

Cambridge National

Creative iMedia

R081/01: Pre-production skills

Level 1/2 Cambridge National Certificate/Award/Diploma

Mark Scheme for January 2021

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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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Annotations

Stamp	Ref No.	Annotation Name	Description
	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
	811	SEEN	Noted but no credit given
	1121	NE	No example
	191	NBOD	Benefit of doubt not given
	501	NAQ	Not answered question
	331	L3	Level 3
	321	L2	Level 2
	311	L1	Level 1
	21	Cross	Cross
	31	BOD	Benefit of doubt
	271	REP	Repeat

Question	Answer	Marks	Guidance
1	<p>a Low-Demand question This is an initial planning document, so the answers do not need to be in context but can be. It is DIGITAL mood board so textiles and fabrics CANNOT be included Allow MAX 2 for examples of a bullet point Layout is NOT acceptable - not an item</p>		
	<p>Up to four marks for one from e.g.</p> <ul style="list-style-type: none"> • Animations (1) • Annotations/Text/Words/Labels/Subtitles (1) • Audio/Music/ Sounds (1) • Colours/Colour Scheme/ House style (1) • Fonts (1) • Graphic/Icon/Logo/Sprite (1) • Image/Photo/drawing/sketch (1) • Title (1) • Videos (1) • Other suitable response 	<p>4 (3xL1P, 1xL1M)</p>	
	<p>b Targeted at Level 1 Distinction as PDF is removed as an option. This question refers to file type NOT software used to create mood board File size is not considered as question does not mention emailing Mood board cannot be software dependant to view</p>		
	<p>One marks for suitable point e.g.</p> <ul style="list-style-type: none"> • GIF (1) • HTML5 (1) • JPEG (1) • Mp4 (1) • PNG (1) • TIFF (1) • Other suitable response 	<p>1 (L1P)</p>	

2	a	<p>This is a low demand question that looks for requirements in the provided brief. Question is about DESIGN so do not accept anything to do with time issues.</p> <ul style="list-style-type: none"> • Characters TV • Locations TV • Animations TV <p>Answer must include number of (5) OR what the character, location, animation is. Candidates may list the different locations, characters, and animations.</p>								
		<p>Three from e.g.</p> <ul style="list-style-type: none"> • <u>5</u> different animations (1) • <u>5</u> locations (1) • <u>5</u> main characters / 2 males <u>and</u> 2 females (& Receptionist) (1) • Based on the moon (1) • Can be Terra or Others (1) • First animation has Bellator talking (1) • First animation is a welcome (1) • More images that original story (1) • Readers must select character (1) • Other suitable response from the brief 	<p>3 (2xL1P, 1xL1M)</p>	<table border="1"> <thead> <tr> <th data-bbox="1330 443 1525 480">Characters</th> <th data-bbox="1525 443 1733 480">Locations</th> <th data-bbox="1733 443 1984 480">Animations</th> </tr> </thead> <tbody> <tr> <td data-bbox="1330 480 1525 932"> <ul style="list-style-type: none"> • Arkle • Sarah • Nakkav • Prafmix • Bellater </td> <td data-bbox="1525 480 1733 932"> <ul style="list-style-type: none"> • School reception • Science lab • Landing pad • Student bedroom • Canteen </td> <td data-bbox="1733 480 1984 932"> <ul style="list-style-type: none"> • Intro/welcome to school • 'Terra' solve mystery • 'Others' solve mystery • 'Terra' wrong decision • 'Others' wrong decision </td> </tr> </tbody> </table>	Characters	Locations	Animations	<ul style="list-style-type: none"> • Arkle • Sarah • Nakkav • Prafmix • Bellater 	<ul style="list-style-type: none"> • School reception • Science lab • Landing pad • Student bedroom • Canteen 	<ul style="list-style-type: none"> • Intro/welcome to school • 'Terra' solve mystery • 'Others' solve mystery • 'Terra' wrong decision • 'Others' wrong decision
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	b	<p>Low demand question taken straight from the brief. Must be stated clearly i.e. 6 months is TV</p>								
		<p>Two from e.g.</p> <ul style="list-style-type: none"> • Release for 6th March/World Reading day(1) • 12 months for development (1) • 2 months to draw all characters (1) • 2 months to draw all locations/backgrounds (1) • 4 months to draw graphics (characters & locations) (1) • 6 months to create animations (1) • Animations cannot be done before drawings completed (1) • 2 months for testing/proofreading (1) • Other suitable response from the brief 	<p>2 (2xL1P)</p>							

