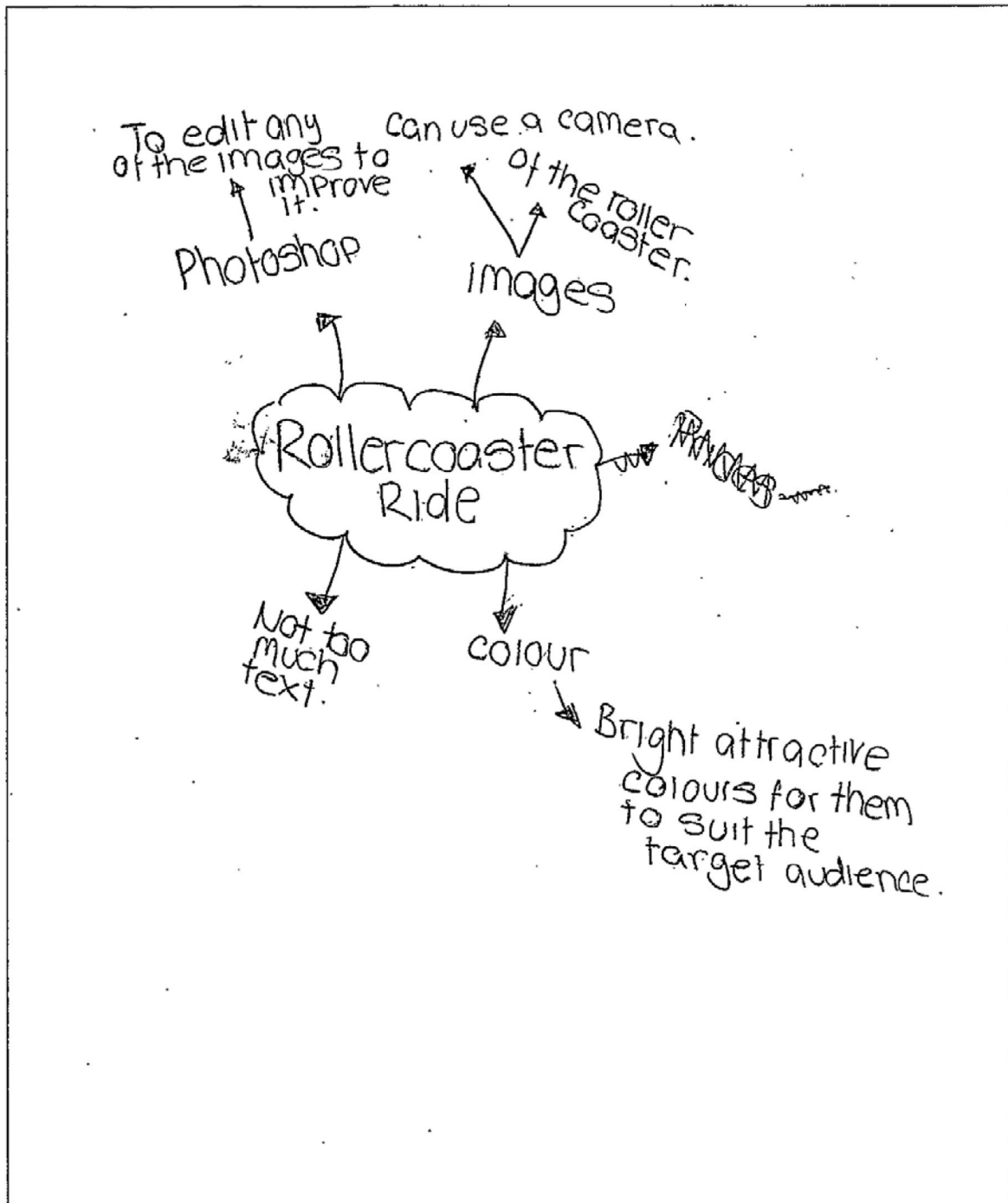
Exemplar candidate work

Question 6 – Medium level answer

- 6 Publicity for the ride will require the capturing of images of the ride and park to use in various leaflets and posters.

