



Oxford Cambridge and RSA

Monday 3 June 2019 – Afternoon

**LEVEL 1/2 CAMBRIDGE NATIONALS IN CREATIVE
iMEDIA**

R081/01 Pre-production skills

Time allowed: 1 hour 15 minutes

Candidates answer on the Question Paper.

OCR supplied materials:

None

Other materials required:

None



Please write clearly in black ink. **Do not write in the barcodes.**

Centre number

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Candidate number

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First name(s)

Last name

INSTRUCTIONS

- Use black ink. HB pencil may be used for graphs and diagrams only.
- Answer **all** the questions.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Write your answer to each question in the space provided. If additional space is required, you should use the lined page(s) at the end of this booklet. The question number(s) must be clearly shown.

INFORMATION

- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **60**.
- Your Quality of Written Communication will be assessed in the question marked with an asterisk (*).
- This document consists of **16** pages. Any blank pages are indicated.

Answer **all** the questions.

SECTION A

Progressive Museums take mobile museums into primary schools around the country to bring the history curriculum to life, using buses and lorries. Progressive Museums are developing a new product called 'Life in Roman Britain'. You have been employed to develop the interactive presentations for the museum. You have also been asked to provide ideas about how the new 'Life in Roman Britain' museum can be promoted.

- 1** At the first pre-production development meeting with Progressive Museums a mind map is produced.

(a) Explain why a mind map could be produced at the first meeting.

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..... [2]

(b) Identify **two** possible audiences for the mind map.

1

2 [2]

- 2 At the pre-production meeting, it was decided that large banner posters would be displayed at the sides of the buses and lorries when they are parked and open for the primary school children.

You have been asked to create a visualisation diagram for these banners.

Identify **four** items that could be included in the visualisation diagram.

1

2

3

4

[4]

- 3 Below is a section from the client brief provided by Progressive Museums for the new 'Life in Roman Britain' project.

The 'Life in Roman Britain' project is a travelling exhibit that will visit primary schools using a lorry and a bus. At each school the lorry and bus will set up with big banners outside the doors welcoming the school children in. The exhibit will include mannequins and staff dressed in a range of Roman costumes.

Inside the back of the lorry there will be two rooms:

- Roman villa – stone coloured room with plates of food, cushions and couches, sounds of talking and music
- Roman barracks – wooden style building with a bed and weapon rack, include sounds and smells of battle.

The bus will contain two floors with interactive presentations and exhibits:

- Top floor – presentation showing how life was in the Roman Empire including sounds of everyday life
- Bottom floor – video and presentation about life in Rome with senators voting and includes sound of debates and people shouting over each other.

The exhibit needs to start visiting schools in October but needs to be tested before it starts visiting the schools, which will take a month. Each floor of the bus and room of the lorry will take 2 months to develop.

We can only allocate a small team of people to developing the exhibit so each of the floors and rooms must be completed before the next one can be started.

- (a) From the client brief identify **two** design requirements.

1

2 [2]

- (b) From the client brief identify **one** time restriction placed on the production.

..... [1]

- (c) Using the information provided in the client brief, create a work plan for the production of the interactive presentations. Add the relevant information to the chart below (**Fig. 1**).

Tasks	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct













Fig. 1

[7]

5
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SECTION B starts on page 6.

6
SECTION B

		
1. Howling White Hudson Bay Wolf	2. Roman warrior helmet	3. Lipstick alphabet
		
4. Misty beech forest	5. Roman numerals engraved in textured stone	6. Baked tomatoes with rice and sliced potatoes
		
7. Viking with a horn	8. Black and green olives with soft cheese	9. Old road
		
10. Reconstruction of a Roman amphitheatre	11. Viking longship	12. American Black Bear




		
<p>13. Roman mosaic portraying the autumn season, or 'Fall Character'</p>	<p>14. French croissants</p>	<p>15. Antique photograph of Queen Victoria</p>

