

## **CAMBRIDGE TECHNICALS LEVEL 3 (2016)**

*Examiners' report*

# ***DIGITAL MEDIA***



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**05843–05846, 05875**

## **Unit 2 January 2020 series**

Version 1

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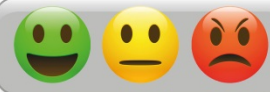
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Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report. A full copy of the question paper can be downloaded from OCR.

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### **Online post series external feedback**

Keep an eye out for updates on our post series feedback on Exams for Cambridge Technicals Webinars available in the autumn term.

## Paper Unit 2 series overview

Centres had used the online resources provided by OCR to support the teaching and learning of Unit 2. Candidates were generally clear on the requirements of the unit, understanding that they were working to a brief, and were prepared in the main for the vocational case study nature of the exam. There was varied success in responses about the types of pre-production documentation that would be needed when planning an app. Some candidate responses lacked understanding about the key content of a visualisation diagram (Q4a). A number of candidates continued to be unable to distinguish between primary and secondary research (Q7) which is a key area of synopticity on the specification. The practical production questions also proved challenging for some candidates with mind maps (Q8) and production schedules (Q9) not always suitable in relation to format, layout and relevance to brief. Answers to the extended response question were again better than in earlier sessions, with clear evaluations of how the project management tools can be used by the brief team as a way to communicate ideas and progress to a client (Q10).

## Section A overview

In this series it was pleasing to see that many candidates were prepared for the structure and style of the examination. Candidates clearly understood how to interpret client requirements and how to get feedback on early ideas from a target audience. However, understanding of the purpose and content of pre-production documents such as visualisation diagrams, wireframes and sitemaps was not as strong as in previous sessions.

### Question 1 (a) and (b)

- 1 (a) Identify **four** client requirements that Active Apps must consider when planning and testing the MyDesign app.

1 .....

2 .....

3 .....

4 .....

[4]

- (b) Identify and explain **one** problem that one of the client requirements identified in part 1 (a) might cause.

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[2]

There were very few candidates who did not achieve at least three marks in Q1 (a) with most candidates achieving a full four marks. Candidates have clearly been successfully taught how to interpret client requirements as professional practitioners. Responses to Q1 (b) were almost unanimously linked to Q1 (a) responses with plausible problems receiving at least one out of two marks.

## Question 2

- 2 Identify **two** ways that Stephen could get audience feedback on the design ideas for the avatar function.

Explain why each one would be suitable.

1 .....

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2 .....

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[4]

Responses to Q2 gave candidates opportunity to show their understanding of how producers could gain feedback from the intended audience of a product. Many candidates understood that primary research was appropriate for this. Methods such as face to face focus groups, with explanation in relation to the brief were given full marks. Where explanations did not relate to the brief or were limited one word responses, such as simply stating 'questionnaire', full marks could not be achieved.

## Question 3

- 3 Marcus has asked you to help him research the interactive features of apps.

Identify **three** primary methods, other than a focus group, that would allow you to research the interactive features of apps.

1 .....

2 .....

3 .....

[3]

The best responses were those that discussed 'app testing', 'interviewing app developers' and 'researching the best interactive features according to secondary sources'. A number of candidate responses did not address the stem of the question that detailed Marcus needed to research the interactive features of the brief. As a result some answers to this question were too vague or not appropriate in terms of researching interactive features of apps. One word answers that were too vague, such as 'survey', 'questionnaire' or 'feedback', could not be credited as this did not show understanding of the specific question.

### Question 4 (a)

4 (a) Aurora needs to create visualisation diagrams for the avatar function.

Identify **three** elements of a visualisation diagram.

Explain why each of these elements would be necessary when planning the app. Use the brief to support your answers.

1 .....

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2 .....

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3 .....

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**[6]**

The best responses suggested that elements such as text, colour, imagery and annotations were required and explained them in relation to the brief and team job roles. Other candidates did not appear to be fully familiar with the content and purpose of different pre-production documents. Some confused a visualisation diagram with a storyboard or script, identifying sound as a key element which is incorrect.









### Question 7

7 MyDesign are willing to use celebrities to model their clothing.

Identify **two** secondary sources that Stephen could use to find out which celebrities would be suitable to act as models for MyDesign.

Explain why each source is suitable.

1 .....

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2 .....

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**[6]**

Q7 gave candidates the opportunity to use their personal experience with social media and magazines to identify relevant secondary sources Stephen could access, with many citing names of different apps such as Instagram and influencers and commentators like Molly-Mae Hague, and websites and magazines such as *Cosmopolitan* and *Vogue* who write about popular celebrities. However, there was evidence that some candidates confused primary and secondary methods. Answers including 'holding a focus group' and 'giving questionnaires to the audience members' could not be credited. Centres should make sure candidates are familiar with the differences between primary and secondary research methods.