Create a mind map that can be used by the production team to help plan the capturing and editing of these images.

[7]



Commentary

The candidate has created a mind map that has a central theme together with four nodes coming off this. Three of these nodes also contain sub nodes developing a more complex structure and as result moving the response into mark band 2.

The content of the diagram is also relevant to the context of the question with the candidate referring to software that can be used to edit the images, the equipment (camera) that can be used as well as some details of the target audience requirements.

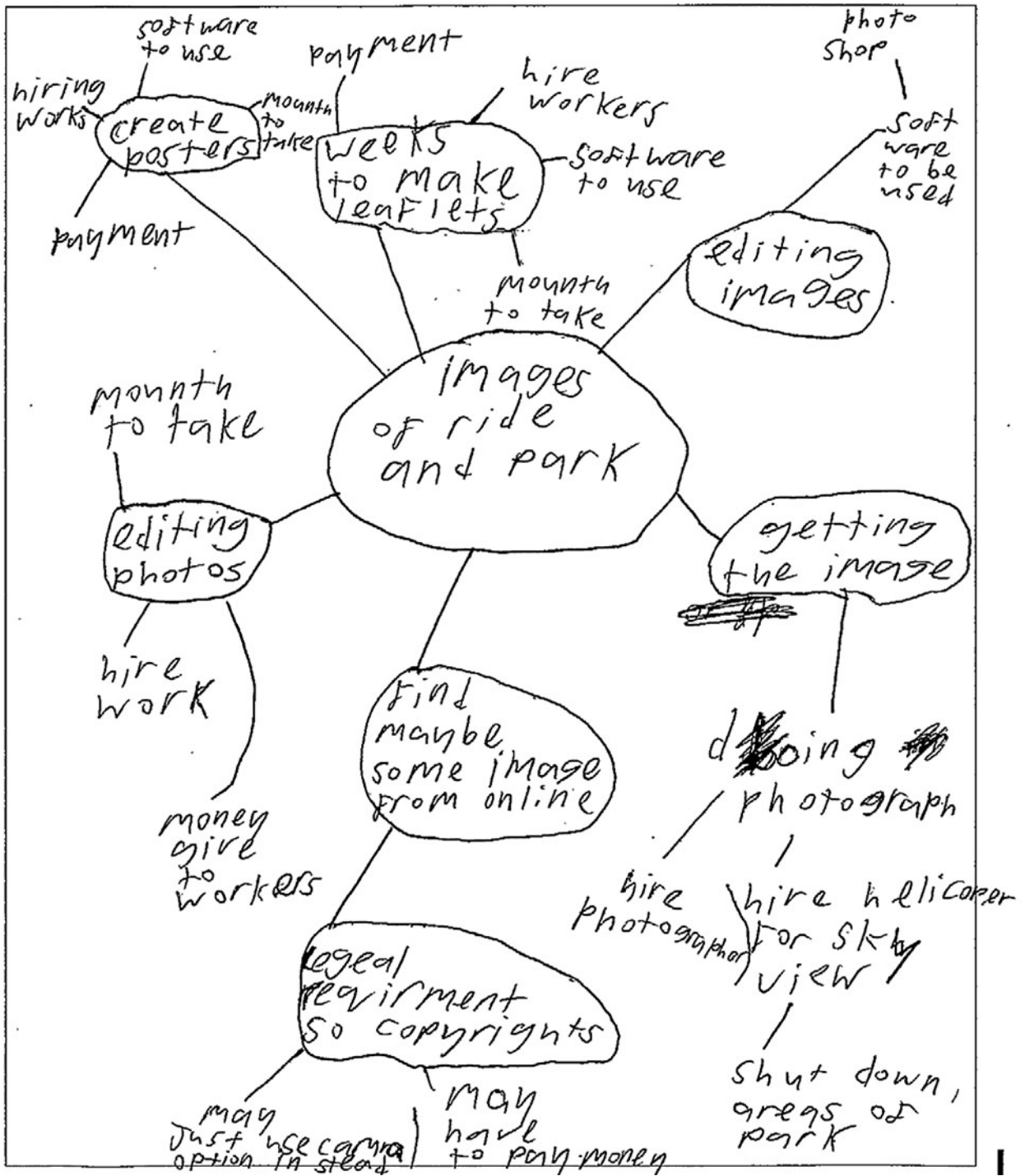
To gain more marks the candidate needed to add in more context based content regarding what images could be captured from the different parts of the theme park. This could have included aspects such as smiling faces, different rides in the park, bright sunshine, more detail about how the images could be enhanced.

