OCR
Oxford Cambridge and RSA

Cambridge Nationals

Creative iMedia

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

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

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

OCR Report for Centres for January 2014

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.

CONTENTS

Cambridge Nationals

Level 1/2 Award in Creative iMedia J807

Level 1/2 Certificate in Creative iMedia J817

Level 1/2 Diploma in Creative iMedia J827

OCR REPORT TO CENTRES

Coursework Units

Introduction

Although entries were received for a number of internally assessed units they were not significant enough to merit a post-series written report. As a result the following feedback relates to units R082 and R084 only.

General Comments

It has been a very reassuring first series for the new Cambridge Nationals in Creative iMedia. Many learners provided very detailed responses to the assignment briefs, with thoughtful consideration in the planning and review sections together with skilful use of techniques to create high quality outcomes. Some learners were able to access the highest marks in the mandatory unit. Others provided a wide range of responses that span the range of marking criteria and descriptors very comprehensively.

Some centres clearly had a strong foundation in the previous Creative iMedia qualification. Centres should be aware that the Cambridge Nationals has a rigorous approach in the application of the marking criteria. When compared to the previous QCF qualification, the evidence for each Cambridge Nationals unit often requires additional content that needs to be included to access the higher marks. A clear focus on the content and detail found in the marking grids is required if centre marking is to be accurate.

When learners produce evidence for each part of the marking criteria, this should always be in an applied context for the assignment scenario. Some learners did this very well whereas others quoted just theoretical concepts and knowledge, such as generic copyright information.

The OCR model assignments must be used and each of these provides guidance on the duration required for its completion. A typical assignment states that approximately 10 hours would be needed and learners are encouraged to consider how this time will be used as part of their planning. It is also important to realise that the assignment is a summative assessment process and coursework approaches beginning with lesson 1 are not appropriate. Prescriptive workbook approaches should also be avoided in the Cambridge Nationals qualifications. Learners must choose their own format and layout of the evidence that is produced in response to the assignment.

Comments on Individual Units

R082

Specific comments relating to this unit:

- How the purpose and audience influence the design should not be just a list of design principles. Some learners that had been originally marked in Mark Band 3 included evidence of what design principles exist but with little relation to how the audience would influence the choices to be made.
- Assets need to be identified in the planning and not just listed in the evidence of creating the digital graphic.
- Many learners successfully evidenced their skills from other units - eg some good examples were found from R081 pre production in the form of target audience consideration, use of mind maps and detailed visualisation diagrams.
- The properties of digital graphics were not investigated very thoroughly. In particular, this should include the pixel count and dpi resolution for print and web use. This is quite fundamental to the unit if learners are to evidence their understanding and create digital graphics that are fit for purpose in a vocational context.
- Legal issues were referenced and where learners put this in the context of creating their work, the higher mark bands were accessible. Where learners only referred to the general definition of copyright as a theoretical concept to artistic and literary works, then this limited some of their marks in the second strand of Learning Outcome (LO)2 (planning).
- The final graphic in its intended format is a very important piece of evidence that should always be provided. Merely inserting screen captures into a write up is not a good substitute for this. This is a key point for any unit submission.
- The OCR model assignment is for a DVD cover. With any digital graphic product the fitness for purpose is important so the print (and hence pixel dimensions and dpi resolution) must be considered for higher levels of achievement. Not all learner work met the requirement, sometimes supplied as A4 and only 72dpi, which would be insufficient for print purposes. In order to support the higher mark bands, the final work must be suitable and meet the client brief.
- Reviews tended to be very good often supporting higher marks in band 2 and 3.

