

HODDER
EDUCATION

MY REVISION NOTES
Cambridge National Level 1/Level 2
CREATIVE IMEDIA

Cambridge National

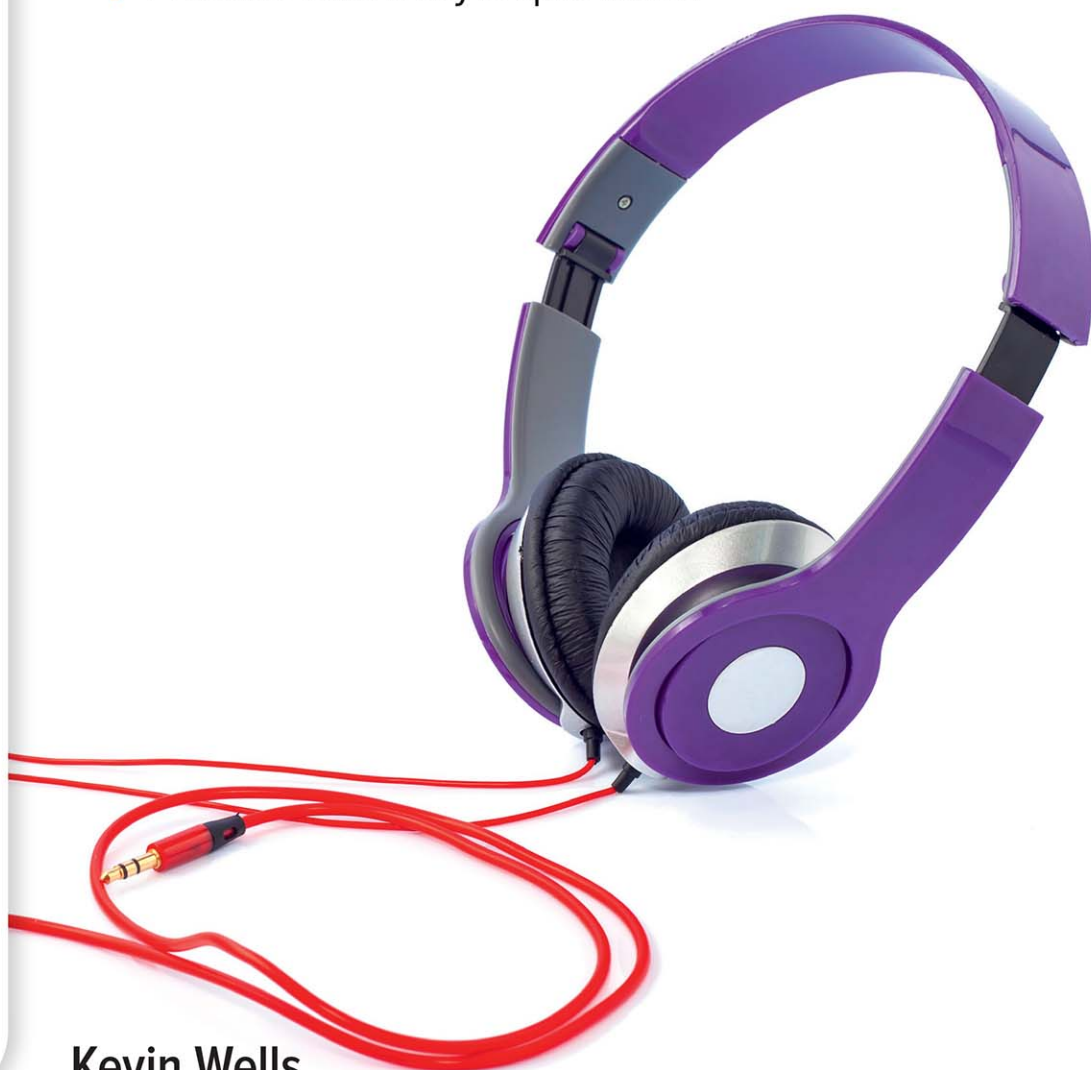
Level 1/Level 2

CREATIVE IMEDIA

SECOND EDITION

For the J834 specification

- + Plan and organise your revision
- + Reinforce skills and understanding
- + Practise exam-style questions