Exemplar candidate work
Question 6 – High level answer

6 Publicity for the ride will require the capturing of images of the ride and park to use in various leaflets and posters.

Create a mind map that can be used by the production team to help plan the capturing and editing of these images.

[7]



Commentary

This response was awarded a Level 3.

The candidate has created mind map with a complex structure of nodes and sub nodes developing from a central theme. There are several sub nodes showing a high level of understanding of how a mind map is constructed and used.

The content of the diagram is also relevant to the context, with timescales being mentioned for editing the photos. The candidate also covers aspects of software to be used, the use of a helicopter to capture aerial views of the park and possibly shutting down the park to take the images.

Full marks were not awarded as the bottom node and sub nodes refer to context being found on line, this is not relevant to the question and its context.

Question 7

- 7 (a) Create a 30 second storyboard for the fourth multimedia virtual reality section 'Modern Times' in the UK. This will appear in the virtual reality goggles that the rider will wear whilst they are on the ride.

Marks will be awarded for:

- content;
- layout;
- fitness for purpose;
- scene information.

[10]

<p>Marks are awarded for storyboard in the context of the modern London multimedia section, considering the following points:</p> <ul style="list-style-type: none"> • number of scenes • scene content • scene numbers (t) • timings (t) • camera shots (e.g. close up, mid, long) (t) (Can be inferred from the drawing) • camera angles (e.g. over the shoulder, low angle, (t) aerial) (Can be inferred from the drawing) • camera movement (e.g. pan, tilt, zoom or using a track and dolly) (t) • lighting (e.g. types, direction) (t) • sound (e.g. dialogue, sound effects, ambient sound, music) (t) • locations (e.g. indoor studio or other room, outdoor) • camera type (t) <p>The diagram should be viewed as a whole and then graded appropriately.</p> <p>There will be a wide interpretation of what will be seen through the VR goggles. However, this is not an advert but a ride.</p> <p>Max Level 1 if storyboard is for an advert for ride.</p>		
.....
.....
.....
.....

- (b) Identify a suitable file format for the final storyboard.

One from e.g.:

- .pdf (1)
- .pub (1)
- .png (1)
- .doc (1)
- Jpg (1)
- Any other suitable answer

[1]

Mark Scheme Guidance

Question 7(a):

Level 3: 8–10 Marks

Clear structure with logical progression which can be easily followed.

Content is relevant to context and multimedia section for the ride.

3 or more of technical (t) aspects covered.

Detail is clear and understandable.

Level 2: 5–7 Marks

Structure of storyboard is clear but may not be totally logical.

Content not fully relevant to context and/or multimedia ride section.

Max 2 technical (t) aspects covered.

Some required detail is missing.

Level 1: 0–4 Marks

Storyboard has basic structure (may not be clear).

Content may not be wholly appropriate/complete in context.

No technical (t) aspects covered.

Lack of detail in the information provided.

Examiner comments

Question 7(a) – Generally the storyboards produced were of a suitable quality for the specification. However, marks were limited due to a lack of technical aspects such as timings, camera angles, camera movements, sound effects etc being shown. This shows a lack of coverage of the technical aspects when teaching R081 and other units in the specification. A small number of candidates just drew a series of images that were not linked to the context of what the storyboard was about and so gained no marks.

Question 7(b) – Generally, well answered.

Questions 8 and 9

- 8 The multimedia virtual reality sections will be played as videos in the goggles of the riders as they move along the ride.

Identify a suitable file format for the video.

One from e.g.:

- flv (1)
- mp4 (1)
- Avi (1)
- m4v (1)
- mov (1)
- mpg (1)
- Any other suitable answer

.. [1]

- 9 During the production of these multimedia sections a virtual camera will be used as well as a digital video camera.

