

Cambridge Technicals

Digital Media

Unit 2: Pre-production and planning

Level 3 Cambridge Technical Certificate/Diploma in Business
05834 - 05878

Mark Scheme for January 2017

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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.

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Question		Answer	Mark	Guidance
1	(a)	<p>Two marks from:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Website needs different sections (1) • Users can upload their own content (1) • Users must be able to access the website on mobiles and tablets (1). 	2	Candidates may use other examples from the specific brief.
1	(b)	<p>One mark for each revenue stream identified, two marks for each suitable explanation</p> <p>e.g.</p> <ul style="list-style-type: none"> • Sponsorship (1) from airlines (1) which will be of interest to audiences flying on holiday (1) • Pop-up adverts (1) from nightclubs or hotels (1) which relate to the destination holiday (1) 	3	<p>Candidates' answers will demonstrate understanding about cross promotion as part of synoptic learning from Unit 1.</p> <p>Credit should be given for a variety of creative revenue opportunities.</p>
2		<p>Level 3 (6-8 marks) There is an excellent discussion that covers both Jason and Cerys' different skills in relation to website development and specific brief. The links will be explained fully.</p> <p>Level 2 (3-5 marks) There is a good discussion that covers both Jason and Cerys' different skills in relation to website development and specific brief. The links may not always be explained fully.</p> <p>Level 1 (1-2 marks) The answer may only be a basic description of Jason and Cerys' skills in relation to the brief. The answer will feature few, if any, links being identified.</p> <p>0 marks for responses not worthy of credit</p>	8	<p>Read answer as a whole and then award marks.</p> <p>Points that may be covered:</p> <p>Jason</p> <ul style="list-style-type: none"> • JavaScript skills are useful for interactivity needed. • Understands how to structure a website <p>Cerys</p> <ul style="list-style-type: none"> • Graphics background that links to layout of content • Understands writing copy and content

Question			Answer	Mark	Guidance
3	(a)		<p>One mark for each legal or ethical issue identified, two marks for each suitable explanation.</p> <p>e.g.</p> <ul style="list-style-type: none"> • The need to use image assets such as beaches is likely (1) so Interactive Solutions need to seek permission to use any they source (1) so that there is no infringement of copyright law (1) • Models and actors of different cultures and ethnicities will be needed (1) so that a wide audience is catered for (1) and that there is no racial discrimination (1) 	6	Maximum three marks per legal or ethical issue identified.
3	(b)		<p>One mark from.</p> <p>e.g.</p> <ul style="list-style-type: none"> • IPSO (1) • ASA (1) 	1	Candidates do not have to explain the acronym.
4	(a)	(i)	<p>One mark for the method identified, 2 marks for suitable explanation.</p> <p>e.g.</p> <ul style="list-style-type: none"> • Online questionnaires, such as Survey Monkey, (1) means images could be easily sent to a large amount of users across to different platforms (1) and allow for ease of feedback and instant data analysis (1). • Online focus group using services such as Skype(1) that you can easily show designs to a wider range of people across a wide locations (1) to ensure a variety of audience viewpoints from different areas (1). 	3	This question is synoptic content link to Unit 1 (LO5).

Question			Answer	Mark	Guidance
4	(a)	(ii)	<p>One mark for the method identified, two marks for suitable explanation.</p> <p>e.g.</p> <ul style="list-style-type: none"> • Focus groups, (1) means people could be shown the visualisation diagrams in the face to face session (1) to gather qualitative viewpoints (1). • Individual interviews (1) to targeted individuals (1) allows for an in-depth discussion without others present to sway answers (1). 	3	This question is synoptic content link to Unit 1 (LO5).
4	(a)	(iii)	<p>One mark for the method identified, two marks for suitable explanation.</p> <p>e.g.</p> <ul style="list-style-type: none"> • Focus group might not be attended by all people invited (1) so there may be limited feedback (1) as sample will be too small (1). • Online questionnaire emails might be ignored (1) which limits sample size and answers (1) and allows for limited feedback (1). 	3	This question is synoptic content link to Unit 1 (LO5).
4	(b)		<p>One mark for the method identified, two marks for suitable explanation.</p> <p>e.g.</p> <ul style="list-style-type: none"> • The full age range gap is quite large; 12 years (1) so there needs to be a wide range of material that can be accessed by 18 and 30 year olds using a variety of devices (1) and content that the full age gap will find interesting. (1). 	3	Candidates may also reference the fact that social media such as Snapchat is more popular with 18 year olds, and Facebook with young professionals.

