

## **Cambridge National**

### **Creative iMedia**

Level 1/2 Cambridge Nationals in Creative iMedia

R081/01 Pre-production skills

### **Mark Scheme for Jan 2020**

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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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## 11. Annotations

<i>Stamp</i>	<i>Ref No.</i>	<i>Annotation Name</i>	<i>Description</i>
	151	Highlight	Highlight (mandatory for all units)
	181	Off Page Comment	Off page comment (mandatory for all units)
	1681	BP	Blank page (mandatory for all units)
	11	Tick	Tick
	201	TV	Too vague
	31	BOD	Benefit of doubt
	811	SEEN	Noted but no credit given
	501	NAQ	Not answered question
	331	L3	Level 3
	321	L2	Level 2
	311	L1	Level 1
	21	Cross	Cross
	271	REP	Repeat (Added later)

Question	Answer	Marks	Guidance
1	<p><b>a</b> Targeted at Level 1 Pass.            Answers can be in context or general if relevant to a visualisation diagram Images of event and images of setting are being awarded as different mark points as this is a low demand question.            Allow MAX 2 image/photo/ drawing if different examples given as below            Information/Descriptions is TV – is that content or annotation?            Layout is TV – this is not an item – A wireframe is an item and is a technical term</p>		
	<p>Up to four marks for one from e.g.</p> <ul style="list-style-type: none"> <li>• Title/Event Name (1)</li> <li>• Colours (1)</li> <li>• <u>Image/Photo/drawing</u> (of runner/bike) (1)</li> <li>• <u>Image/photo/drawing</u> (of city setting) (1)</li> <li>• <u>Logo/Graphic</u> (of sports drink/event) (1)</li> <li>• Fonts/Font size/Font style(1)</li> <li>• Annotations/Labels – examples of (1)</li> <li>• Text/Content/Blurb (1)</li> <li>• Wireframe(s)/Box(s)/White space (1)</li> <li>• Any other suitable response</li> </ul>	<p><b>4</b> (4x L1P)</p>	
	<p><b>b</b> Targeted at Level 1 Merit and Level 1 Distinction            Looking for an understanding of why visualisation diagrams are used.            Read whole answer – mix and match points            Be aware of vague answers that could refer to other documents i.e. note down ideas, get your ideas down to think about - TV</p>		
	<p>Two marks for suitable point and expansion e.g.</p> <ul style="list-style-type: none"> <li>• To plan the layout (1) of the static/magazine advert (1)</li> <li>• To show how the finished advert (1) will look in the travel magazine (1)</li> <li>• To gain feedback (1) from client/audience about what the advert says to them (1)</li> <li>• To show stakeholders (1) what final advert will look like (1)</li> <li>• To show the graphic artist (1) what they will need to create (1)</li> <li>• Any other suitable response (1)</li> </ul>	<p><b>2</b> (L1M L1D)</p>	

2		Targeted at Level 2 Pass & Merit Looking for a clear understanding of what this would be used for and why needed Read whole answer – mix and match points This is for the live event NOT the advert and has no actors		
		Two marks for suitable point and expansion e.g. <ul style="list-style-type: none"> <li>• To identify the location (1) where the “Urban DuoTeam” event is taking place (1)</li> <li>• To provide the dialogue (1) for the presenters of the streamed event (1)</li> <li>• To provide the presenters (1) with stage directions when the event is filmed (1)</li> <li>• To provide the production team/camera crew (1) with the camera shots/movements to film (1)</li> <li>• Directors can plan (1) the production of the filming (1)</li> <li>• Any other suitable response</li> </ul>	<b>2</b> (L2P L2M)	
3	a	Targeted at Level 1 Pass. Marks are for the months when items would be needed by - the candidate <b>does not</b> need to specify what is needed in that month - October is a deadline not milestone as whole series is completed.		
		Two from: <ul style="list-style-type: none"> <li>• <u>March</u> (for magazine adverts) (1)</li> <li>• <u>April</u> (for Cardiff poster/internet campaign start) (1)</li> <li>• <u>May</u> ( Glasgow event poster) (1)</li> <li>• <u>June</u> (Belfast event poster ) (1)</li> <li>• <u>July</u> (Leeds event poster ) (1)</li> <li>• <u>August</u> (London event poster ) (1)</li> <li>• <u>September</u> (Birmingham event poster ) (1)</li> <li>• Posters ready for each event (1)</li> </ul>	<b>2</b> (2x L1P)	

