CREATIVE iMEDIA

Examiners' report

INCLUDED ON THE
KS4 PERFORMANCE TABLES

OCR Level 1/Level 2

Cambridge National in
Creative iMedia

J834
For first teaching in 2022 | Version 1

R093 January 2024 series

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Cambridge
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Contents

Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate answers is also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from Teach Cambridge.

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R093 series overview

This was the first session for R093 for the new specification (J834) Creative iMedia. The new specification has impacted the examined unit in several ways, as evident in this examination session. Far better exam technique was seen in the papers marked. This could be attributed to the new terminal requirements of the qualification; candidates are more likely to be in their final year of GCSE level studies and have so taken part in more concerted examination practice across all their subjects. The terminal rule has also impacted on candidate responses with a greater synoptic understanding being seen to an extent. This is because the NEA units must be submitted before sitting R093. However significant gaps in knowledge were seen across the question paper. This is concerning when candidates are in the final phases of their course. This series appeared to have a large number of entries from centres who were not certificating and were using this exam as a practice. This may have impacted the responses from candidates who may not have completed their study.

There are aspects of R093 that require depth of understanding that cannot be taught purely by their application in NEA units. An example of this, would be the components and conventions of the various pre-production documents. While candidates may have used and produced these documents in their NEA planning, the understanding of their use is lacking. Candidates need to be clear about what the components of a document are used for and by whom, not just being able to add them to a document.

R093 contains content that is not covered in the NEA units which needs to be taught. Some aspects of this were answered well by candidates, others not so. The use of audio to create impact was generally well answered, showing a sound level of understanding of this aspect of TA2 as was use of tone of language. The understanding of the roles and responsibilities covered in TA1 was not as sound.

As candidates only submit two NEA units, they will not cover a wide range of content in the NEA units. This again illustrates then need to directly teach and revise R093 content.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
- knew the basic content of the unit specification - picked up at least one mark in each question because of knowing this content - answered in context of the question for a second mark in Section B - expanded their answers fully having provided a clear initial point - knew and understood the content that is contained within R093 that is not required in the NEA units.	- lacked knowledge of the basic teaching content - produced answers that were not clear in their structure and lacked detail - did not read the question properly, leading to marks being dropped.

Section A overview

This section contains questions totalling 10 marks. These questions are straight knowledge recall and do not require any application to context. In this session, responses were mixed. The earlier questions were answered more accurately than the later, especially Questions 7 and 8 which were particularly poorly answered.

Question 1

1   What is meant by **traditional media**?

    .... **[1]**

This was mostly answered well with some candidates providing appropriate examples.

Question 2

2   Which media product does **not** use audio?

    Tick (✓) **one** box.

    Animation   ☐

    Digital game   ☐

    Graphic novel ☐

    Video   ☐

                                                                                      [1]

Generally this was very well answered.

Question 3

3   **Production** is one phase of a work plan.

    What are **two** other phases?

    1 ....

    2 ....

                                                                                      [2]

Generally this was answered well, however weaker responses did not contain specific terminology. These phases are specific terms contained in the teaching content of the specification.

Question 4

4　Complete the sentence.

The amount of money that a person earns is known as their .... This is used as a category of **audience segmentation**.　　**[1]**

This question was generally well answered and again is based on specific terms contained in the teaching content of the specification.

Question 5

5　Identify **one** colour that is associated with creating a feeling of energy.

.... **[1]**

This question was generally answered well.

Question 6

6　Identify **two** physical media used to **distribute** media products or content.

1 ....

2 ....
　　[2]

This question saw a mixture of responses across the marking session. Again, this question is based on specific terms contained in the teaching content of the specification.

Question 7

7　Which shape is used to show a **decision** on a flow chart?

.... **[1]**

This question was in the main poorly answered. Responses saw candidates not being clear about the components of a flow chart. Many candidates provided responses from other documentation such as mind maps.