Kevin Wells



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Unit R093: Creative iMedia in the media industry

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Countdown to my exam

6–8 weeks to go

- + Start by looking at the specification — make sure you know exactly what material you need to revise and the style of the examination. Use the revision planner on pages 4 and 5 to familiarise yourself with the topics.
- + Organise your notes, making sure you have covered everything on the specification. The revision planner will help you to group your notes into topics.
- + Work out a realistic revision plan that will allow you time for relaxation. Set aside days and times for all the subjects that you need to study, and stick to your timetable.
- + Set yourself sensible targets. Break your revision down into focused sessions of around 40 minutes, divided by breaks. These Revision Notes organise the basic facts into short, memorable sections to make revising easier.

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4–6 weeks to go

- + Read through the relevant sections of this book and refer to the typical mistakes, key terms, exam checklists and exam skills. Tick off the topics as you feel confident about them. Highlight those topics you find difficult and look at them again in detail.
- + Test your understanding of each topic by working through the 'Now test yourself' questions in the book. Look up the answers at the back of the book.
- + Make a note of any problem areas as you revise, and ask your teacher to go over these in class.
- + Look at past papers. They are one of the best ways to revise and practise your exam skills. Write or prepare planned answers to the exam practice questions provided in this book. Check your answers at the back of the book or online at **www.hoddereducation.co.uk/myrevisionnotesdownloads**.
- + Try using different revision methods as you work through the sections. For example, you can make notes using mind maps, spider diagrams or flash cards.
- + Track your progress using the revision planner and give yourself a reward when you have achieved your target.

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One week to go

- + Try to fit in at least one more timed practice of an entire past paper and seek feedback from your teacher, comparing your work closely with the mark scheme.
- + Check the revision planner to make sure you haven't missed out any topics. Brush up on any areas of difficulty by talking them over with a friend or getting help from your teacher.
- + Attend any revision classes put on by your teacher. Remember, your teacher is an expert at preparing people for examinations.

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The day before the examination

- + Flick through these Revision Notes for useful reminders, for example the typical mistakes, key terms, exam checklists and exam skills.
- + Check the time and place of your examination.
- + Make sure you have everything you need — extra black ink pens, tissues, a watch, bottled water, sweets.
- + Allow some time to relax and have an early night to ensure you are fresh and alert for the examination.

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My exams

Unit R093 paper

Date:

Time:

Location:

Exam breakdown

This revision guide helps you to focus on the core knowledge you will need for the externally examined Unit R093 of your Creative iMedia course. There are sections to help you learn, revise, apply and test your own knowledge before the actual exam.

About the exam

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The exam is a written paper lasting 1 hour and 30 minutes which is set and marked by OCR. There are two opportunities in each academic year to sit the exam paper. However, it must always be the last unit that you complete. This means you will have already completed the mandatory R094 on visual identity and digital graphics together with an optional unit from R095–R099. You are allowed to sit a practice exam, but it does not count towards your final grade. Your teacher will explain more about this option if needed.

The exam paper is marked out of 70 and is worth 40 per cent of the total when working towards this qualification in Creative iMedia. There are two sections:

- + Section A has multiple-choice questions and other short-answer questions. This section is worth 10 marks.
- + Section B has a scenario with questions based on it. This provides a context for the paper and your answers should always relate closely to this. Within this section there are some longer (extended-response) questions. This section is worth 60 marks.

You should attempt both sections of the exam paper. There are no sections or questions to choose from – you must attempt all the questions.

Question types

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There will be a range of question types including:

- + multiple choice
- + short answer (such as one word)
- + long answer (usually a sentence)
- + extended-response (a longer answer with several paragraphs)
- + tables to complete or diagrams to annotate.

Each question will have a space or line for your answer with a number in square brackets to show how many marks it is worth (for example, [2]). If there are two marks available, then a single-word answer would only earn you the first mark. The second mark is likely to be either for a second answer or an explanation of the first. The number of responses will be shown in bold. For example, 'Choose **one** way to...'. This means your first answer is the only one that will be checked for the mark.