Question		Answer	Mark	Guidance
4	(c)	<p>One mark for the effect identified, two marks for suitable explanation.</p> <p>e.g.</p> <ul style="list-style-type: none"> The mainstream nature means that a wide sample of respondents needs to be accessed (1) so that the content of the website has mass appeal (1) and proposed content be understood and accessed by a wide range of people (1). 	3	Proposed content for things like food and nightlife will have mass appeal and examples of music etc. may be referenced by the candidates.
5	(a)	<p>One mark for the activity, two marks for the suitable explanation of the importance and expansion</p> <p>Three marks max for each answer</p> <p>e.g.</p> <ul style="list-style-type: none"> Creation of script or screenplay (1) so that the actors /voiceover for advert are briefed on scenario and lines of dialogue (1) and key location and editing techniques are noted (1) Creation of a call sheet (1) so that the production team is clear about key equipment and needed (1) and all production roles are identified (1). 	6.	Candidate may reference visualisation diagrams with reference to creating a title card and this should be accepted.
5	(b)	<p>One mark for the contingency plan, two marks for suitable explanation and expansion</p> <p>e.g.</p> <ul style="list-style-type: none"> Actors have not showed up to casting call so understudies are arranged as part of planning (1) so that deadlines are met (1)and filming can go ahead as planned with suitable actors (1) 	3	<p>There will be a range of responses based on the variety of planning for a promo video.</p> <p>The contingency identified should be based on the answers above. If it does not the credit awarded should be limited to max 1 mark.</p>

Question	Answer	Mark	Guidance
6	<p>Content (max 2 marks) e.g. Different functions (e.g. diary and forum) (1) Different Homepage/About/Accommodations/Travel pages (1) Sign up/group log in (1)</p> <p>Fitness for purpose (max 3 marks) e.g. Logical structure for the website diagram (1) Navigation clear and achievable (1) Can be followed and understood by developer (Jason) and designer (Cerys) (1)</p> <p>Annotations to justify decisions (max 3 marks) e.g. Justification against audience requirements (1) Justifications against specific brief (1) Annotations to clearly demonstrate functionality and understanding of the page navigation (1)</p>	8	<ul style="list-style-type: none"> • The question is about the creation of the pre-production document. • Main focus is the ability to create a suitable document for the website development team so that it can be created meeting the client brief.

Question	Answer	Mark	Guidance
7	<p>Level 3 (6-8 marks) Clear structure with logical progression which can be easily followed. Content is relevant to the context of promoting a holiday planning website.</p> <p>4 or more of technical (t) aspects covered</p> <p>Detail is clear and understandable.</p> <p>Level 2 (3-5 marks) Structure of storyboard is clear but may not be totally logical.</p> <p>Content is not always fully relevant to the context of promoting a holiday planning website</p> <p>Max 3 technical (t) aspects covered</p> <p>Some required detail is missing</p> <p>Level 1 (1-2 marks) Storyboard has basic structure (may not be clear)</p> <p>Content is not relevant to the context of promoting a holiday planning website.</p> <p>Max 1 technical (t) aspects covered</p> <p>There is no detail in the information provided.</p> <p>0 – no response or no response worthy of credit</p>	8	<p>Marks are awarded for storyboard in the context of brief, considering the following points:</p> <ul style="list-style-type: none"> • number of scenes • scene content • scene numbers (t) • timings (t) • camera shots (e.g. close up, mid, long) (t) <i>(Can be inferred from the drawing)</i> • camera angles (e.g. over the shoulder, low angle, (t) aerial) <i>(Can be inferred from the drawing)</i> • camera movement (e.g. pan, tilt, zoom or using a track and dolly) (t) • lighting (e.g. types, direction) (t) • sound (e.g. dialogue, sound effects, ambient sound, music) (t) • locations (e.g. indoor studio or other room, outdoor) • camera type (t) <p>The diagram should be viewed as a whole and then graded appropriately.</p>

Question	Answer	Mark	Guidance
8*	<p>Level 4 - 16-20 marks An excellent evaluation about the effective use of visualisation diagrams to aid the start of the development of the website and supporting materials. A wide range of wholly appropriate visualisation diagram techniques and uses will be covered using context based examples to fully justify the points made. Reference to the aiding of communication within the development team will be made. Specialist terms will be used correctly and appropriately. There will be few, if any, errors in grammar, punctuation and spelling.</p> <p>Level 3 - 11-15 marks A good evaluation about the use of visualisation diagrams to aid the start development of the website and supporting materials. Visualisation diagram techniques and uses are context-based, appropriate and sometimes justified. There will be some errors of spelling, punctuation and grammar but these are unlikely to be intrusive or obscure meaning.</p> <p>Level 2 - 6-10 marks A basic evaluation about the use of visualisation diagrams to support development of the website or supporting materials. Visualisation diagram techniques and uses are mostly appropriate and linked to the context. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.</p>	20	<p>The following points may be covered:</p> <ul style="list-style-type: none"> • Visualisation diagrams provide key layout information for website and logos. • Visualisation diagrams provide key information about house-style (e.g. colours and fonts) so the website is consistent throughout. • Visualisation diagrams are a good way of demonstrating ideas to get feedback and they are adaptable and can be developed. • Annotations are used on visualisation diagrams to support illustrations for target audience requirements and to show understanding of client brief. • May not be always useful for development process of website owing to lack of interactivity and if annotations brief then this might not be clear. • May not always be clear in terms of website structure so used in conjunction with a site map.

Question		Answer	Mark	Guidance
		<p>Level 1 - 1-5 marks Limited understanding of the use of visualisation diagrams is demonstrated. The examples used are sometimes appropriate and may be general and not linked to the context</p> <p>0– no response or no response worthy of credit.</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

www.ocr.org.uk

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Head office
Telephone: 01223 552552
Facsimile: 01223 552553

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