

## **Cambridge National**

### **Creative iMedia**

Unit **R081**: Pre-Production Skills

Cambridge National Creative iMedia Level 1/Level 2  
Award/Certificate/Diploma J807, J817, J827

## **Mark Scheme for June 2014**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.


All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
<b>BP</b>	Blank Page – this annotation <b>must</b> 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.
<b>L1</b> <b>L2</b> <b>L3</b>	Should be used on all banded response questions. There should be no other marks on the banded response questions where marks have been awarded
	Use to indicate a correct point/expansion for which a mark is awarded. <b>DO NOT USE</b> on banded responses questions.
<b>X</b>	Use to indicate the point/expansion/answer is not worth of credit
<b>NE</b>	Use when the answer is too vague to be awarded a mark. NE must be present on all banded response questions if zero marks awarded.
<b>BOD</b>	Use when giving benefit of the doubt, eg if the language is poor but the answer is essentially correct.

Question		Answer	Marks	Guidance																					
1	a	<p>One mark for each purpose identified e.g.</p> <ul style="list-style-type: none"> <li>to provide the lines for the characters (1)</li> <li>to set out what the narrator will speak.(1)</li> <li>provide details of expressions or action (1)</li> </ul>	2																						
	b	<p>i</p> <table border="1"> <thead> <tr> <th>Item</th> <th>YES</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td>Health and Safety information</td> <td></td> <td>✓</td> </tr> <tr> <td>Number of scenes</td> <td>✓</td> <td></td> </tr> <tr> <td>File format</td> <td></td> <td>✓</td> </tr> <tr> <td>Timings</td> <td>✓</td> <td></td> </tr> <tr> <td>Scene content</td> <td>✓</td> <td></td> </tr> <tr> <td>Camera angle</td> <td>✓</td> <td></td> </tr> </tbody> </table>	Item	YES	NO	Health and Safety information		✓	Number of scenes	✓		File format		✓	Timings	✓		Scene content	✓		Camera angle	✓		6	
Item	YES	NO																							
Health and Safety information		✓																							
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		<p>ii</p> <p>Two marks for suitable response with expansion. e.g.</p> <ul style="list-style-type: none"> <li>Pictures of characters(1) make it easier to visualise the situation(1)</li> <li>To provide information(1) such as timings for the scene(1)</li> </ul>	2	For full marks must refer to visual aspect and PURPOSE of storyboard IN CONTEXT of the game.																					
2	a	<p>Four from:</p> <ul style="list-style-type: none"> <li>Tasks</li> <li>Activities</li> <li>Work flow</li> <li>Timescales</li> <li>Resources</li> <li>Contingencies</li> </ul>	4																						

Question			Answer	Marks	Guidance
	<b>b</b>		Two marks for suitable response with expansion. e.g. <ul style="list-style-type: none"> <li>• An event of note in the game creation(1) that often marks the completion of a stage(1)</li> <li>• An important decision point(1) that can lead the project in a different direction(1)</li> <li>• A key event(1) that allows a project to be kept on schedule (1)</li> </ul>	<b>2</b>	Allow mix and match of point and expansion
<b>3</b>	<b>a</b>		Two marks for suitable response with expansion. e.g. <ul style="list-style-type: none"> <li>• contact owner of logo(1) obtain permission to use (1)</li> <li>• acknowledge permission from owner of logo(1) include TM symbol (1)</li> </ul>		Obtain copyright is too vague.
	<b>b</b>		Two marks for suitable response with expansion. e.g. <ul style="list-style-type: none"> <li>• brands used in the game(1) will appeal to the teenage audience of the game(1)</li> <li>• young target audience will have little income(1) so the brands placed in the game need to appeal to this income level(1)</li> <li>• age restrictions for the target audience (1) will prevent certain brands from being used (1)</li> </ul>	<b>2</b>	
<b>4</b>	<b>a</b>	<b>i</b>	Two from: e.g. <ul style="list-style-type: none"> <li>• Mouse</li> <li>• Keyboard</li> <li>• Graphics Tablet</li> <li>• Touchscreen</li> <li>• Scanner</li> <li>• Computer/Laptop/Tablet/Smartphone</li> </ul>	<b>2</b>	

Question		Answer	Marks	Guidance
	ii	One from: e.g. <ul style="list-style-type: none"> <li>• DTP</li> <li>• Mind mapping software</li> <li>• Word processing software</li> <li>• Illustration/graphics software</li> </ul>	1	Allow brand names
	b i	One from: e.g. <ul style="list-style-type: none"> <li>• PDF</li> <li>• Doc</li> <li>• Pub</li> <li>• Png</li> </ul>	1	Allow brand names
	ii	Two marks for suitable response with expansion e.g. <ul style="list-style-type: none"> <li>• Campaign mindmap(1)version(1)</li> <li>• OmnicronBit version1 (1) what file contains(1)</li> </ul>	1	For full marks answer must reference back to the context.
	iii	Printer	1	
5	a	One from: e.g. <ul style="list-style-type: none"> <li>• <u>bike</u> manufacturers websites</li> <li>• <u>bike</u> retail/distributors websites</li> <li>• <u>bike</u> blogs</li> <li>• <u>bike</u> wikis</li> </ul>	1	Must be in context.  Internet is too vague. Search engines are too vague
	b	Two marks for suitable response with expansion. e.g. <ul style="list-style-type: none"> <li>• visit a specialist <u>bike</u> shop(1)to gain image(s) of the scenery(1)</li> <li>• interview <u>bike</u> shop manager(1) to gain knowledge of how bikes are upgraded(1)</li> </ul>	2	Do not accept general answers as must relate to context.

