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 2016

Annotations

1	✓	Tick and 1 mark
2	X	Cross/Incorrect
3	BOD	Benefit of doubt
4	NBOD	Benefit of doubt not given
5	REP	Repetition
6	SEEN	Noted but no credit given
7	BP	Blank Page – this annotation **must** be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response
8	TV	Too vague
9	NAQ	Not answered question
10	L1	Level 1
11	L2	Level 2
12	L3	Level 3
13		Highlighter tool – colour may vary
14	NE	Not enough

Question			Answer	Marks	Guidance
1	a	i	One from e.g. • To provide a static image of how the sticker will look (1) • To plan the design (1) • To plan the layout (1)	1	
		ii	One from e.g. • Fonts (1) • Colours (1) • Textures (1) • Graphics/image/picture/shapes (1) • Characters/Content from campaign (1) • Logos/ Names of company (1) • Text/examples of text e.g. why stickers awarded (1) • Annotations e.g. size, borders (1)	3	**Must be** in context of a sticker Do not accept drawing/sketch- TV- this is what a visualisation diagram is. Do not accept photograph as photographs would not be included on the visualisation diagram in this context
	b		Two marks for suitable response with expansion e.g. • Allows the posters design to be clearly (1) shown before it is published (1) • Provides a quick proof check of the initial design (1) so changes can be made in the design process (1) • Because you can plan out the poster design (1) and make sure its suitable (1) • You can draft a plan of poster (1) to check with the client (1) • You can create different versions of the poster (1) and choose the best from them (1)	2	Answer **must** be directly related to the context for full marks. If stickers referred to not posters 1-mark max

Question			Answer	Marks	Guidance
2		i	One from • Storyboard(1) • Mind map(1) • Script (1) • Mood board (1)	1	Must be appropriate to the creation of an animation – could be at ideas generation stage OR in structured planning. Do not accept visualisation diagram. Do not accept work plan/resource list as these are not pre-production documents. They are project planning tools.
		ii	Two marks for a suitable response with expansion e.g. • allows the changes in image (1) to be seen over a period of time (1) • allows the words by the characters (1) to be written out (1) • allows the storyline with dialogue (1) to be developed(1) • allows the animation ideas to be planned (1) and linked together (1) • to select the colours and textures (1) that can be included in the animation (1)	2	Must be linked to 2i response. If 2i is incorrect award 0.
		iii	One from e.g. • DTP • Word processor • Image editing • Presentation • Comic creation software	1	The software should relate to the pre-production document stated in 2i. If 2i is incorrect award 0. Trade names are accepted.

Question			Answer	Marks	Guidance
3	a		One from • Copyright, Designs and Patents Act 1988 (1) • Trade Marks Act 1994 (1) • Intellectual Property Act 2014 (1)	1	Do not accept Creative Commons as this is a licence not a legislation. Give BOD for single word answers e.g. Copyright/Trademark
	b	i	Two marks for a suitable response with expansion e.g. • The companies involved must be contacted (1) and permission gained (1) • Fees must be paid (1) for the logos to be used (1)	2	
		ii	Two marks for a suitable response with expansion e.g. • The campaign could be prosecuted (1) for using the logos without permission (1) • The campaign could be stopped (1) costing money whilst the logos are removed (1) • Cannot be used (1) if permission if refused (1) • Company could be fined (1) for breaching the law (1)	2	Do not accept arrested/jailed/stealing as not relevant to context.
4	a		One from e.g. • They can carry out a survey of the target audience (1) • Questionnaire given to target audience (1) • Focus group with the target audience (1)	1	
	b		Two marks for a suitable response with expansion e.g. • Kids-5-A-Day can use the internet(1) and look at sites about food(1) • Kids-5-A-Day can use books about food(1) to check which foods are the healthiest(1)	2	'Google it' - TV

Question			Answer	Marks	Guidance

	c		Marks to be awarded as Category(1) Reason with suitable expansion (2)
			e.g.
			• Gender(1)
			   o The shapes and characters(1)need to appeal to all genders(1)
			• Ethnicity(1)
			   o The campaign will need to appeal to all ethnic groups(1) so the colour and characters must not cause offence(1)
			• Interests (1)
			   o The shapes and characters can take part in activities (1) that the target audience like doing (1)
			• Income (1)
			   o Some foods may be expensive to buy (1) and would not be affordable by families (1)
			• Health (1)
			   o People with body weight issues (1) need to know what foods to eat to improve their health (1)
			   o People with illnesses (i.e. mineral deficiency/diabetes) (1) would need to know which foods to eat to improve or maintain their health (1)
				6	Expansion must be related to context. If category is wrong do not mark expansion.
					