Explain how a virtual camera is different to a digital video camera.

Two marks for suitable point and expansion e.g.:

- Virtual camera is not physical (1) but a digital video camera is a physical object (1)
- Virtual camera used in animation (1) digital video camera used in 'real world' (1)
- Virtual camera shoots from a pretend point of view (1) while a digital camera shoots from an actual location point (1)
- Any other suitable answer

..... [2]

Mark Scheme Guidance

Question 9:

Read whole response and mark to candidates' advantage.

Do not accept 360/VR cameras, these are still physical cameras.

Examiner comments

Question 8 – Generally, well answered.

Question 9 – This question was poorly answered with candidates consistently referring to virtual reality goggles or VR cameras such as the Samsung 360 VR. The specification refers to *virtual cameras* used in animation and game software, where a view point is "filmed" from the position where a camera would be in the "real" world. This question highlighted an aspect of the specification for R081 that is not being covered as fully as it should. Centres are advised to ensure that this is addressed for future sessions.

10* Discuss the suitability of the Victorian era section mood board in **Fig. 2**. You should include strengths, weaknesses and any areas for improvement.

The quality of written communication will be assessed in your answer to this question.* **[12]

Answers may include reference to:

- Suitability of images
- Relevance to a ride
- Relevance to Victorian era
- Suitable detail/annotation
- Fitness for purpose
- Suitability for target audience (**production team**)
- Suitability for the target audience of ride

Subject specific terminology covers both terminology related to the creation of mood board as well as that related to Victorian era of the ride.

Mark Scheme Guidance

Level 3 9–12 marks

Candidates will provide an excellent understanding of the question with clear **explanation** of the suitability of the mood board for **use by its target audience (production team)**.

The strengths **and** weaknesses of the mood board are considered in equal weighting.

The suggested improvements will be **well thought through** and explained in **context**.

Subject specific terminology will be used correctly and there will be few, if any, errors in spelling and punctuation.

Level 2 5–8 marks

Candidates will provide a good understanding of the question with strengths **and/or** weaknesses of mood board being **described**. This may be one sided.

Some improvements **may** be suggested but they will not be wholly suitable.

At the top end of Level 2 the answer will be presented in the context of the Victorian era section of the ride.

There may be errors in spelling, punctuation and grammar which may **not** be intrusive.

Level 1 0–4 marks

Limited understanding of the use mood board.

Answers will be vague and not necessarily linked to the context of the question.

Answers may be presented as a list rather than a structured piece of writing. There may be errors in spelling, punctuation and grammar which may be intrusive.

Examiner comments

Question 10 – This question was not as well answered as in previous sessions. The responses seen did not focus on the use and purpose of the mood board as well as previously. This indicates that candidates are not clear about the use of mood boards and who they are for and why they are used. Whilst the strengths and weaknesses were on the whole generally identified, the understanding of the purpose of them was lacking, together with a lack of application of their use to the correct audience.

Exemplar candidate work

Question 10 – Low level answer

10* Discuss the suitability of the Victorian era section mood board in Fig. 2. You should include strengths, weaknesses and any areas for improvement.

*The quality of written communication will be assessed in your answer to this question. [12]

An improvement could be more images as this could lead to more ideas being created. Also some of the images don't link very well to the theme e.g. the statue as this won't be useful when designing the final product.

A strength is that most of the images match the theme well such as the car, this will help to generate better ideas.

Overall the moodboard gets the purpose.

Commentary

This response was placed at the top of Mark Band 1.

The understanding of how a mood board is used is lacking in this answer. The candidate briefly states how more images could be included, incorrectly identifying that the statue is not required. The candidate also mentions that most of the images match the theme, countering the previous point. They do not explain how the images are used and what the purpose of the mood board is. The candidate also does not identify who the mood board is aimed at.

However, their use of spelling, punctuation and grammar is adequate and does not distract from the response so they are moved towards the top of the mark band.

To gain higher marks the candidate must identify more strengths and weaknesses in the document as well as providing more suggested improvements that are related to the context. The answer requires far more depth in the detail required in these aspects to enter the middle mark band, Level 2.