	<p>c Marks are awarded for the 8 points in the list Point (2) can be either marked as shown OR colour far right box (March) If Task is incorrect do not give time scale mark Order of tasks is not assessed</p>																																																																																																																				
	<p>Marks awarded for: (1) Project Length /Publish Task (1) (2) 12 Months/March publish date (1) (3) Characters <u>and</u> Locations <u>and</u> Animations tasks (1) (4) 2 months for Characters <u>and</u> 2 months Locations (1) (5) 6 months of animation (1) (6) Testing and/or Proofreading task (1) (7) 2 months for testing/proofreading (1) (8) No overlapping (1)</p>																																																																																																																				
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	<p>d This is a high demand question testing knowledge of how a work plan is constructed and the aspect that needs to be considered. This does not need to be answered in context to be awarded full marks.</p>																																																																																																																				
	<p>Two marks for a full explanation e.g.</p> <ul style="list-style-type: none"> The order that activities/tasks are completed in (1) so that you are not waiting for a previous activity/task to be completed (1) When something needs to be completed (1) before something else can be started (1) Other suitable response 																																																																																																																				

8
(2xL1P,
L1M,
L1D,
L2D,
L2M,
2xL2D)

Locations = Backgrounds

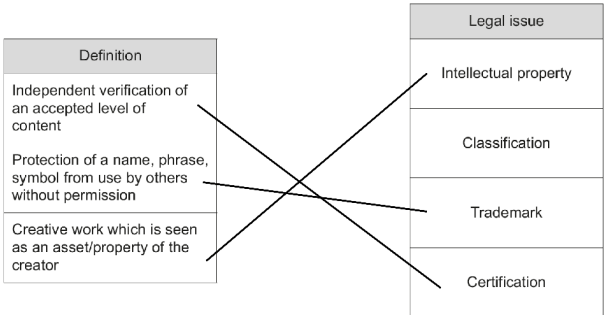
2
(L2D,
L2D*)

Read whole answer and mark to the candidates advantage.