Fig. 2

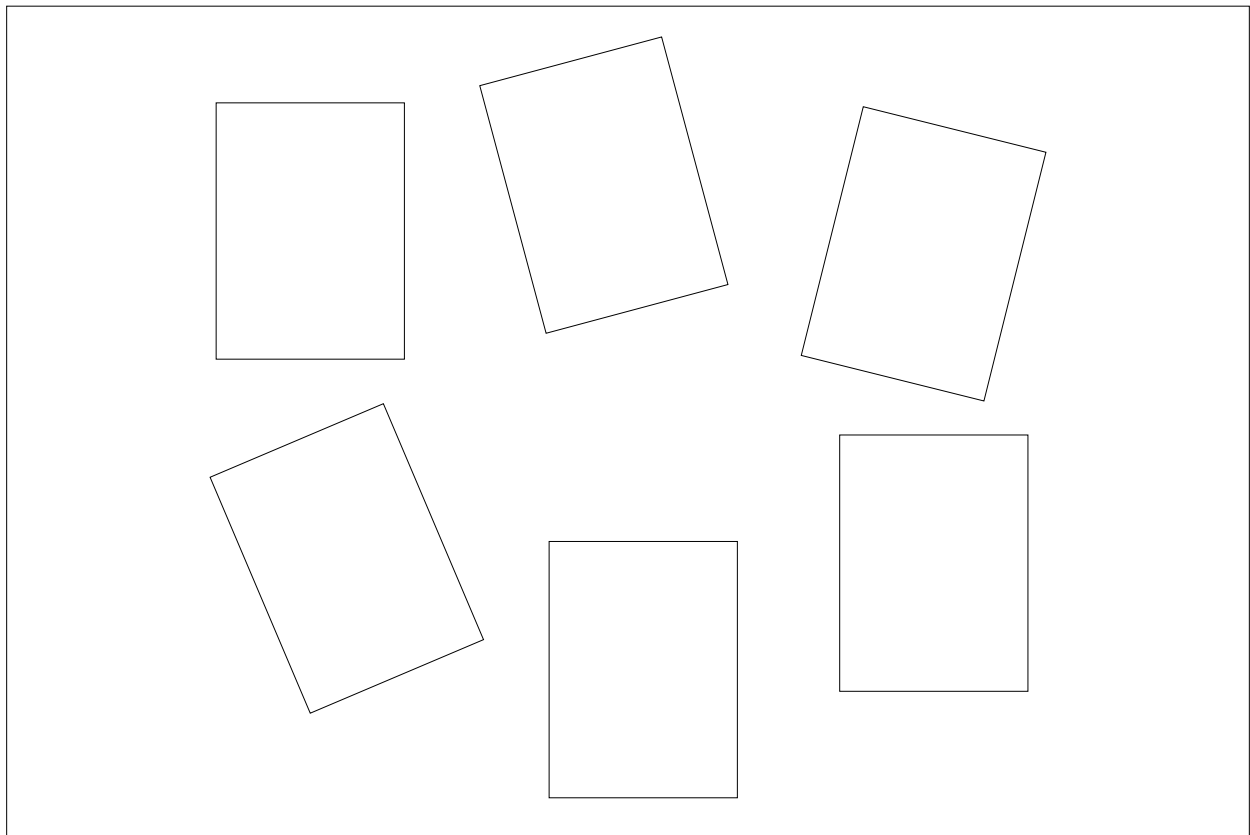
- 4** Choose 6 images from **Fig. 2** to create a mood board for the 'Life in Roman Britain' museum project.

You do not need to draw the images. You must show which images you have chosen in the boxes provided and justify your choices.

Marks will be awarded for:

- fitness for purpose
- annotations to justify your choices.

[8]



EXT: Front of a Roman Villa

Roman Commander walks out of front door towards viewer

CLOSE UP of Roman Commander

Commander Vespasian:

Welcome young Briton, I am Commander Vespasian, Commander of the Roman garrison in Britannia.

(Pause)

So you want to become a member of the Roman Empire?

Good choice, life is so much better in Rome.

Come and let me teach you my young friend about life as a member of the Roman Empire.

Commander Vespasian turns and walks back to the villa

CAMERA FLY BEHIND

INT: Large room with cushions on floors and a couch

Commander Vespasian sits on couch

Servant pours wine into a goblet

Buttons appear on screen, so the user can choose what they want to look at to make their decision.

(VOICE OVER) Commander Vespasian:

Your first decision is to choose what role you want to have in our great empire.

Touch one of the buttons on the screen to choose one of the options.

BUTTONS have images and text for:

- **Centurion**
- **Gladiator**
- **Senator**
- **Priest**
- **Maiden of the Gods**

Fig. 3 Script for Interactive Presentation

5 (a) Using the script in **Fig. 3** identify the following:

- (i) **One** location:
- (ii) **One** camera movement:
- (iii) **One** non-speaking character:
- (iv) **One** user interaction: [4]

(b) Create a storyboard from the script in **Fig. 3** for the interactive presentations that will be used on the buses and lorries.

Marks will be awarded for:

- content
- layout
- fitness for purpose
- scene information.

[9]

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- 6 Progressive Museums will be visiting primary schools around the country.

