

**Cambridge National**

**Creative iMedia**

**R081/01: Pre-production skills, written paper**

Level 1/2 Cambridge National Certificate/Award/Diploma

**Mark Scheme for January 2022**

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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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## 1. Annotations

<b>Stamp</b>	<b>Ref No.</b>	<b>Annotation Name</b>	<b>Description</b>
	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
<b>1</b>	<b>a</b>	Low demand question, answers could be generic theory or specific to the context DO NOT accept <b>node on its own</b> as this is in the question		
		Up to <b>one</b> mark each for identifying <b>two</b> aspects: <ul style="list-style-type: none"> <li>• Arrows/Lines/Links/Branches (1)</li> <li>• Central /Main theme/node/hub (1)</li> <li>• Colours/Colour Scheme (1)</li> <li>• Fonts (1)</li> <li>• Images/Pictures (1)</li> <li>• Shapes (1)</li> <li>• Sub-nodes (1)</li> <li>• Text/Annotation/Keywords (1)</li> <li>• Title/Heading/Subheading (1)</li> </ul>	<b>2</b> (L1Px2)	
	<b>b</b>	Low demand question. Answer can be generic or linked directly to the context of use		
		Up to <b>two</b> marks for explaining one use e.g. <ul style="list-style-type: none"> <li>• Generate ideas</li> <li>• Link items</li> <li>• Show thoughts.</li> </ul> e.g.: <ul style="list-style-type: none"> <li>• To generate/record/organise ideas (1) to show client (1)</li> <li>• To generate ideas (1) quickly (1)</li> <li>• To develop links (1) between different aspects of a topic (1)</li> <li>• To allow PlantaBottl (1) to show their ideas to the meeting (1)</li> <li>• Other suitable answer</li> </ul>	<b>2</b> (L1P, L1M)	

<b>2</b>		Low demand question Answers are taken directly from the brief provided in the QP and are DESIGN based not time/budget	
	<b>a</b>	Up to <b>one</b> mark each for identifying <b>two</b> aspects from the brief on the QP e.g.; <ul style="list-style-type: none"> <li>• (Reflect) eco-friendly (ethos) (1)</li> <li>• (Reflect) plant-based materials (used in bottles) (1)</li> <li>• (Short) animated advert (1)</li> <li>• (New) website (1)</li> <li>• Website must allow people to buy bottles (1)</li> <li>• Other suitable answer from the brief</li> </ul>	<b>2</b> (L1P, L1M)
		Low demand question Answers are taken directly from the brief provided in the QP The following are all <b>TV</b> on their own as not from the brief and are generic answers <ul style="list-style-type: none"> <li>• Budget</li> <li>• Time</li> <li>• Date</li> </ul>	
	<b>b</b>	One from e.g.: <ul style="list-style-type: none"> <li>• Advert must be reusable (1)</li> <li>• Advert on other websites from April 2022 (1)</li> <li>• Bottles will be launched in 2023 (1)</li> <li>• (Budget) £12,000 (1)</li> <li>• Cannot afford 2<sup>nd</sup> advert (1)</li> <li>• Website online by May 2022 (1)</li> <li>• Other suitable response</li> </ul>	<b>1</b> (L1M)
		<b>NO annotation needed</b>	
	<b>c</b>	<b>Award 2 marks to ALL candidates</b>	<b>2</b> (L2P, L2M)

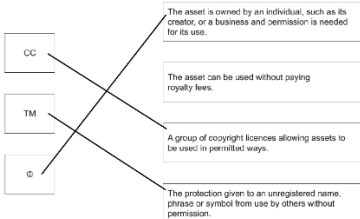
3	Correct answers only												
		<table border="1"> <thead> <tr> <th data-bbox="336 199 750 279">Part of work plan</th> <th data-bbox="750 199 1077 279">Write the correct letter below</th> </tr> </thead> <tbody> <tr> <td data-bbox="336 279 750 319">Activities</td> <td data-bbox="750 279 1077 319">B</td> </tr> <tr> <td data-bbox="336 319 750 359">Contingencies</td> <td data-bbox="750 319 1077 359">C</td> </tr> <tr> <td data-bbox="336 359 750 399">Milestones</td> <td data-bbox="750 359 1077 399">A</td> </tr> <tr> <td data-bbox="336 399 750 438">Tasks</td> <td data-bbox="750 399 1077 438">D</td> </tr> </tbody> </table>	Part of work plan	Write the correct letter below	Activities	B	Contingencies	C	Milestones	A	Tasks	D	<p data-bbox="1216 199 1317 279"><b>4</b> (L1Px3, L1M)</p>
Part of work plan	Write the correct letter below												
Activities	B												
Contingencies	C												
Milestones	A												
Tasks	D												
4	High demand question so for full marks needs to be answered in context Must identify method first.												
		<p data-bbox="324 842 1205 917">Up to <b>two</b> marks identifying <b>secondary</b> research method and describing its aid in developing colour scheme e.g.</p> <ul data-bbox="369 917 672 1021" style="list-style-type: none"> <li>• Internet/Websites</li> <li>• Books/Magazines</li> <li>• Forums/blogs</li> </ul> <p data-bbox="324 1021 403 1061">e.g.:</p> <ul data-bbox="369 1061 1205 1362" style="list-style-type: none"> <li>• Look at existing eco based websites (1<sup>st</sup>) to get theme ideas (1)</li> <li>• Research environmental organisations (1<sup>st</sup>) to see the colours and fonts that they use (1)</li> <li>• Online research of other bottle companies (1<sup>st</sup>) to see what colours they use (1)</li> <li>• Look/review an environmental report (1<sup>st</sup>) to gather ideas about colour schemes (1)</li> <li>• Other suitable answer</li> </ul>	<p data-bbox="1216 842 1317 917"><b>2</b> (L2M,L2 D)</p>										