3	a	<p>This covers the full range of marks</p> <p>Art skills are not assessed so the diagram could be a series of wireframes annotated to help create the final version</p> <p>Looking for a suitable diagram that shows knowledge of what a digital book cover could include, together with technical knowledge of how to communicate the information to the artists who will create the final book cover.</p> <p>Ask yourself the following questions:</p> <ul style="list-style-type: none"> • Is it a visualisation diagram? • Is it a book cover or something else? • Does it fit the space/interactive context? • Is there enough information/detail to create the digital book cover? – is it an effective diagram to develop the product from 									
		<table border="1"> <tr> <td data-bbox="338 483 454 751">Level 3 7 – 9 marks</td> <td data-bbox="454 483 1189 751"> <p>Suitable layout for the visualisation diagram with wholly relevant content for the context.</p> <p>Fonts/Colour scheme is shown and appropriate to the context.</p> <p>The visualisation diagram is wholly suitable for purpose of a digital book cover.</p> </td> </tr> <tr> <td data-bbox="338 751 454 1023">Level 2 4 - 6 marks</td> <td data-bbox="454 751 1189 1023"> <p>Layout is mostly suitable although there may be weaknesses in its structure.</p> <p>Content is mostly relevant to the context and/or digital book cover.</p> <p>Fitness for purpose of the visualisation diagram may not be fully clear for a digital book cover.</p> </td> </tr> <tr> <td data-bbox="338 1023 454 1294">Level 1 1 – 3 marks</td> <td data-bbox="454 1023 1189 1294"> <p>Layout is simplistic in structure and may be limited/not suitable for use as a digital book cover.</p> <p>Content has limited relevance to context and/or digital book cover.</p> <p>The visualisation diagram will be weak in its fitness for purpose of the digital book cover.</p> </td> </tr> <tr> <td data-bbox="338 1294 454 1382">0 marks</td> <td data-bbox="454 1294 1189 1382"> <p>No work worthy of credit</p> </td> </tr> </table>	Level 3 7 – 9 marks	<p>Suitable layout for the visualisation diagram with wholly relevant content for the context.</p> <p>Fonts/Colour scheme is shown and appropriate to the context.</p> <p>The visualisation diagram is wholly suitable for purpose of a digital book cover.</p>	Level 2 4 - 6 marks	<p>Layout is mostly suitable although there may be weaknesses in its structure.</p> <p>Content is mostly relevant to the context and/or digital book cover.</p> <p>Fitness for purpose of the visualisation diagram may not be fully clear for a digital book cover.</p>	Level 1 1 – 3 marks	<p>Layout is simplistic in structure and may be limited/not suitable for use as a digital book cover.</p> <p>Content has limited relevance to context and/or digital book cover.</p> <p>The visualisation diagram will be weak in its fitness for purpose of the digital book cover.</p>	0 marks	<p>No work worthy of credit</p>	<p>9 (3xL1P, 2xL1M, 2XL1D, L1P, L1M)</p> <p>Marks are award for the visualisation diagram considering the following points:</p> <ul style="list-style-type: none"> • Layout relevant to a multimedia interactive book cover e.g. <ul style="list-style-type: none"> ○ Use of white space ○ Suitability of layout ○ Location of elements for context • Content relevant to a multimedia interactive book cover e.g. <ul style="list-style-type: none"> ○ Title ○ Images ○ Author ○ Use/Inclusion of images and relevant items • Fitness for purpose as visualisation diagram <ul style="list-style-type: none"> ○ Colour schemes reflecting location and audiences ○ Fonts (sizes, types) ○ Annotations to aid final development <p>The diagram should be viewed as a whole, then graded appropriately.</p>
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	b	Low demand question These are the only answers allowed Book is online so file size matters		
		One from: <ul style="list-style-type: none"> • GIF (1) • JPEG (1) • PDF(1) • PNG (1) • SVG (1) 	1 (L1P)	
	c	Mid to high level demand question Key point is that the book interactive which is key to the choice of file format		
		One from e.g. <ul style="list-style-type: none"> • AZW(1) • ePub(1) • Folio (1) • Hpub (1) • <u>HTML/HTML5</u>(1) • LIT(1) • Mobi(1) • ODF(1) • PDF (1) • SWF (1) • Other suitable response 	1 (L2M)	Other suitable response can include different web format such as PHP, ASPX, JSP
4	a	This is a low demand question requiring the candidate to read script in the paper and pick out the relevant points. These are the ONLY possible answers from the script		
	i	Two from: <ul style="list-style-type: none"> • (Oven) Door banging (1) • Silence takes over (1) • Air conditioning (1) • Click -pressing the panel (1) 	2 (2xL2P)	Closed list 'Gasp' is dialogue not sound effect
	ii	Two from: <ul style="list-style-type: none"> • Canteen (1) • Student (bed)room (1) • Landing pad (1) 	2 (L1P, L1M)	Accept INT/ EXT once unless expanded on Corridor is not a location in the scripted scene
	iii	One from: <ul style="list-style-type: none"> • Cook (1) • Teacher (1) • Queetass (1) 	1 (L1D)	Closed list