Question 8

8   Which of the following is an audio file **property**?

Tick (✓) **one** box.

Bit depth   ☐

Bitmap   ☐

PPI   ☐

Resolution ☐

[1]

Generally this question was not well answered. Candidates were unclear about audio file properties. This question is based on specific terms contained in the teaching content of the specification.

Assessment for learning

Students need to be taught all the content from R093, particularly where they haven't had the opportunity to apply their learning in their optional NEA unit. For example, knowing audio file properties even if they have completed R095 characters and comics where audio is not in the specification for this unit.

Section B overview

This section contains a range of questions based on the context for this examination series, PAEW, a conservation charity. This section requires candidates to not only answer questions based on knowledge recall but also to apply that knowledge to the context. This forms the vocational nature of question paper. With questions worth up to 2 marks, candidates who did not respond well either had gaps in their knowledge or did not expand their answers fully. With both Questions 9(a) and 15(a) candidates did not read the question fully, especially the requirements stated in the bullet points.

Question 9 (a)

9
(a) Describe what is meant by a **social media platform**.

....

....

....

.... **[2]**

Most candidates picked up at least 1 mark on this question. Candidates were either able to identify what a social media platform is **or** how a social media platform is used. Candidates gaining full marks combined both these aspects in their answer.

Question 9 (b)

(b) Explain **one** way that the tone of language used in PAEW's social media posts could help the campaign achieve its purpose.

....

....

....

.... **[2]**

Candidates tended to pick up at least 1 mark on this question. Candidates were either able to clearly identify a tone of language that could be used **or** how the campaign purpose could be met. Candidates who gained full marks were able to clearly state what tone of language would be used in the social media posts and its impact on achieving the campaigns' purpose.

Question 10 (a)

10 PAEW could use a **formal** client brief or a **commission** style client brief to inform you of their requirements.

(a) Explain **two** differences between a **formal** client brief and a **commission** style client brief.

....

....

....

....

....

.... **[6]**

Candidates were asked for two differences between the different ways that client briefs can be communicated this was based on specific terms contained in the teaching content of the specification.

This question was generally poorly answered showing an area of weakness in candidates' knowledge. This is content not required in the NEA units and specific to R093. Candidates who answered the question well, clearly showed that they knew the differences between the brief styles.

Question 10 (b)

(b) Identify **three** client requirements that could be included in a client brief.

1 ....

2 ....

3 ....
    [3]

This question saw mixed responses despite possible responses being listed in the specification. The question is also linked to the NEA units where candidates have to interpret a client brief.

Question 11

11 Describe **one** way secondary research could be used by PAEW for its social media digital campaign.

....

....

....

.... **[2]**

This question was poorly answered, again despite possible responses coming from the specification.

OCR support
i This style of question has been used in the legacy specification so past papers could be used for revision. These questions can be found in Exambuilder.

Question 12 (a)

12 When researching ideas relating to the environment for the social media digital campaign, you found a diagram demonstrating the water cycle.