The questions will cover all four topic areas of the unit. These are:

- + The media industry (TA1)
- + Factors influencing product design (TA2)
- + Pre-production planning (TA3)
- + Distribution considerations (TA4)

Exam command words

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There is a complete set of command words in the OCR specification but some of the main ones are:

- + **Identify** – your answer just states what it is
- + **Explain** – your answer must include what and why
- + **Describe** – your answer must use words to express an overall concept, idea or need so that it is clear for the reader/listener
- + **Discuss** – your answer must give both sides of the argument.

Key terms used in exam papers

- + **Purpose** – what something is used for (the reason)
- + **Items** – objects that are on a document
- + **Create** – draw the answer.

Preparing for the exam also means learning some exam techniques. A good exam technique is making sure you answer the question given and don't simply write about something that you know. Marks are only given where it shows that you understand what is being asked. Some questions will have an applied context, especially in Section B of the exam paper which will be based on a scenario. Your answer must relate to this context, so include a reference or connection to the scenario as part of your answer. An applied context means it is similar to what it would be like in a real-world situation when creating digital media. Keep in mind that it is only your first answer(s) that will support any marks – multiple attempts won't be given marks even if the right answer is at the end.

Here is an example:

1 State two devices that can connect to the internet. [2]

Answer (a): computer

Answer (b): digital camera, smartphone

Firstly, you should recognise that [2] marks are available. Secondly, the responses would earn **one** mark in total for (a) computer. The second answer starts with 'digital camera', which would be considered incorrect. 'Smartphone' is not credited with a mark since it is a third answer, even though it is a correct response to the question. For a two-mark question, only the first two responses are considered by the examiner.

The number of blank lines provided also gives you an indication of how long your answer should be in order to earn full marks. For example, if there are four lines and you have only put a short statement on the first line, it is unlikely that you will have answered it well enough for full marks. Try to use the available space as best you can.

If you are short of time towards the end of the exam, think about what marks are available for a question and whether you could gain some marks in a short timeframe. The higher-mark questions are those to look at first. You are more likely to find them in Section B in the extended-response questions.

The questions will cover different forms of knowledge, skills and understanding. Try to identify the type of question and therefore what it will be looking for. For example:

- + **Identify questions** typically assess your recall of knowledge; they are likely to be short answers.
- + **Describe questions** typically assess your understanding of something that is applied to a scenario.
- + **Explain questions** typically assess your understanding of knowledge by including a reason.
- + **Discuss questions** typically assess your ability to analyse and evaluate by looking at a situation from both sides.
- + **Create questions** typically assess your ability to evaluate and decide what is needed, and then apply your understanding and skills to produce something that meets the requirement. These will be higher-mark questions.

If you have finished early, consider going back over all the questions. Use the whole time available in the exam to double check and proofread your answers, taking into account the points outlined above. Then see if you can add more detail to the longer questions, which may gain you an extra mark or two.

Topic area 1: The media industry

1.1 Media industry sectors and products

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The media industry is very large and made up of different sectors. There are two categories of sectors in the media industry:

- 1 Traditional media
- 2 New media

The **traditional media** sectors existed before digital technologies. This sector includes:

- + film
- + television
- + radio
- + print publishing.

The **new media** sectors started through the increased use of **digital technologies**. These sectors include:

- + computer games
- + interactive media
- + internet
- + digital publishing.

It is important that you are able to state the different sectors and know whether they are part of traditional or new media.

Traditional media Media sectors that existed before the digital age.

New media The introduction of types of media made possible by digital technologies.

Digital technologies The use of electronics, computers and software applications to enable the creation of new types of products and change the way established products are made.

Types of products produced and used in different sectors

Each media sector has a range of product types that are created. Some products can be found in more than one sector. An example would be that a digital graphic could be used on a website or a print product, which covers the interactive media and print publishing sectors.