Question		Answer	Marks	Guidance
6		Level 3 7-9 marks	9	Mood board content related to urban cityscape of the game. Media could include; <ul style="list-style-type: none"> <li>• text</li> <li>• font</li> <li>• images</li> <li>• colours</li> <li>• sounds</li> </ul> Annotations <b>must</b> justify decisions
		Level 2 4- 6 marks		
		Level 1 0-3 marks		
7	a	One from: e.g. <ul style="list-style-type: none"> <li>• html5</li> <li>• avi</li> <li>• mpg4</li> </ul>	1	
	b	Two marks for suitable response with expansion. e.g. <ul style="list-style-type: none"> <li>• file format has a small file size(1) which is important for download times of the computer game with mobile devices(1)</li> <li>• file format works across number of mobile platforms(1) which means that the company does not need to make different versions of the computer game(1)</li> </ul>	2	

Question	Answer	Marks	Guidance						
8	<table border="1" data-bbox="367 236 1223 938"> <tr> <td data-bbox="367 236 542 485">Level 3 7-8 marks</td> <td data-bbox="542 236 1223 485"> <ul style="list-style-type: none"> <li>• Clear structure with logical sequence of main sections.</li> <li>• Storyboard covers a <b>3 or more</b> of areas of construction</li> <li>• Content is relevant to context and cut scene video.</li> <li>• Detail is clear and understandable.</li> </ul> </td> </tr> <tr> <td data-bbox="367 485 542 762">Level 2 4- 6 marks</td> <td data-bbox="542 485 1223 762"> <ul style="list-style-type: none"> <li>• Structure of storyboard is clear but may not be totally logical in sequence.</li> <li>• Storyboard covers <b>1 or more</b> area of construction</li> <li>• Content not fully relevant to context and/or cut scene video.</li> </ul> <p>Top of Level must contain 2 areas of construction.</p> </td> </tr> <tr> <td data-bbox="367 762 542 938">Level 1 0-3 marks</td> <td data-bbox="542 762 1223 938"> <ul style="list-style-type: none"> <li>• Storyboard has basic structure (may not be clear)</li> <li>• Storyboard only covers content (drawings) and <b>1</b> area of construction</li> <li>• Content may not be wholly appropriate.</li> </ul> </td> </tr> </table> <p data-bbox="367 1011 1249 1075">The number of scenes and scene content is concerned with the structure and logical sequence of the storyboard.</p>	Level 3 7-8 marks	<ul style="list-style-type: none"> <li>• Clear structure with logical sequence of main sections.</li> <li>• Storyboard covers a <b>3 or more</b> of areas of construction</li> <li>• Content is relevant to context and cut scene video.</li> <li>• Detail is clear and understandable.</li> </ul>	Level 2 4- 6 marks	<ul style="list-style-type: none"> <li>• Structure of storyboard is clear but may not be totally logical in sequence.</li> <li>• Storyboard covers <b>1 or more</b> area of construction</li> <li>• Content not fully relevant to context and/or cut scene video.</li> </ul> <p>Top of Level must contain 2 areas of construction.</p>	Level 1 0-3 marks	<ul style="list-style-type: none"> <li>• Storyboard has basic structure (may not be clear)</li> <li>• Storyboard only covers content (drawings) and <b>1</b> area of construction</li> <li>• Content may not be wholly appropriate.</li> </ul>	8	<p data-bbox="1402 204 2089 268">The following areas of construction should be considered in the answer</p> <ul data-bbox="1451 276 2089 659" style="list-style-type: none"> <li>• timings</li> <li>• camera shots (e.g. close up, mid, long)</li> <li>• camera angles (e.g. over the shoulder, low angle, aerial)</li> <li>• camera movement (e.g. pan, tilt, zoom or using a track and dolly)</li> <li>• lighting (e.g. types, direction)</li> <li>• sound (e.g. dialogue, sound effects, ambient sound, music)</li> <li>• locations (e.g. indoor studio or other room, outdoor)</li> </ul> <p data-bbox="1402 727 2089 791">Read the complete storyboard first and mark as a whole answer not scene by scene.</p>
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Question	Answer	Marks	Guidance
9	<p><b>Level 3: 8–10 Marks.</b> Candidates will provide an excellent understanding of the question with clear <b>explanation</b> of the suitability of the mind map for <b>use by its target audience (developers)</b>. The strengths <b>and</b> weaknesses of the mind map are considered in equal weighting.</p> <p>The suggested improvements will be <b>well thought through</b> and explained in <b>context</b>.</p> <p>Subject specific terminology will be used correctly and there will be few, if any, errors in spelling and punctuation.</p>	10	<p>Marks are awarded for considering the following points:</p> <ul style="list-style-type: none"> <li>• Understanding who the Target Audience of mind map is</li> <li>• Recognisable diagram structure</li> <li>• Content relevant to game</li> <li>• Relevance of links between content</li> <li>• Missing links between content</li> <li>• Suitable detail/annotation</li> <li>• Logical sequence of nodes/sub-nodes</li> </ul>
	<p><b>Level 2: 5–7 Marks.</b> Candidates will provide a good understanding of the question with strengths <b>and/or</b> weaknesses of the mind map being <b>described</b>. This may be one sided. Some improvements <b>may</b> be suggested but they will not be wholly suitable.</p> <p><b>At the top end of the Level 2 the answer will be presented in the context of the Omnicronbit computer game.</b></p> <p>There may be errors in spelling, punctuation and grammar which may <b>not</b> be intrusive.</p>		
	<p><b>Level 1: 1–4 Marks</b> Limited understanding of the use of mind map. Answers will be vague and not necessarily linked to the context of the question.</p> <p>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.</p>		

**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](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

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**Head office**  
**Telephone: 01223 552552**  
**Facsimile: 01223 552553**

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