Exemplar candidate work

Question 10 – Medium level answer

10* Discuss the suitability of the Victorian era section mood board in Fig. 2. You should include strengths, weaknesses and any areas for improvement.

*The quality of written communication will be assessed in your answer to this question. [12]

This moodboard is very useful for people who are very visual, this can help them learn and remember. The images are very suitable to the Victorian era. I would say that the only image I would take out would be the one at the bottom with the big bear as it is not relevant and does not link to the others.

However I would also change the slanted one to being fit well, straight like the others. This is because it stands out and makes it look messy and un-neat. I would improve the layout of the moodboard and add colour so it is more visible and clear.

The weakness about this moodboard is that it is all scattered around and that the images don't all link and that the photos are overlapping others but not everywhere.

I like how the moodboard has included fonts and patterns in some of the images. It also includes greenery and transport which was used back in the Victorian times. There are a variety of buildings and trees which stood out to me when I looked.

Commentary

This response was placed in Mark Band 2.

In paragraph one the candidate explained their views on the images selected and that they would remove one of the images as they feel it is not relevant, incorrectly. In paragraph two they also mention that one of the images on a slant is messy. Mood boards tend to be structure less in their construction being a collection of images placed as a collage. Hence this statement by the candidate indicates a weakness in their understanding. They repeat this "messy" issue being a weakness in paragraph three.

In paragraph four the candidate explains how there are strengths with the diagram content regarding the inclusion of fonts, patterns and items such as greenery and transport.

Reading the answer as a whole the candidate has identified some weaknesses and suggested some improvements that are not wholly appropriate. The candidate has also described some strengths of the mood board.

However, the lack of depth in these descriptions together with a number of other weaknesses and strengths not being mentioned prevent the answer from being moved further up Mark band 2 and awarded more marks.

At no point in the answer does the candidate mention the target audience for the document or how the strength and weaknesses of the document would affect them. As a result of this the answer cannot be placed in Mark Band 3.

Exemplar candidate work

Question 10 – High level answer

10* Discuss the suitability of the Victorian era section mood board in Fig. 2. You should include strengths, weaknesses and any areas for improvement.

*The quality of written communication will be assessed in your answer to this question. [12]

The advantages of the moodboard is that it contains relevant images relating to the topic. It also has a formal layout, meaning the visual elements are distributed evenly. Another disadvantage is that the moodboard contains plans for the layout and style of the ^{and text} ride. The moodboard is fit for purpose as it contains relevance to the project, including a ~~var~~ variety of images.

The disadvantages of the moodboard is that it does not contain any annotations to justify and explain why they have chosen the images and what ~~and~~ they will be used for. This means the production team will not receive enough detailed information to meet the clients requirements. The moodboard also doesn't contain any colour which will be needed for detailed information. Another disadvantage is that the moodboard does not contain any material or colour samples of the ride or the visual reality.

The improvements for this moodboard would be to add annotations to why and when and how these ideas will be used to receive an accurate design. Another improvement would be to link the image ideas together to get more detail about each topic within the design.

Commentary

This response was placed in Mark Band 3. To enter the highest mark band the candidate must identify the correct target audience for the document, in this case the pre-production team. At the bottom of the second paragraph they do this explaining how the lack of annotations on the diagram provides little information for the pre-production team regarding the choices made and how this impacts on the ride. This is a weakness, correctly identified by the candidate. The candidate also comments on a lack of colour in the document as being a weakness, including the lack of colour samples.

At the start of the response the candidate has explained some strengths of the document, such as the relevance of the images included. However, there is also some incorrect information here regarding the formal layout of the document and layout and style of the ride.

In the final paragraph the candidate suggests some improvements that could be made to the document regarding the addition of annotations that would increase the ability to develop an accurate design. The candidate also suggests grouping the images together more in topic areas.

The candidate has explained both strengths and weaknesses in the diagram as well as suggesting improvements that could be made. They have also linked the document to the correct target audience. However the inaccurate strengths that were explained together with lack of fully explaining how the various issues will affect the target audience have prevented full marks being awarded.



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