					Do not accept:
					Location – as this does not affect the food available in the UK context.

5			**Level 3: 8-10 marks** **ALL 6** images are relevant and justified **Wholly** suitable layout for the mood board Good justifications for images **Level 2: 5-7 marks** **4 or more** images are relevant and/or justified Layout is **not wholly** suitable. Justifications may lack detail	10	Mood board content related to healthy eating for children – this will be shown in the justifications as well as the images selected. Media that suggested be include; • text • font • images • colours • sounds

Question			Answer	Marks	Guidance
			Level 1: 0-4 marks May only contain **1** relevant image Mood board has a poor layout (may not be clear/too structured) Justifications may be weak/non existent		Annotations **must** justify decisions. Max level 1 if some relevant content/annotation is included but document is **clearly** not a mood board i.e. visualisation diagram/mind map. NAQ if a storyboard is shown
6			**Level 3: 6-7 marks** Clear structure with logical connections. Content is relevant to context and webpage. Detail is clear and understandable. **Level 2: 3-5 marks** Structure of diagram is clear but may not be totally logical. Content not fully relevant to context and/or webpage. **Level 1: 0-2 marks** Diagram has basic structure (may not be clear), links may not be totally logical. Content may not be wholly appropriate,.	7	Marks are awarded for **diagram** considering the following points: • Recognisable diagram structure • Content relevant to healthy eating • Content relevant to webpage (NOT website) and interactivity • Relevance of link between content for HOMEPAGE • Suitable detail/annotation • Logical sequence of nodes/sub-nodes The **diagram** should be viewed as a whole and then graded appropriately. Content is relevant to a **healthy eating campaign for children and a WEBPAGE not website.** Max Level 1 if content is for **website** but clearly a mind map structure.
7	a		Two from e.g. • mouse (1) • keyboard (1) • **graphics** tablet (1) • monitor/touch screen (1) • foot mouse (1) • suck and puff (1)	2	Do not accept computer/laptop/tablet Do not accept camera/web cam as these would be used to create assets not the website itself.

Question			Answer	Marks	Guidance
	b		Three from e.g. buttons • image editing (1) • graphics package (1) • web authoring (1) pages • web authoring (1) • DTP (1) • Notepad (1) • Word Processor (1) downloadable worksheets • DTP (1) • PDF maker (1) • Word Processor (1)	**3**	Software **MUST** match the item being created Trade names are accepted
	c		Two marks for a suitable response with expansion e.g. • There may be short delays with parts of the project(1) but it will still be ready by the launch date because of the 2 weeks (1) • In case there are issues in testing (1) there will still be time to solve these before the launch date **(1)**	**2**	

Question	Answer	Marks	Guidance
8	**Level 3: 9-12 marks** There will be an excellent understanding of the question with a clear **discussion** of the suitability of the visualisation diagram for **use by its target audience (author).** Both strengths **and** weaknesses of the visualisation diagram are considered in equal weighting. The suggested improvements will be **well thought through** and in **context**. Subject specific terminology will be used correctly and there will be few, if any, errors in spelling and punctuation.	12	Answers may include reference to : • Composition (e.g use of images, fonts, text) • Layout • Clarity – contrast, sizes • Use of colours • Use of white space • Fitness for purpose • Suitability for target audience(author) • Suitability for the client Subject specific terminology covers both terminology related to the creation of visualisation diagrams as well as that related to downloadable information sheets.
	Level 2: 5-8 marks Candidates will provide a good understanding of the question with strengths **and/or** weaknesses of visualisation diagram being **described**. This may be one sided. Some improvements **will** be suggested but some will not be wholly suitable. **At the top end of the Level 2 the answer will be presented in the context of the Kids-5-A-Day campaign.** There may be errors in spelling, punctuation and grammar which will **not** be intrusive.		
	Level 1: 0-4 marks Limited understanding of the use of visualisation diagram. 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.		

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