

Cambridge Technicals Digital Media

Unit 2: Pre-production and Planning

Level 3 Cambridge Technical in Digital Media
05843 - 05846

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

Annotation	Meaning
Tick	Tick
Double Tick	Excellent point
Cross	Cross
?	Unclear
^	Omission mark
T	Terminology/Theory
EG	Use of examples
A	Explanation, analysis, argument
Vertical wavy line	Not relevant to specific question
R	Rubric
Diagonal line/line through	Blank page

Question		Answer	Mark	Guidance
Section A				
1	(a)	<p>Three marks from:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Create a modern looking logo (1) • Brand identity should show the commitment to UGC ethos. (1) • The introduction sequence to 'Make Me a Baker' should be upbeat (1) • Appeal to 18-50 year olds (1). • Any other suitable response 	3	Candidates may use other suitable examples from the specific brief.
1	(b)	<p>One mark for a suitable identified problem, two marks for suitable expansion</p> <p>e.g.</p> <ul style="list-style-type: none"> • Upbeat introduction sequences are created at the editing stage (1) Andrew would therefore be in charge of overseeing this (1) because he will have responsibility of choosing engaging visuals and music t (1) • Different cultural backgrounds can be represented through text and colour scheme (1). This means that the graphics and images that he chooses (1) should reflect the different dishes that are being cooked from a range of cultures (1) • Any other suitable response 	3	Candidates can refer to either an example used in 1a or another requirement of the brief. Marks can only be awarded if the candidate links to Andrew's role of video editor.

Question	Answer	Mark	Guidance
2	<p>One mark per method identified, two marks per suitable expansion: e.g.</p> <ul style="list-style-type: none"> • Textual analysis of other TV cookery shows (1). To look at the conventions (1) such as when and how presenters and contestants appear in the introduction (1) • One method Oriana could use could be to conduct a focus group with members of the target audience who are fans of cookery programmes (1). This is suitable because the respondents are familiar with what they enjoy about the genre (1) which would allow them to give ideas about colours, visuals, (1). • Any other suitable response 	6	Maximum three marks per suitable primary or secondary method of collecting information about the content of introduction sequences.
3 (a)	<p>One mark per secondary method identified, two marks for expansion e.g.</p> <ul style="list-style-type: none"> • Use a book on the best logo designs in the UK (1). This would be useful because it will have a collection of logos for different purposes (1) which will allow him to get information about a logo's suitability relating to TV programmes (1). • Krishner could look at a specialist design magazine (1). This would be useful because it will be written by design experts and experienced journalists (1) who will have conducted a lot of research (1). • Any other suitable response 	6	Any reference to looking at design journals, newspaper articles and educational / design apps should be credited.

Question		Answer	Mark	Guidance
3	(b)	<p>One mark per potential drawback identified, two marks for expansion e.g.</p> <ul style="list-style-type: none">• a design book is that it may be out of date (1). so Krishner would have to source a range of design books (1) to make sure the information is up to date and meets the brief about ensuring the design is modern (1).• One potential drawback of using a free design app is the number of advertisements or lack of free information (1). This would mean that Krishner would have to pay for extra information relevant to him or to stop adverts (1) so he can access the information he needs quickly to implement in the design to meet the deadline (1).• Any other suitable response	3	Need guidance about if answer not in 3a

Question	Answer	Mark	Guidance
4	<p>Level 3 (6-9 marks) There is an excellent discussion and comparison of two pre-production documents that could be used to show initial ideas to Treat TV. There will be a thorough explanation of the effectiveness of both and why they suitable in relation to the brief.</p> <p>Level 2 (4-6 marks) There is some discussion of two pre-production documents that could be used to show initial ideas to Treat TV. There may be some comparison against of why both are effective and suitable in relation to the brief.</p> <p>Level 1 (1-3 marks) There is a basic discussion of at least one pre-production documents that could be used to show initial ideas to Treat TV. There may not be a comparison.</p> <p>0 marks for responses not worthy of credit.</p>	9	<p>Read answer as a whole and then award marks. Apply a best fit principle.</p> <p>Points that may be covered:</p> <p>Pre-production documents that could be used include:</p> <ul style="list-style-type: none"> • Mindmap with positives and negatives to create an overview about initial feedback of design elements, visual effects, use of music, editing techniques. • Moodboard that clearly shows colour scheme and house style of Treat TV and 'Make Me a Baker', but this would not always be clear about editing techniques or music. • Simple storyboard that demonstrates the offline edit structure of the introduction sequence and has annotations of music. More effective than a mood board and mind map when communicating timings. • Treatment will allow timings and content to be communicated and how the content meets the brief and target audience requirements. <p>Award any other pre-production documents that can be used to communicate early ideas.</p> <p>If one pre-production document is only discussed but in depth/ or one document is wrong answers can still reach low L2. Cap at high L2 if no comparison.</p>

Question	Answer	Mark	Guidance
5	<p>One mark for the communication method, two marks for expansion: e.g.</p> <ul style="list-style-type: none"> • online project management tool, such as Basecamp (1). This is because it has the facility for multiple admin which will allow Treat TV to make revisions to any documentation (1) and changes can be monitored and tracked (1). • VOIP tool such as Skype (1). This is suitable because it will allow a conversation to take place about specific visual and aural elements (1) that may not be easy to communicate over email (1) • Any other suitable response 	6	Any viable communication method should be credited.
6	<p>One mark for a plausible regulatory issue, two marks for expansion: e.g.</p> <ul style="list-style-type: none"> • To make sure that there is no swearing in the music chosen for the title sequence (1). This is because the programme is broadcast before the watershed (1) and therefore any content chosen should abide by Ofcom regulations as being suitable for children (1) • Andrew will need to check that all content from external sponsors is appropriate (1). This is because the ASA regulate all adverts on TV and any inappropriate content will need to be taken down (1) as members of the audience could be offended which would harm both the brand and viewing figures. (1). • Any other suitable response 	6	