		Targeted at Level 1 Distinction. Milestones and activities are excluded in the question so cannot be awarded marks They must clearly mean the same i.e. dates = TV as could be milestone, timeline = TV as could be duration or timescale									
	<b>b</b>	<p>Two from</p> <ul style="list-style-type: none"> <li>• Title (1)</li> <li>• Tasks (1)</li> <li>• Deadlines/End date (1)</li> <li>• Start date (1)</li> <li>• Durations/Length of Task (1)</li> <li>• Resources/Equipment (1)</li> <li>• Contingencies (1)</li> <li>• Timescales/Time (1)</li> <li>• Workflow (1)</li> </ul>	<b>2</b> (2x L1D)								
		Targeted at Level 2 Merit and Level 2 Distinction The answer must be clearly about activities being smaller than / part of task NOT tasks themselves as this is a high demand question.									
	<b>c</b>	<p>Two marks for suitable point and expansion e.g.</p> <ul style="list-style-type: none"> <li>• A series of jobs/things/something (1) that need to be completed to finish a task (1)</li> <li>• Jobs that an employee will do (1) to complete a whole task (1)</li> <li>• Things you do such as create a logo (1) that would be used to create the advert (1)</li> <li>• Any other suitable response</li> </ul>	<b>2</b> (L2M L2D)								
<b>4</b>		Targeted a Level 1 Pass These are the only answers allowed ( order may differ)									
		<table border="1"> <thead> <tr> <th>Primary Source</th> <th>Secondary Source</th> </tr> </thead> <tbody> <tr> <td>Own photo (1)</td> <td>History textbook (1)</td> </tr> <tr> <td>Map (1)</td> <td>News report (1)</td> </tr> <tr> <td>Sports records (1)</td> <td>Local social media groups (1)</td> </tr> </tbody> </table>	Primary Source	Secondary Source	Own photo (1)	History textbook (1)	Map (1)	News report (1)	Sports records (1)	Local social media groups (1)	<b>6</b> (6x L1P)
Primary Source	Secondary Source										
Own photo (1)	History textbook (1)										
Map (1)	News report (1)										
Sports records (1)	Local social media groups (1)										

5	a	<p>Targeted at Level 2 Distinction and Level 2 Distinction Star</p> <p>The question is about the marketing campaign targeting specific locations - local to event or national. And the impact of that campaign - its not about the target audience themselves needing things.</p> <p>Read whole answer and mix and match points</p>		
		<p>Two marks for suitable point and expansion e.g.</p> <ul style="list-style-type: none"> <li>• The event needs to appeal to all areas of the country (1) not just people living in the cities (1)</li> <li>• The event will be streamed live/ on TV (1) so needs to appeal to people living in non-urban areas (1)</li> <li>• The events take place in cities all over the UK (1) so the different nationalities/regions/languages should be reflected in the marketing campaign (1)</li> <li>• People in different areas may have different interests (1) so marketing needs to be adapted slightly for different areas (1)</li> <li>• Target people living near where events take place (1) as these are the people who would go to/take part in the events (1)</li> <li>• Any other suitable response</li> </ul>	<p><b>2</b> (L2D L2D*)</p>	
	b	<p>Targeted at Level 2 Distinction and Level 2 Distinction Star</p> <p>This question is looking at how <b>ethical</b> issues needs to be considered when looking at the ages of possible audiences and how products are marketed. There are currently no legal issues surrounding energy drinks.</p> <p>The target audience for event is NOT children so do not get drawn into these types of answers.</p>		
		<p>Two marks for suitable point and expansion e.g.</p> <ul style="list-style-type: none"> <li>• Some sports drinks are thought to be bad for children (1) so the campaign should not promote the sponsor too much (1)</li> <li>• The event of running and mountain biking could be seen as an extreme sport (1) so not suitable for younger audiences (1)</li> <li>• Young adults tend to drink energy drinks (1) so campaign needs to suit that demographic (1)</li> <li>• Energy drinks popular with young adults/teenagers (1) so campaign should aim at that demographic (1)</li> <li>• Needs to appeal to young adults (1) so should not be a boring campaign that does not interest them (1)</li> <li>• Sports drinks are for adults (1) so the colours/fonts/images/language used should appeal to adults (1)</li> <li>• Other suitable response</li> </ul>	<p><b>2</b> (L2D L2D*)</p>	