Explain why the ability of the target audience to access the content must be considered when designing and creating the interactive presentations.

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..... [3]

- 7 The school pupils will be guided around the mobile museum using a static map and audio recording on tablet computers supplied by the museum.

Identify the most suitable file types for the final versions of the:

- (a) audio recording:
- (b) static map: [2]

- 8 Describe **two** health concerns that should be considered for the staff creating the interactive presentations.

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..... [4]

11
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Question 9 starts on page 12.

Question 9 is based on Fig. 4

Fig. 4 is a draft visualisation of the mini cards that pupils can collect when going around the museum. There will be several different cards for different people in the Roman Empire. The visualisation will be given to a freelance graphic designer to create the different mini cards.

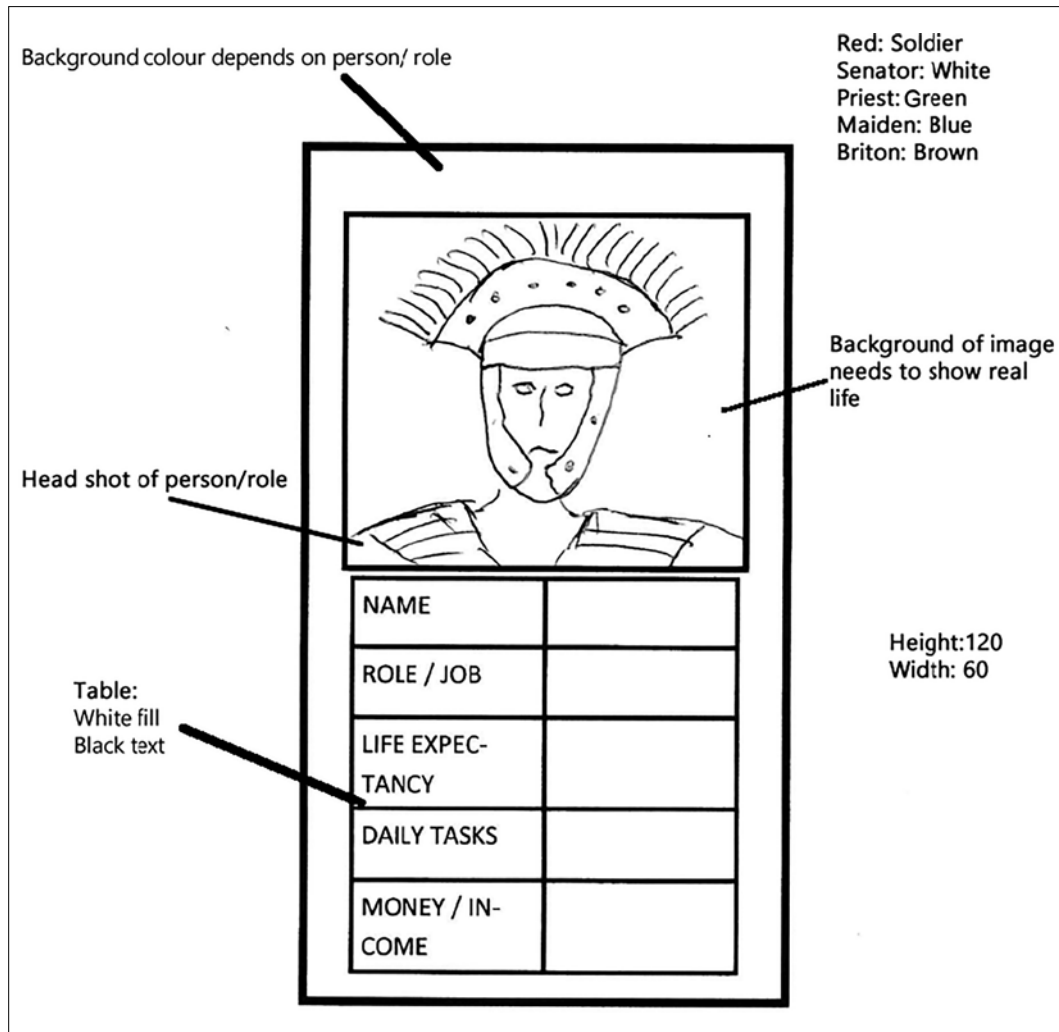


Fig. 4

- 9*** Discuss the suitability of the content of the visualisation in **Fig. 4** for the freelance graphic artist. You should include strengths, weaknesses and suggest possible improvements. **[12]**

**The quality of written communication will be assessed in your answer to this question.*

[illegible]

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END OF QUESTION PAPER

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