Table 1.1 Types and examples of products in different media sectors

Media sector	Types and examples of products
Film (Traditional)	Movies, whether intended for cinema release or using streaming services (NB distribution is separate and covered in Section 4.1)
Television (Traditional)	News, documentaries, dramas, soaps, quiz shows, reality shows, sports coverage
Radio (Traditional)	Talk/music shows, radio plays, sports commentaries, news, weather, traffic reports
Print publishing (Traditional)	Newspapers, magazines, posters, advertisements, leaflets, packaging, comics, graphic novels
Computer games (New)	Games for use on consoles, computers, smartphones, hand-held devices
Interactive media (New)	Includes websites (Web 2.0 upwards), information kiosks, interactive menu systems, learning resources and quizzes
Internet (New)	General websites, social media, streaming services and communication services
Digital publishing (New)	Digital graphics, web graphics, audio and video podcasts, blogs, digital comics, computer games

How sectors are evolving

As technology changes, new opportunities become available for each media sector. There are several reasons why technology is used in the sectors, which is why they are constantly evolving. These reasons include:

- + more effects, for example CGI, visual special effects
- + faster media product development
- + wider distribution opportunities
- + lower-cost production and distribution
- + larger audiences and hence more revenue.

Table 1.2 How media sectors are evolving

Media sector	How it is evolving
Film (Traditional)	Now uses more digital recording and editing techniques compared to analogue recorded footage. Addition of computer-generated imagery (CGI) and special effects, use of 3D compared to 2D video (for use in both cinema and TV).
Television (Traditional)	Rather than simple broadcast television, now also uses on-demand, streaming and catch-up services. Hence the distribution can overlap with the internet as a new media sector.
Radio (Traditional)	Broadcast radio has wider distribution channels, including DBS, internet radio, on-demand streaming and catch-up services. As with television, the distribution can overlap with the internet as a new media sector.
Print publishing (Traditional)	Computers and imaging software are used to create graphics. A wider range of graphics are created for both print and web/display use.
Computer games (New)	Evolving through higher resolution graphics, 3D environments and online connectivity to other players.
Interactive media (New)	Use of web technologies, apps for smart devices (phones, tablets and watches).
Internet (New)	Range of content, interactive features, communication, streaming services, data gathering.
Digital publishing (New)	Effective open-source and online software applications, which is more widely available to freelance individuals working at home for creative content (for example, making short films).

Check your understanding

- 1 List four sectors in the **traditional media** industry.
- 2 List four sectors in the **new media** industry.
- 3 Describe how the television sector has evolved over the last 20 years.
- 4 Explain how the radio sector has evolved over the last 20 years.

Exam tip

It is helpful if your answer to an 'Explain...' question explains 'what' and 'why' followed by 'because'. For example, 'Print publishing evolved to use digital technologies because it was faster and more cost effective to create and edit products...'. By using 'because', you are explaining your point, which will help you to gain full marks for the question.

Typical mistake

It is incorrect to say that 'Film and television are the same sector' since they are two separate sectors of traditional media.

It is incorrect to say that 'Print publishing includes web graphics' since the print publishing sector is only concerned with physical print products.

It is incorrect to say that 'Internet and websites are the same thing' since the internet is used for a lot more than hosting websites on the world wide web.

Products and their sectors

There are two different ways to consider this.

- ✚ A list of products for each of the different sectors (see Table 1.1).
- ✚ A list of sectors for a specific type of product (see Table 1.3).

It is important to know about the various types of products used in different sectors of the media industry. Look at Table 1.3, which outlines the type of product, the sectors in which that product is used, and other possible sectors in which they could potentially be used.

Table 1.3 Products and the media sectors

Type of product	Primary sectors where commonly used	Secondary sectors where they could be used
Video	Film, television	Internet, interactive media
Audio	Radio, digital publishing	Interactive media, internet
Music	Digital publishing (CD)	Internet (streaming), radio, interactive media
Animation	Digital publishing	Film, internet, television
Special effects (SFX, VFX)	Audio, film	Television, interactive media
Digital imaging and graphics	Digital publishing	Print publishing, internet, interactive media
Social media platforms/apps	Internet	Interactive media
Digital games	Computer games	Internet
Comics and graphic novels	Print publishing	Digital publishing
Websites	Interactive media, internet	
Multimedia	Interactive media	Digital publishing, internet
eBooks	Digital publishing	Internet
AR (Augmented reality), VR (Virtual reality)	Interactive media	Internet, games