5	a	<p>Covers the full range of marks The art skills of the candidate are <b>not</b> assessed Looking for a suitable diagram that shows knowledge of what the website homepage could contain, together with technical knowledge of how to communicate the information through the visualisation diagram.</p> <p>Is it a Visualisation Diagram? No - NAQ Is it a homepage/website page? NO- then no more than middle of MB2 for a good visualisation diagram</p>									
			<table border="1"> <tr> <td data-bbox="342 435 533 743"> <p>Level 3 7- 9 marks</p> </td> <td data-bbox="533 435 1193 743"> <p>Suitable layout for the visualisation diagram with <b>wholly relevant</b> content for the context.</p> <p><b>Fonts/Colour scheme is shown</b> and appropriate to the context. Justifications are relevant to the context.</p> <p>The visualisation diagram is <b>wholly suitable</b> for purpose of a <b>website homepage</b>.</p> </td> </tr> <tr> <td data-bbox="342 743 533 1083"> <p>Level 2 4- 6 marks</p> </td> <td data-bbox="533 743 1193 1083"> <p>Layout is <b>mostly</b> suitable although there may be weaknesses in its structure.</p> <p>Content is <b>mostly</b> relevant to the context and/or website homepage. Justifications may not be wholly relevant to the context.</p> <p>Fitness for purpose of the visualisation diagram <b>may not be fully clear</b> for a website homepage.</p> </td> </tr> <tr> <td data-bbox="342 1083 533 1422"> <p>Level 1 1 – 3 marks</p> </td> <td data-bbox="533 1083 1193 1422"> <p>Layout is <b>simplistic</b> in structure and may be <b>limited</b> in suitability for use as a website homepage.</p> <p>Content has <b>limited</b> relevance to context and/or website homepage. Justifications are weak or missing.</p> <p>The visualisation diagram will be <b>weak</b> in its fitness for purpose of the website homepage.</p> </td> </tr> </table>	<p>Level 3 7- 9 marks</p>	<p>Suitable layout for the visualisation diagram with <b>wholly relevant</b> content for the context.</p> <p><b>Fonts/Colour scheme is shown</b> and appropriate to the context. Justifications are relevant to the context.</p> <p>The visualisation diagram is <b>wholly suitable</b> for purpose of a <b>website homepage</b>.</p>	<p>Level 2 4- 6 marks</p>	<p>Layout is <b>mostly</b> suitable although there may be weaknesses in its structure.</p> <p>Content is <b>mostly</b> relevant to the context and/or website homepage. Justifications may not be wholly relevant to the context.</p> <p>Fitness for purpose of the visualisation diagram <b>may not be fully clear</b> for a website homepage.</p>	<p>Level 1 1 – 3 marks</p>	<p>Layout is <b>simplistic</b> in structure and may be <b>limited</b> in suitability for use as a website homepage.</p> <p>Content has <b>limited</b> relevance to context and/or website homepage. Justifications are weak or missing.</p> <p>The visualisation diagram will be <b>weak</b> in its fitness for purpose of the website homepage.</p>	<p><b>9</b> (L2Px2, L1M, L1D, L2Px2,L2 M,L2D,L 2D*)</p>	<p>Marks are award for the visualisation diagram considering the following points:</p> <ul style="list-style-type: none"> <li>• Content relevant to website homepage.</li> <li>• Use/Inclusion of images and buttons</li> <li>• Use of white space</li> <li>• Suitability of layout</li> <li>• Colour schemes</li> <li>• Fonts (sizes, types)</li> <li>• Promotional style including persuasive language</li> </ul> <p>The diagram should be viewed as a whole then graded appropriately.</p>
<p>Level 3 7- 9 marks</p>	<p>Suitable layout for the visualisation diagram with <b>wholly relevant</b> content for the context.</p> <p><b>Fonts/Colour scheme is shown</b> and appropriate to the context. Justifications are relevant to the context.</p> <p>The visualisation diagram is <b>wholly suitable</b> for purpose of a <b>website homepage</b>.</p>										
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	<b>b</b>	This is about the final website page format NOT the design		
		One from e.g. <ul style="list-style-type: none"> <li>• Html/Htm (1)</li> <li>• Php (1)</li> <li>• ASPX(1)</li> </ul>	<b>1</b> (L1P)	
<b>6</b>	<b>a</b>	<p>Mid to high demand question  Read whole of each answer and mark to candidates' advantage  The question does not specify the type of advert – film or animation.  The question does not specify certain job roles either - just a production team  This allows for wider interpretation by the candidates  Camera angles and shots are different – make sure marking the correct term with correct explanation.</p>		
		<p>Two marks for suitable explanation for each part of the storyboard e.g.</p> <p><b>Camera angle</b> (Accept examples of camera angles – low angle, aerial, over the shoulder etc)</p> <ul style="list-style-type: none"> <li>• To show where the camera will be placed(1) to capture the images needed (1)</li> <li>• To show the viewpoint (1) that will need to be created (1)</li> <li>• To plan for the viewpoint (1) so that the correct equipment is taken/available (1)</li> <li>• Other suitable response</li> </ul> <p><b>Timings</b></p> <ul style="list-style-type: none"> <li>• So that they know how long (1) the scene will last (1)</li> <li>• To know when to cut (1) to another scene when editing (1)</li> <li>• Other suitable response</li> </ul> <p><b>Camera shots</b> (Accept examples of camera shots – mid, long, close up etc)</p> <ul style="list-style-type: none"> <li>• To show how near (1) the camera needs to make an object in the advert look (1)</li> <li>• To show how many people (1) will be in the shot at any one time (1)</li> <li>• To plan for the shot (1) so that the correct equipment is taken/available (1)</li> <li>• Other suitable response</li> </ul>	<b>6</b> (L1Dx2, L2M, L2D, L2D*x2)	