R084

Specific comments relating to this unit:

- A number of entries were made for R084 comic books and this is expected to continue as one of the more popular optional units in future.
- Choice of software used varies from word processing to presentation and dedicated comic book creation applications. The suitability of the product in a vocational context is also important and for example, learners did not explain how a series of PowerPoint slides could satisfy this.
- In Mark Band 2 and 3, both a script and storyline is required. A number of learners had a storyline but no separate script. In a typical comic strip, this would identify any dialogue between the different characters.
- Some learners included work plans but this is not required by the marking grid in this unit and no additional credit ie marks can be given.
- Assignments should follow the style of the OCR model assignments and not those of the previous QCF Creative iMedia qualification. Some entries were found with a structure more typical of the earlier qualification. This is a good foundation but care should be given

to ensure that evidence is produced that contributes towards the marking criteria rather than historical approaches to a different qualification
- Permitted modification to OCR model assignments. Centres are encouraged to follow the guidelines to enable learners to create suitable solutions and products that are supported by appropriate evidence of the processes.

Summary

Although a relatively small number of entries were made for this first series there are a few key points as follows:

- Quite a few centres have some experience with delivering the older QCF Creative iMedia qualification. In general this provides a good basic foundation in the equivalent Cambridge Nationals units. On the other hand, if aiming for the higher mark bands then a more focussed approach that includes detailed consideration of the marking criteria and the full range of unit content is required. The Cambridge Nationals are more rigorous qualifications and must be based on summative assessment against a final assignment brief.
- The OCR model assignments must be used with only permitted modifications as described. Where centres are using an assignment based on past experience with their own brief from the older qualification this is unlikely to meet the assessment demands and rigour of the Cambridge Nationals. For all future entries centres would be strongly encouraged to base their final assessments closely on the OCR model assignments and ensure any departure is within the permitted modifications if learners are to have the best opportunity for achievement in the higher mark bands.
- Prescriptive workbooks and writing frames are not permitted in this qualification. Centres must ensure that all work is authentic to each learner.
- Sources of information must be referenced so that it is clear what is the learner's own personal interpretation, analysis, annotation or summary.
- The final work in its intended format should always be provided as evidence. Merely including screen captures into a write up is not a good alternative since, this restricts the moderator's ability to check the properties, format, overall quality and fitness for purpose.
- A strength in many portfolios was the evidence of knowledge and skills brought across from R081 Pre production in the form of detailed visualisation diagrams, work plans and occasionally in depth analysis of the target audience. It is part of the marking criteria to evidence these from other units and the most relevant unit is R081 in this respect.
- It is important that centres are familiar with the administrative requirements for this specification. Please refer to http://www.ocr.org.uk/Images/143254-admin-guide-and-entry-codes-14-19-qualifications-including-cambridge-nationals-2013-14.pdf for further information.
- A range of training opportunities are available for this qualification. As well as our national INSET programme OCR can also offer bespoke training packages to centres. Please contact general.qualifications@ocr.org.uk with any training needs you may have and OCR will be more than happy to discuss future support initiatives with you.

Examined Unit R081

General Comments

This was the first series for this examination and this has been reflected in the variety of responses by learners. A large number of marks were lost by learners being too vague in their answers and so not being specific enough in their responses.

There was good level of knowledge regarding what the various pre-production documents are and what they contain. The understanding of how and why they are used, however, is where marks were lost. This indicated that learners 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 11 where the review of an existing document was assessed. This showed where this understanding of why the various documents are used and who uses them is lacking at the moment in this first series.

This paper is vocationally focused and so is based on single context that runs throughout the entirety of the paper. Thus some questions within the paper require learners to demonstrate clearly that they can apply their knowledge specifically to the context given to gain full marks on the question. It is this aspect of the paper where learners struggled and it is advised that centres take note of this issue.

Question 1

Part a of this question asked for the purpose of a mood board, not the contents. Most learners gained one mark for mentioning it being a visual tool but did not gain full marks by giving an expanded answer about it being a visual tool used to generate ideas on a new project. A number of learners also described what they would do and did not include the purpose of the mood board.

Part b was less demanding than part a with learners scoring well on this as they identified components of a mood board.

Part c asked for hardware used to capture content and was a simple question designed to reduce learners' anxiety. Too many learners mentioned computer which was too vague a response.

Part d took what the learners knew about mood boards and asked them to apply it to the context of the paper. Learners struggled with this question not providing suitable answers related to the context of the rock bands DVD documentary. A large number of learners repeated their responses to part a.