<b>6</b>	<b>a</b>	Targeted at Level 2 Distinction and Level 2 Distinction* Do not accept anything concerning safety as this is excluded in the question The question is NOT about the suitability of the venue for the event (not in specification) but about the filming of the event Read whole answer and mix and match points		
		Two marks for suitable point and expansion e.g. <ul style="list-style-type: none"> <li>• To check where cameras (1) can be placed to film the events (1)</li> <li>• To look check for power sources (1) for lights and cameras (1)</li> <li>• To check that it is possible to access (1) some areas for filming (1)</li> <li>• To avoid/minimise causing disruption to the public (1) when they are at the event/filming takes place (1)</li> <li>• Any other suitable response</li> </ul>	<b>2</b> (L2D L2D*)	
	<b>b</b>	Targeted at Level 2 Pass and Level 2 Merit This question is about filming/broadcasting NOT taking part in the event This is a LIVE OUTSIDE event ( in the streets) not in a studio		
		Up to four marks awarded in pairs with two marks for suitable point and expansion e.g. <ul style="list-style-type: none"> <li>• Camera position may be high (1) so harness may need to be worn (1)</li> <li>• Allow regular breaks for <u>crew</u> (1) to rest/sit down during the event (1)</li> <li>• Crew could get hit by bike/cyclist (1) so barrier between crew and competitors (1)</li> <li>• Could fall (1) so make sure barriers stop presenters from falling (1)</li> <li>• There could be very little space to a drop (1) so barriers may need to add to stop a fall (1)</li> <li>• The power cables may run on the ground (1) so they will need to be covered to reduce tripping risk (1)</li> <li>• Heavy equipment's could fall and hurt someone (1) so need to be secured (1)</li> <li>• Any other suitable response</li> </ul>	<b>4</b> (3x L2P, L2M)	



<b>7</b>	<p>Targeted at Level 1 Pass (3) Level 1 Merit (1), Level 1 Distinction (1) and Level 2 Pass (1) so not a high demand question.                  This question is about the marketing campaign content NOT the filming of the event.                  What would be included in the campaign to promote the event?                  Up to 3 marks for the layout and then 3 marks for content.                  Add these together to gain final mark  <b>Annotate with LEVEL ONLY.</b></p>					
						<p><b>6</b>                  (3x L1P,                  L1M,                  L1D,                  L2D)</p> <p>Content guidance e.g.</p> <ul style="list-style-type: none"> <li>• Images</li> <li>• Sounds</li> <li>• Videos of runners and cyclists</li> <li>• Logos</li> <li>• Music</li> <li>• Faces of athletes</li> <li>• Sponsors</li> <li>• Behind the scenes</li> <li>• Social Media</li> </ul>
		<b>+</b>				
	<b>Layout</b>		<b>Content</b>		<b>Total</b>	
	3 marks	At least 1 <b>clear sub - node</b>	3 marks	<b>All</b> relevant content	<b>L3</b> = 5 or more marks	
	2 marks	At least 2 nodes	2 marks	<b>Most</b> relevant content	<b>L2</b> = 3 or 4 marks	
	1 mark	Basic structure	1 mark	<b>Some</b> relevant content	<b>L1</b> = 1 or 2 marks	