Item removed due to third party copyright restrictions
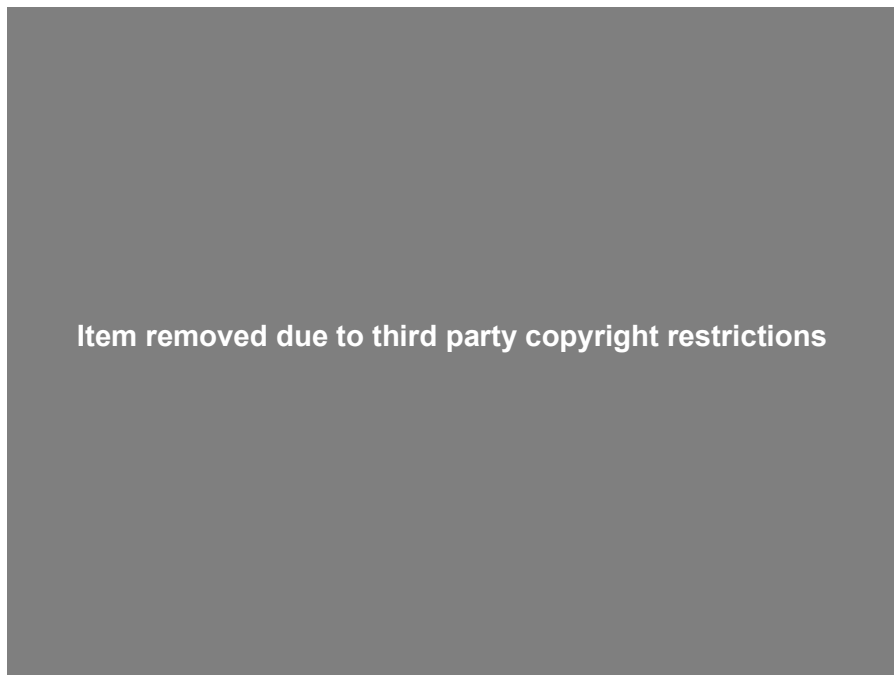
(a) Identify **one** purpose of the diagram.

.... **[1]**

This question was generally well answered although some candidates wrote a long answer when they only needed to 'identify' for 1 mark.

Question 12 (b)

(b) Explain **one** way that the layout of the content meets the purpose of the diagram.

....

....

....

.... **[2]**

This question was not answered particularly well, in the main due to candidates not reading the question fully. Answers focused more on the content, such as labels and arrows being included. They did not focus on where these were located and what they did in these locations. Candidates who did well on this question mentioned how they were positioned and how this informed the viewer.

Exemplar 1

(b) Explain **one** way that the layout of the content meets the purpose of the diagram.

order

arrows used to show the direction of the cycle also informs/ guides the reader of what direction to read in

The candidate talks in their response about how the content (arrows) are positioned in an order of a cycle (circle) and that this guides the reader with the direction of travel around the water cycle.

Question 13 (a)

13 A draft digital **mood board** is given to the PAEW **campaign content creator**.

(a) Discuss the suitability of the draft digital **mood board** for use by the **campaign content creator**.

Marks will be awarded for:

- Suggesting changes that improve the digital mood board.
- Explaining how the changes you suggest will improve the effectiveness of the digital mood board for the **campaign content creator**.

[9]

Candidates are asked to discuss the suitability of the pre-production document provided. This requires candidates to understand the purpose of the document and who would use it. They then need to suggest improvements to this document that would make it more usable. This question states who the pre-production document (digital mood board) concerned is aimed at (campaign content creator) – the user of the document.

This question saw a range of responses, as would be expected with this style of question. However, candidates who did not access the highest marks possible did not link their suggested improvements to the user of the document. By reviewing the digital mood board and making suggestions of how it could be made more effective for the campaign content creator, candidates scored well on this question. These answers showed a good level of understanding of how the document could be made more effective for its user.

Assessment for learning
Support students with how to answer 'discuss the suitability' questions by giving them opportunities in lessons to practise reviewing different pre-production documents. Encourage them to link their suggested improvements back to the given user and discuss how it will improve the effectiveness for the user.

Question 13 (b)

(b) Identify **three** pieces of **hardware** that could be used to create a digital mood board.

1 ....

2 ....

3 ....

[3]

This question was poorly answered with many responses referring to software and not hardware. This could be either due to candidates not reading the question fully or a gap in knowledge.

Question 13 (c)

Some images used on the draft digital mood board included a watermark.

(c) Explain **one** reason for including a **watermark**.

....

....

....

.... **[2]**

This question saw a mixed set of responses. Many candidates referred to stopping the image being stolen. This is not correct; it can still be stolen. Candidates should be clearer and more specific in their responses. Candidates who did answer this question well were clear about how the watermark protected the work from being claimed as another person's.