	b	Mid to high demand question - context of animation is key aspect not the use of a camera crew Looking for understanding of creating correct scene viewpoint		
		Two marks for suitable point and expansion e.g. <ul style="list-style-type: none"> Do not know from which position the view is (1) so cannot include all the necessary content (1) Need to make up how the scene looks (1) so may be not what the authors want (1) Animator will not know (1) which objects/people to focus on (1) Do not know where to position the <u>virtual</u> camera (1) to get the characters to move correctly related to objects (1) Any other suitable response 	2 (L2M, L2D*)	Read whole answer and mark to the candidates advantage.
5	a	High demand question as it its focuses on the ANIMATORS not film crews in general. This will affect line of acceptable answers It is also about a sequence of scenes		
		Two marks for suitable point and expansion e.g. <ul style="list-style-type: none"> Allows them to see whole scene <u>sequence</u> view (1) so they know what to create (1) Allows animators to see how scenes develop <u>into each other</u> (1) so that they can morph the characters into movement (1) Animators need know how long scene will last (1) so they use the correct number of frames/frame rate (1) To show the content/ angles of a scene (1) when part of a sequence (1) To plan (1) the visual sequence (1) Any other suitable response 	2 (L2D, L2D*)	Read whole answer and mark to the candidates advantage.
	b	This is a low to mid demand question Looking for an understanding of why need the numbers Does not need to be in context		
		Two marks for suitable point and expansion e.g. <ul style="list-style-type: none"> To know which scene follows which (1) so there is no confusion (1) To know which scene has been made (1) so they don't make one twice (1) Allows the sequence of storyboard (1) to be followed correctly (1) To show the order (1) of the scenes (1) Any other suitable response 	2 (L1P, L2P)	Read whole answer and mark to the candidates advantage.

6	a	Low demand question with correct answers only		
		<p>One from:</p> <ul style="list-style-type: none"> • ACC (1) • FLAC (1) • M4A (1) • MP3 (1) • MP4(1) • MPEG-4 (1) • OGG (1) • WAV (1) • WMA (1) 	<p>1 (L1P)</p>	
	b	<p>High demand question where technical knowledge is being assessed. Does not need to be answered in context. Looking for understanding of file size being reduced but the audio quality is not affected unlike in lossy compression Do not accept answers related to sending/transfer file quicker- lossy does as well</p>		
		<p>Two marks for suitable point and expansion e.g.</p> <ul style="list-style-type: none"> • Reduced file size (1) with no loss of data (1) • Data takes up less storage space (1) but keeps the audio quality (1) • Quality of audio is kept (1) but takes up less storage space (1) • Any other suitable response 	<p>2 (L2M, L2D*)</p>	
7		<p>Correct answers only If more than 1 line is drawn from a definition = TV and move to next definition</p>		
		<p>One (1) mark for each correct line.</p> 	<p>3 (3xL1P)</p>	

8	<p>The mind map is provided to guide the CONTENT EDITOR about aspects that they need to consider when developing the interactive aspect of the book.</p> <p>L3 The candidate has EXPLAINED how useful the mind map is for the CONTENT EDITOR and how to make it more useful</p> <p>L2 The candidate has DESCRIBED the mind map with no linking it to the correct audience – this is what the mind map is missing etc</p> <p>L1 The candidate just says (IDENTIFIED) about how the content is nice for the book and the kids reading it</p>				
		<p>Level 3 9- 12 marks</p> <p>Level 2 5- 8 marks</p> <p>Level 1 0-4 marks</p>	<p>Candidates will provide an excellent understanding of the question with clear explanation of the suitability of the mind map for use by its target audience (content editor).</p> <p>The strengths and weaknesses of the mind map are considered in equal weighting.</p> <p>The suggested improvements will be well thought through and explained in context.</p> <p>Subject specific terminology will be used correctly and there will be few, if any, errors in spelling and punctuation.</p> <p>Candidates will provide a good understanding of the question with strengths and/or weaknesses of mind map being described. This may be one sided.</p> <p>Some improvements may be suggested but they will not be wholly suitable.</p> <p>At the top end of the Level 2 the answer will be presented in the context of creating the interactive book.</p> <p>There may be errors in spelling, punctuation and grammar which may not be intrusive.</p> <p>Limited understanding of the use a mind map.</p> <p>Answers will be vague and not necessarily linked to the context of the question.</p>	<p>12 (3xL1P, L1M, L1D, 2xL2P, L1M, 2xL2D, 2xL2D*)</p>	<p>Answers may include reference to:</p> <ul style="list-style-type: none"> • Central theme • Clarity of thoughts/ideas • Colours • Confusion • Fitness for purpose • Font type & styles • Interactivity • Layout • Nodes • Shapes/buttons • Structure • Sub nodes • Suitability for target audience (content editor) <p>Subject specific terminology covers both terminologies related to the creation of mind map as well as that related to multimedia interactive book.</p> <p>NB. If answer is incorrect, 1 mark can still be awarded for quality of written communication.</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.		
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