8	a	<p>This covers the full mark range from Level 1 Pass to Level 2 Distinction Star          The ability to draw is NOT assessed          ALL of the panels provided need to be used if the storyboard is effective in its construction.          This is for the title sequence of the broadcast – so think about what happens at the start of a programme.          The descriptors for each level describe the requirements for the highest mark in that level  <b>Annotate with LEVEL ONLY.</b></p>							
		<table border="1"> <tr> <td data-bbox="331 368 499 679">           Level 3 7-10 marks         </td> <td data-bbox="499 368 1205 679">           Clear structure with logical progression which can be easily followed.   <b>3 or more</b> of technical (t) aspects covered.            Must be <b>consistent appropriate use</b> for <b>top</b> of mark band             Content is <b>fully relevant to an opening</b> title sequence.             Detail is clear and understandable.         </td> </tr> <tr> <td data-bbox="331 679 499 1046">           Level 2 4- 6 marks         </td> <td data-bbox="499 679 1205 1046">           Structure of storyboard is clear but may not be totally logical.   <b>Max 2 technical (t)</b> aspects covered- must be <b>consistent use</b> for <b>top</b> of mark band             Content <b>not fully relevant</b> to an opening title sequence.             Some required detail is missing.         </td> </tr> <tr> <td data-bbox="331 1046 499 1350">           Level 1 0-3 marks         </td> <td data-bbox="499 1046 1205 1350">           Storyboard has basic structure (may not be clear).             No technical (t) aspects covered             Content may not be wholly appropriate/complete in context.             Lack of detail in the information provided.         </td> </tr> </table>	Level 3 7-10 marks	Clear structure with logical progression which can be easily followed.  <b>3 or more</b> of technical (t) aspects covered. Must be <b>consistent appropriate use</b> for <b>top</b> of mark band  Content is <b>fully relevant to an opening</b> title sequence.  Detail is clear and understandable.	Level 2 4- 6 marks	Structure of storyboard is clear but may not be totally logical.  <b>Max 2 technical (t)</b> aspects covered- must be <b>consistent use</b> for <b>top</b> of mark band  Content <b>not fully relevant</b> to an opening title sequence.  Some required detail is missing.	Level 1 0-3 marks	Storyboard has basic structure (may not be clear).  No technical (t) aspects covered  Content may not be wholly appropriate/complete in context.  Lack of detail in the information provided.	<p><b>10</b> (4x L1P, 2x L1M, L2M, L2D, 2x L2D*)</p> <p>Marks are awarded for storyboard in the context of the opening title sequence for “Urban DuoTeam”, considering the following points:</p> <ul style="list-style-type: none"> <li>• number of scenes (t)</li> <li>• scene content (t)</li> <li>• scene numbers (t)</li> <li>• timings (t)</li> <li>• camera shots (e.g. close up, mid, long) (t) (<b>Can be inferred from the drawing</b>)</li> <li>• camera angles (e.g. over the shoulder, low angle, (t) aerial) (<b>Can be inferred from the drawing</b>)</li> <li>• camera movement (e.g. pan, tilt, zoom or using a track and dolly) (t)</li> <li>• lighting (e.g. types, direction) (t)</li> <li>• sound (e.g. dialogue, sound effects, ambient sound, music) (t)</li> <li>• locations (e.g. indoor, outdoor) (t)</li> <li>• camera type (t)</li> <li>• title (e.g. fonts, transitions ) (t)</li> <li>• visual effects (e.g. fade, hide) (t)</li> </ul> <p>The diagram should be viewed as a whole and then graded appropriately.</p> <p><b>Max L2</b> if content not for Title Sequence ( i.e. advert) it’s the correct document just <b>not fully relevant</b> content.</p>
Level 3 7-10 marks	Clear structure with logical progression which can be easily followed.  <b>3 or more</b> of technical (t) aspects covered. Must be <b>consistent appropriate use</b> for <b>top</b> of mark band  Content is <b>fully relevant to an opening</b> title sequence.  Detail is clear and understandable.								
Level 2 4- 6 marks	Structure of storyboard is clear but may not be totally logical.  <b>Max 2 technical (t)</b> aspects covered- must be <b>consistent use</b> for <b>top</b> of mark band  Content <b>not fully relevant</b> to an opening title sequence.  Some required detail is missing.								
Level 1 0-3 marks	Storyboard has basic structure (may not be clear).  No technical (t) aspects covered  Content may not be wholly appropriate/complete in context.  Lack of detail in the information provided.								