Question 2

This was a simple question that was based on general health and safety precautions required when using a computer. The question related to the user, not the work being created. There was a large variation in the quality of responses. Some were too vague ('posture' with no risk being identified clearly) whilst others were related to the safety of the work ('virus destroys the file'). Learners in a number of cases did not take the time to read the question fully.

Question 3

This question sought to test the learners' knowledge of working practices and the use of version control in big projects. This was generally poorly answered with very few learners gaining full marks across parts i and ii. To gain full marks learners needed to identify the 'use of dated files/folders which would enable easy access to updated work/go back to earlier versions'.

Question 4

This question started off with a less demanding section regarding the contents of a script before applying the use of storyboard to the paper context. Part a was generally well answered.

Part b was answered poorly as learners did not always provide suitable answers related to the context on the rock bands DVD documentary. To get the marks on this question learners needed to explain how the visual aspects of Winged Breaths Documentary DVD could be better illustrated in the form of a storyboard.

Question 5

This was a less demanding question and was generally answered well with learners identifying not only items included on a DVD menu but also the items that would be included on a visualisation. However, simply stating 'text' did not gain the marks.

Question 6

Part a was a less demanding question where the answers could have been taken straight from the specification. Age was not credited as this was given in the question.
Part b was again a less demanding question where knowledge of the factors that affect the classification of a DVD was tested.

Questions 7 and 8

This examination paper is marked online with papers being scanned in. These scans are in black and white. Colours added by learners do not show through and so any colours used in a design need to be shown by annotation. This will prevent learners spending time colouring in their designs where colours are needed leading to the possibility of them running out of time and so missing out other questions.

Question 7

This had a wide range of marks available and asked for the front cover of the DVD to be designed. Some of the art work created under exam conditions was of an extremely high standard. This however did not gain extra marks as it was the designs fitness for purpose and content that were being marked. Whilst being generally well done a number of issues were highlighted in learners' answers. A number of the designs did not look like DVD covers and looked like a poster for a concert. The learner did not answer the question and hence gained 0 marks.

To gain full marks learners needed to annotate the design to justify their choices. A great deal of the annotation seen was just a statement of the content; 'font size 14', 'colour black'. Whilst this is needed to show the design elements included learners needed to include justifications such as 'large text to stand out as it's the title', 'image of wings in the sky as the band's name is Winged Breath' to gain the full marks.

Question 8

This question asked for a mind map to be created of a webpage that would promote the DVD documentary. Marks were awarded for the structure of the mind map as well as its content. To gain top marks the mind map needed to contain elements of both the DVD and the webpage as well as being well structured.

This question was generally well answered. However mind maps were seen for Winged Breath websites. These did not answer the question as it asked for a webpage to promote the DVD and so were awarded 0 marks.

Questions 9 and 10 switched focus within the context of the Winged Breath DVD to look at audio files being used for advertising the DVD.

Question 9

This was a less demanding question with learners' knowledge of audio file types being assessed. This question was generally well done although a small number of learners answered with video file types not taking into account the switch to audio files for the advert.

Question 10

This was a technical question, designed to test learners' knowledge of the different types of compression techniques for audio files. This was generally poorly done illustrating a lack of technical knowledge surrounding file types.

Question 11

This question was based on a storyboard provided in the examination paper. The focus of this question needed to be addressed before marks could be answered. A number of learners focused on the storyboard target audience being the viewers of the DVD documentary rather than the production team who would use the storyboard to aid their filming of the documentary. The question asked for learners to discuss the suitability of the storyboard as well as suggesting possible improvements. A discussion requires both positive and negative aspects to be raised. To gain top marks learners needed to cover both the positive and negative aspects as well as providing a range of valid suggestions for improvements that would enhance the storyboard as a tool for the production team. There were also a large number of descriptive answers which did not highlight positive and/or negative aspects and so these were limited to the lowest mark band.

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

For staff training purposes and as part of our quality assurance
programme your call may be recorded or monitored