Question 13 (d)

PAEW will use advertisements as part of the social media digital campaign.

(d) Which organisation is responsible for **regulating** the content of advertisements in the UK?

.... **[1]**

This question was poorly answered showing a gap in candidates' knowledge. There are several organisations listed in the specification that candidates should know.

Question 14 (a)

14 A **content creator** and a **graphic designer** will both be involved in the development of PAEW's social media digital campaign.

(a) One responsibility of a **content creator** is to create content.

Describe **one** other responsibility of a **content creator**.

....

....

....

.... **[2]**

This question was poorly answered, mostly due to candidates not reading the question fully. One of the main responsibilities of a content creator was included in the question.

Candidates who did read the question fully tended to gain 1 mark for a responsibility e.g. proofreading, editing but did not expand on this for a second mark.

Exemplar 2

To edit toptrap east and review own content before being released.

Exemplar 2 gained 1 mark for talking about the need to edit/review content before posting. However, the candidate did then not get a second mark as they did not expand their answer as to why that is needed.

Question 14 (b)

(b) Describe **one** responsibility of a **graphic designer**.

....

....

....

.... **[2]**

This question saw a wide range of responses. Candidates who did well clearly stated a responsibility and then expanded on why it is needed. Many candidates linked this question back to the mandatory NEA unit (R094) and the development of visual identifies.

Question 14 (c)

(c) Explain **one** reason why both **content creator** and **graphic designer** roles are required when developing PAEW's social media digital campaign.

....

....

....

.... **[2]**

This question was not answered particularly well with candidates not being clear about why two different job roles would be required on the PAEW campaign. This is new content in the J834 specification and showed a gap in candidate knowledge.

Where candidates did gain full marks they were able to clearly explain who the roles would work together to generate the content for the campaign.

Question 14 (d)

(d) Identify **one** image file format that could be used in a social media digital campaign.

....

.... **[1]**

This question was generally answered well, and links directly to the NEA units.

Question 15 (a)

15 A **storyboard** will be given to the **camera operators** filming the promotional video that PAEW will use on social media.

Twilight/Low Light Elephant drinking	Aerial	

	Donate Today: • Online • By Phone	**Help Us Today Please** • Help Save Our Elephants • Help Preserve Their Lands • Help Keep These Wonderful, Majestic Animals Alive
		Green Backgound - Black text 2 second fade in from 5 15 seconds to end

(a) Improve the effectiveness of the **storyboard** for use by the **camera operators**.

The storyboard images have been inserted into the template for you on **page 13**.

Marks will be awarded for:

- Relevant components and conventions used
- Layout
- Annotations that explain how the improvements help the **camera operators** in their role.
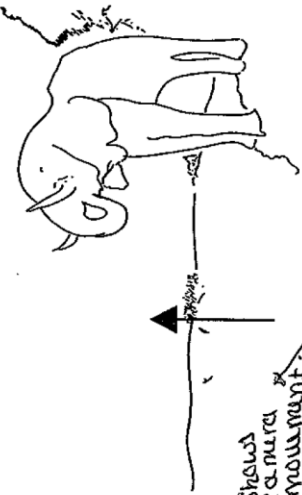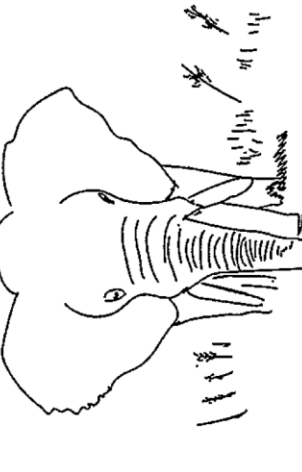
[9]

Candidates are required to improve the effectiveness of the provided pre-production document. This requires candidates to understand the purpose of the document and who would use it. They then need to make improvements to this document so that it is more usable. This question states who the pre-production document (storyboard) concerned is aimed at (camera operator) – the user of the document.