	<b>b</b>	<p>Targeted at Level 1 Pass          Looking at file naming conventions so that file name makes sense to others          It must indicate that it's a draft OR early version          Allow spaces in the wording          Do not need file extension</p>		
		<p>One from e.g.</p> <ul style="list-style-type: none"> <li>• storyboardV1 (1)</li> <li>• DraftStoryboard (1)</li> <li>• urbanduoV1 (1)</li> <li>• Using version control (1)</li> <li>• Any other suitable response (1)</li> </ul>	<p><b>1</b> (L1P)</p>	
	<b>c</b>	<p>Targeted at Level 1 Pass          File type should consider easy of transfer/streaming the video <b>on the internet</b>          Closed list – only acceptable answers.</p>		
		<p>One from:</p> <ul style="list-style-type: none"> <li>• AVI (1)</li> <li>• MOV (1)</li> <li>• FLV (1)</li> <li>• WebM (1)</li> <li>• WebVTT (1)</li> <li>• H264 (1)</li> <li>• OGV (1)</li> <li>• AVCHD (1)</li> <li>• MKV (1)</li> <li>• MPEG2/MPEG4/MPEG-Dash(1)</li> <li>• MP4 (1)</li> <li>• SWF (1)</li> <li>• 3GPP (1)</li> <li>• WMV (1)</li> <li>• DNxHR</li> <li>• CineForm</li> <li>• HEVC/h365 (1)</li> </ul>	<p><b>1</b> (L1P)</p>	

9	<p>It's given to the MARKETING TEAM to create the brand image. How suitable is this mood board for THEM to create the brand image from? IS there enough information? Is it the correct information? Are the images correct? Are there things missing that would make their job easier/more efficient?</p> <p>The descriptors for each level describe the requirements for the highest mark in that level</p> <p><b>Annotate with LEVEL ONLY.</b></p>								
		<table border="1"> <tr> <td data-bbox="327 331 495 711"> <p>Level 3 9- 12 marks</p> </td> <td data-bbox="495 331 1205 711"> <p>Candidates will provide an excellent understanding of the question with clear <b>explanation</b> of the suitability of the mood board for <b>use by its target audience (marketing team)</b>.</p> <p>The strengths <b>and</b> weaknesses of the mood board 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> </td> </tr> <tr> <td data-bbox="327 711 495 1098"> <p>Level 2 5- 8 marks</p> </td> <td data-bbox="495 711 1205 1098"> <p>Candidates will provide a good understanding of the question with strengths <b>and/or</b> weaknesses of the mood board 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 marketing/promoting the event.</b></p> <p>There may be errors in spelling, punctuation and grammar which may <b>not</b> be intrusive.</p> </td> </tr> <tr> <td data-bbox="327 1098 495 1377"> <p>Level 1 0-4 marks</p> </td> <td data-bbox="495 1098 1205 1377"> <p>Limited understanding of the use a mood board will <b>identify</b> some points.</p> <p>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> </td> </tr> </table>	<p>Level 3 9- 12 marks</p>	<p>Candidates will provide an excellent understanding of the question with clear <b>explanation</b> of the suitability of the mood board for <b>use by its target audience (marketing team)</b>.</p> <p>The strengths <b>and</b> weaknesses of the mood board 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>	<p>Level 2 5- 8 marks</p>	<p>Candidates will provide a good understanding of the question with strengths <b>and/or</b> weaknesses of the mood board 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 marketing/promoting the event.</b></p> <p>There may be errors in spelling, punctuation and grammar which may <b>not</b> be intrusive.</p>	<p>Level 1 0-4 marks</p>	<p>Limited understanding of the use a mood board will <b>identify</b> some points.</p> <p>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>	<p><b>12</b> (2x L1P, 2x L1M, 2x L1D, 2x L2P, 2x L2M, L2D, L2D*)</p> <p>Answers may include reference to:</p> <ul style="list-style-type: none"> <li>• Suitability of images</li> <li>• Relevance to sports event</li> <li>• Relevance to City locations</li> <li>• Suitable detail/annotation</li> <li>• Colours</li> <li>• Fonts</li> <li>• Fitness for purpose</li> <li>• Suitability for target audience (<b>marketing team</b>)</li> <li>• Suitability for the target audience of sports event</li> </ul> <p>Subject specific terminology covers both terminologies related to the creation of mood board as well as that related to an urban based sports event.</p> <p>NB.</p> <p>If answer is incorrect, 1 mark can still be awarded for quality of written communication.</p>
<p>Level 3 9- 12 marks</p>	<p>Candidates will provide an excellent understanding of the question with clear <b>explanation</b> of the suitability of the mood board for <b>use by its target audience (marketing team)</b>.</p> <p>The strengths <b>and</b> weaknesses of the mood board 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>								
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<p>Level 1 0-4 marks</p>	<p>Limited understanding of the use a mood board will <b>identify</b> some points.</p> <p>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>								

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