Question	Answer	Mark	Guidance
Section B			
7	<p>Content (max 3 marks) e.g.</p> <p>Appropriate graphics for cookery show (1) Appropriate colour scheme (1) Use of text, slogans (1) Engaging and fun design (1)</p> <p>Fitness for purpose and layout (max 3 marks) e.g.</p> <p>Resembles a logo (1) Clear title of television channel (1) Would be suitable as a social media logo (1) Is memorable (1)</p> <p>Annotations and justification (max 3 marks) e.g.</p> <p>Relationship to brief (2) Relationship to purpose (1) Relationship to audience (2)</p>	9	<ul style="list-style-type: none"> • Candidates' creativity and understanding when planning the logo. • Assessors should use a best fit approach.

Question	Answer	Mark	Guidance						
8	<p>Aimed at the full range of marks. Storyboard MUST be suitable for purpose of showing the chronological order and content of the title sequence Marks are awarded for the technical aspects of the storyboard as shown in the indicative content – how useful is the storyboard as a tool for another person to create the title sequence? Structure refers to the flow of storyline as the candidate is given the boxes to enter the information into The dotted lines are for filming and sound information NOT description/text.</p> <table border="1" data-bbox="336 422 1198 1284"> <tr> <td data-bbox="336 422 593 726">Level 3 7-9 marks</td> <td data-bbox="593 422 1198 726"> Clear structure with logical progression which can be easily followed. Content is relevant to an introductory 30 second video title sequence. 3 or more of technical (t) aspects covered – Must be consistent use for top of mark band Detail is clear and understandable. </td> </tr> <tr> <td data-bbox="336 726 593 1021">Level 2 4- 6 marks</td> <td data-bbox="593 726 1198 1021"> Structure of storyboard is clear but may not be totally logical. Content not fully relevant to context and/or introductory 30 second video title sequence. Max 2 technical (t) aspects covered – must be consistent use for top of mark band Some required detail is missing </td> </tr> <tr> <td data-bbox="336 1021 593 1284">Level 1 1-3 marks</td> <td data-bbox="593 1021 1198 1284"> Storyboard has basic structure (may not be clear). Content may not be wholly appropriate/complete in context. No technical (t) aspects covered Lack of detail in the information provided. </td> </tr> </table> <p>0 marks – no work worthy of credit</p>	Level 3 7-9 marks	Clear structure with logical progression which can be easily followed. Content is relevant to an introductory 30 second video title sequence. 3 or more of technical (t) aspects covered – Must be consistent use for top of mark band Detail is clear and understandable.	Level 2 4- 6 marks	Structure of storyboard is clear but may not be totally logical. Content not fully relevant to context and/or introductory 30 second video title sequence. Max 2 technical (t) aspects covered – must be consistent use for top of mark band Some required detail is missing	Level 1 1-3 marks	Storyboard has basic structure (may not be clear). Content may not be wholly appropriate/complete in context. No technical (t) aspects covered Lack of detail in the information provided.	9	<p>Marks are awarded for storyboard in the context of the 30 second video sequence explaining the app, considering the following points:</p> <ul style="list-style-type: none"> • number of scenes • scene content • scene numbers (t) • timings (t) • (Virtual) camera shots (e.g. close up, mid, long) (t) (Can be inferred from the drawing) • (Virtual) camera angles (e.g. over the shoulder, low angle, (t) aerial) (Can be inferred from the drawing) • 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. T is fitness for purpose</p> <p>There will be a wide interpretation of what will be seen in the title sequence for ‘Make Me a Baker’.</p> <p>Max Level 1 if storyboard is incomplete.</p>
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9*	<p>Level 4 16 - 20 marks An excellent evaluation about the effectiveness of using a set design document to show the audience ideas for the studio setting of the programme. A wide range of wholly appropriate reasons to discuss ideas with the audience will fully justify the points 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 effectiveness of using a set design document to show the audience ideas for the studio setting of the programme. A range of reasons to discuss ideas with the audience are 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 effectiveness of using a set design document to show the audience ideas for the studio setting of the programme. reasons that can be used to discuss ideas with the audience 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> <p>Level 1 - 1-5 marks Limited understanding of the ways set designs can be used to communicate ideas with the audience. 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>	20	<p>The following points may be covered:</p> <ul style="list-style-type: none"> • Set designs allow audiences to see the overall layout of the studio. In relation to the brief this means the kitchen and preparation areas are shown in relation to the audience and presenters. • Set designs allow audiences to visualise the colour scheme through annotations to ensure the brand identity of the programme is instantly recognisable. • Set designs allow audiences to visualise space and size of the studio. This may build up anticipation for any baking challenges the contestants face as part of the fun ethos of the programme. • Set designs will often require visualisation diagrams to accompany them so that the branding is clear in terms of house style. • A treatment document will also be needed to give the rationale for the choice of presenters, props and iconography which is very often not on a set design. • Allow an evaluation of social media as a suitable feedback method of sharing a set design set document.

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