Check your understanding

- 5** Which sector would each of the following products be in? (Think what the primary sector would be and, if appropriate, the secondary or other related sector.)
- a** Web animation
 - b** Photography
 - c** Podcast (audio)
 - d** Online game
 - e** Superhero comic book
 - f** Capital FM
 - g** Movies such as:
 - *Avatar*
 - *Wallace and Gromit: Curse of the Were-Rabbit*

Now test yourself

TESTED ☐

- 1** Describe how VR could be used in the further evolution of computer games.
- 2** Investigate the following examples of specific products and explain how they could be used in different sectors.
 - a** Digital games
 - b** Audio sound effects

1.2 Job roles in the media industry

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There is a wide range of job roles available in the media industry, each requiring a different set of skills. These job roles are categorised as either **creative**, **technical** or **senior**.

Many media products are completed by teams of people. This is especially true with larger projects such as films, TV production and some print-publishing products, for example newspapers and magazines. Other products can be produced by an individual person, such as graphic design, websites and some smaller computer games.



Figure 1.1 Camera/computer work area

Creative roles Spread across both pre-production and production, for example script writer, photographer.

Technical roles Mostly production and post-production, for example camera operator and sound editor.

Senior roles All aspects from pre-production, production and post-production.

Creative roles

People working in these roles are originators and creators who are often artistic in their work. They are good at generating and developing ideas. The following list gives examples of **creative roles**.

- + **Animators** may use Claymation (using clay models) or may be a digital creator using software. They make step-by-step alterations to models to show intended movement and they then capture those changes with a camera.
- + **Content creators** may work on many different products – generally within new media and digital publishing. Examples would be content for interactive media, websites and digital graphics.
- + **Copy writers** write text-based material for use in media products such as advertisements and information products. The role of a copy writer is different from that of a copy editor, who prepares and checks the content of the copy and ensures it is ready for publication. In the media industry, text is generally called ‘copy’ in most types of products.
- + **Graphic designers** create products such as print graphics and web graphics. They will typically work to a client brief with a specified purpose and size. In digital publishing, they would usually work with Adobe Photoshop or Illustrator.
- + **Illustrators/graphic artists** create digital visual art, often with a graphics tablet. A piece of work produced by a graphic artist may be used by a graphic designer when creating a final product. Examples of work produced by a graphic artist would be a logo, a visual identity or a 2D/3D character.
- + **Photographers** have a good understanding of both technical settings and composition when taking photographs, which is very different from using a camera in a point-and-shoot mode. A professional photographer’s work may be used in products created by a graphic designer (but not a graphic

artist). Where a graphic artist creates images with a graphics tablet and software, a photographer creates images with a camera. Either can be used as a source by the graphic designer.

- + **Script writers** tell stories. These stories can be expressed in different mediums, such as radio plays, films, TV series or comics. Their work will follow the conventions of script writing and have a defined format and layout.
- + **Web designers** create websites to meet a client brief. They might contribute ideas to the design and then create the structure of a website as agreed with the client.



Figure 1.2 Equipment set-up

Technical roles

People working in these roles use equipment and resources to capture media content or edit material into products using computers and software. The following list gives examples of technical roles.

- + **Camera operators** are skilled and competent at setting up and using a video camera to record footage. They are likely to use their camera on a tripod and liaise with the director for what is wanted. Larger productions will have multiple camera operators in different places.
- + **Games programmers/developers** create a playable game using a game development environment. Generally, they have a computer programming role within the games development sector, and have a good understanding of programming languages, maths and physics. They are likely to be involved with testing, although in larger projects, a games tester can be a separate role.
- + **Sound editors** import both sourced and recorded sounds into a computer system and audio-editing software application. They process and edit these into the final sound sequence that is needed.
- + **Audio technicians** often support an audio engineer or sound engineer. They can set up equipment, and monitor, adjust and enhance live audio as part of a recording or broadcast. With experience, they can move on to being an audio engineer, where some creative role input may be part of the job.
- + **Video editors** import recorded video footage into a computer system and video-editing software. They process and edit these into the final video sequence that is needed.
- + **Web developers** create the physical web pages and overall website using a computer system and software. They would also be responsible for the testing of the website before handover to a client.

MY REVISION NOTES

Cambridge National Level 1/Level 2

CREATIVE iMEDIA

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