This question saw a range of responses, as would be expected with this style of question. However, candidates who did not access the highest marks possible did not link their suggested improvements to the user of the document.

Candidates who did well on this question improved the storyboard by using the relevant components and conventions consistently on the storyboard. They then annotated it (as required in bullet point 3 of the question) to explain how these helped the camera operator perform their job role.

Exemplar 3

Handwritten storyboard (rotated). Panels and annotations as follows:

Panel 1:
- Shows camera movement.
- Camera moves upwards towards the elephants head. Zoomed in shot.
- 5 seconds shot. black to shot to next shot.

Panel 2:
- birds eye view.
- 15 seconds showing elephants moving. quick transition to next scene.

Panel 3 (front view):
- front view - zoomed in shows upset elephant
- 10 seconds - fade 2 seconds out into next scene.
- (annotation) shows camera angle to show the...

Panel 4:
- POV shot. zoomed out
- 8 seconds fade in 4 second out.

Panel 5 (Donate Today):
Donate Today:
- Online
- By Phone

- 8 orange background - black text
- 8 seconds - fade 2 seconds out.

Panel 6 (Help Us Today Please):
Help Us Today Please
- Help Save Our Elephants
- Help Preserve Their Lands
- Help Keep These Wonderful, Majestic Animals Alive

- green background - black text
- 7 seconds - fade 4 second out.
- (annotation) 13 shows camera operator to understand what shot needs to take place.

Bottom annotation: timing shows how long the clip needs to be.

In Exemplar 3, the candidate has consistently used a range of storyboard components and conventions - camera, angles, movements, timings etc. More could have been added i.e. scene numbers, lighting etc. They have also then annotated the storyboard around the edges about why these help the camera operator. These could have been in more detail for more marks.

Assessment for learning
Support students in answering 'improve the effectiveness' questions by encouraging them to annotate to explain the improvements and how they will help the given user.

Question 15 (b)

(b) Explain **one** way that **audio** could be used to convey meaning in the promotional video.

....

....

....

.... **[2]**

This question was generally done well, with candidates gaining at least 1 mark. The mark was either for the meaning that could be conveyed for the campaign **or** for clearly identifying the audio that could be used for this purpose.

Candidates who did well on this question clearly identified the audio and how this would be used e.g. melancholic music that would cause viewers to develop empathy for the elephants and help them.

Question 15 (c)

(c) Explain **two** ways that **lighting** could be used to create impact in the promotional video.

1 ....

....

....

....

2 ....

....

....

....

[4]

This question was not as well answered as 15(b) as candidates talked far more about light in general rather than lighting for a video. As with the audio question marks were gained by candidates for explaining the impact created even if the lighting had not been identified clearly.

Question 15 (d) (i)

(d)
(i) Identify **one** moving image file format that could be used for the promotional video.

.... **[1]**

This question was not answered well, indicating a lack of knowledge. This could be because video is not needed in the mandatory (R094) assignment, unlike the static images for Question 14(d). This again shows the importance of R093 being directly taught.

Question 15 (d) (ii)

(ii) Explain **one** reason why the **properties** of the file format you have chosen make it suitable for use in the promotional video.

....

....

....

.... **[2]**

Because the previous question was answered poorly, this question was also answered poorly. When candidates did know the file type to use, in 15 (d) (ii) they often were not able to explain why it is suitable. This is knowledge clearly indicated as being required in the specification.

Question 15 (e)

(e) Explain **one** way that **frame rate** can affect the quality of a video product.

....

....

....

.... **[2]**

This question was generally answered well with most candidates gaining at least 1 mark. This was in the main for identifying a frame rate. To gain full marks candidates were then able to talk about the effect on a video. The one area where confusion was seen was where candidates stated that frame rate impacted resolution/pixelation. This showed a lack of understanding of the different properties of moving image file formats.

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