## Section B overview

In this series, some candidates were not always clear that they are required to show their understanding of the content, format and layout of pre-production documentation in relation to the brief in order to reach the top marks in the questions that test their understanding of uses of planning documentation (Q8, Q9). Answers to the extended response question again showed an overall improvement in the quality of evaluation, understanding of wider planning tools and processes and use of key synoptic terminology to support points made.

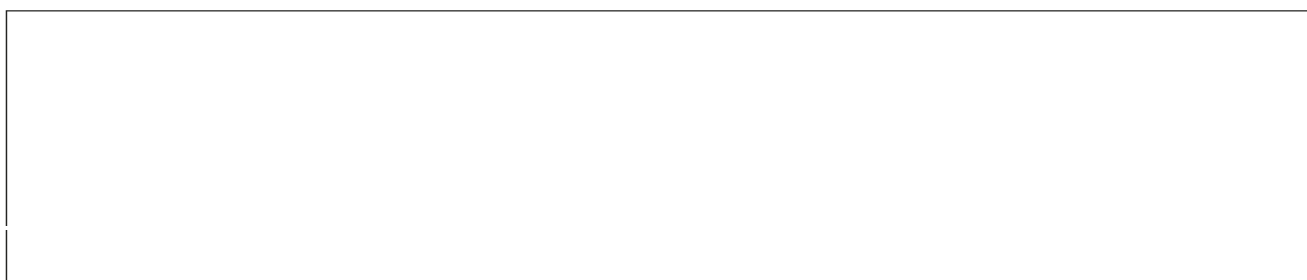
### Question 8

- 8 Aurora and Marcus are planning the interactivity that a user might require when using the app.

In the space provided, create a **mind map**, identifying the interactive features required under the key areas of '**Uploading image**', '**Dressing avatar image**' and '**Completing purchase**'.

Marks will be awarded for:

- Content
- Fitness for purpose



[8]

A mind map can be used to show interactivity and the mind map task was split up into three main nodes to allow candidates to fully show their understanding about the wider uses of a mind map other than for basic planning. The best responses demonstrated that candidates could show the flow of different buttons and actions in the mind map through a series of basic input variables and outputs, less successful responses simply wrote three paragraphs of continuous prose about the functionality of the app.

## Question 9

- 9 Stephen has asked you to create a production schedule for the planning / design phase of the production process.

In the space provided, create a production schedule, considering what activities need to be carried out when planning / designing the app and the key milestones you would need to meet.

Marks will be awarded for:

- Content
- Layout
- Fitness for purpose



**[9]**

The question required candidates to create a production schedule for the planning stage of the app. The Insert stated that the whole production process should be completed in three months. Therefore, the production schedule should have been created accordingly focusing on the planning and design stages of pre-production. However, candidates were not penalised if they had drawn a production schedule lasting the whole three months, with content, layout and fitness for purpose credited fully. The best responses demonstrated that candidates understood the layout of a schedule with many creating Gantt chart style diagrams with plausible timeframes and content relevant to brief. Less successful responses were again not in a recognisable format or were list-like or in continuous prose. Candidates should have the opportunity to complete pre-production documentation for different digital media products as preparation for the requirements of the examination.

## Question 10

**10\*** Active Apps believe the best way to show MyDesign their progress during the pre-production of the project is by using project management tools.

Evaluate the advantages and disadvantages of using project management tools to communicate with MyDesign during the pre-production of the project.

Use the brief to inform your answer.

[20]

This extended response question tested candidates' ability to evaluate the advantages and disadvantages of using project management tools as a way to communicate with a client, making it very specific to the set brief and allowing for clear debate. Overall, the quality of evaluation has again improved since last series, showing centres are giving opportunities for candidates to practice their discussion of the pros and cons of different pre-production processes. The best answers demonstrated clear understanding of the advantages of project management tools not just as a way for Active Apps to communicate with MyDesign, but as a tool that allows organisation through Gantt chart style scheduling, security, access and transparency of edits on documentation throughout the planning process. There were also clear disadvantages discussed in some responses in relation to other methods of planning, such as visualisation diagrams and prototypes, that are needed so ideas could be communicated visually and face to face. Key terminology, such as *collaboration*, *cross-platform planning* and names of software such as Apollo were also used in Level 4 answers. Less successful answers did not discuss such limitations of project management tools to communicate ideas or suggest any other planning activities that would be required to make sure that Active Apps could communicate any problems during the pre-production process that would delay the completion of the project.

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