	<b>b</b>	High demand question Looking to test knowledge of file formats and factors need to consider when selecting final product file formats		
		<p>Two marks for complete explanation e.g.:</p> <ul style="list-style-type: none"> <li>• File size</li> <li>• Image/Video quality</li> <li>• Compatibility</li> <li>• Transfer speed</li> <li>• Transfer method</li> </ul> <p>e.g:</p> <ul style="list-style-type: none"> <li>• Final file size (1) as it will be shown on a website so will need to load/downloaded/upload quickly (1)</li> <li>• Quality of images must not be blurry (1) but easy transferable across the web (1)</li> <li>• Compatibility to different devices (1) as some file types will not play on some machines or operating systems (1)</li> <li>• Whether the file type is lossy/lossless (1) because it will affect the loading time (1)</li> <li>• Other suitable response</li> </ul>	<p><b>2</b> (L2D, L2D*)</p>	
<b>7</b>	<b>a</b>	<b>i</b>	Answers are taken directly from script for both parts of Q7a	
			<p>Two from:</p> <ul style="list-style-type: none"> <li>• Drink water (1)</li> <li>• Go to till (1)</li> <li>• Pick up bottle (1)</li> <li>• Point at bottle (1)</li> <li>• Throw into bin (1)</li> <li>• Walk down street (1)</li> <li>• Walk into shop (1)</li> <li>• Walk to shelf (1)</li> </ul>	<p><b>2</b> (L2Px2)</p>
		<b>ii</b>	Correct answers only	
			<ul style="list-style-type: none"> <li>• Shop keeper (1)</li> <li>• Women (1)</li> </ul>	<p><b>2</b> (L2Px2)</p>

	<b>b</b>	<p>High demand question Looking for understanding of script conventions and how they make scripts more effective.</p>		
		<p>Three marks for suitable explanation e.g.:</p> <ul style="list-style-type: none"> <li>• Formatting</li> <li>• Layout</li> <li>• Clarity of direction/instructions</li> <li>• Shot type</li> <li>• Camera movement</li> <li>• Sound</li> <li>• Intonation/emotion/loudness</li> </ul> <p>e.g.</p> <ul style="list-style-type: none"> <li>• The speech for each character (1) should be in the middle of the page (1) to make it easier to see amongst the information (1)</li> <li>• The location should be clearer (1) so that the actors/crew (1) exactly where they are meant to be (1)</li> <li>• The character names should be in the middle (1) so that the text is easier to read (1) and you can see who is saying what easily (1)</li> <li>• More directions should be added (1) such emotion for the voices (1) so that the actors know how to say their lines properly (1)</li> <li>• Scene No/Heading (1) centre top of script (1) to inform cast/crew of which scene is being filmed (1)</li> <li>• Camera shots should be included (1) so that actors know how they will be filmed (1) so that they perform appropriately (1)</li> <li>• Other suitable response</li> </ul>	<p><b>3</b> (L2D, L2D*x2 )</p>	
<b>8</b>		<p>Correct answer only</p>	<p><b>3</b> (L1Px3)</p>	<p>If 2 lines are drawn from the symbol, mark as TV for that symbol</p>
				

9	a	Low demand question This is about the AREA not the act		
		One from: <ul style="list-style-type: none"> <li>Data Protection (1)</li> <li>Privacy (1)</li> </ul>	1 (L1P)	
	b	Low to mid demand question Candidates need to DESCRIBE steps not explain why they are done. This is NOT an ICT/Computer Science paper only a <b>working knowledge</b> is required for this paper This is NOT linked to the answer in 9a		
		Up to two marks for each suitable description e.g.: <ul style="list-style-type: none"> <li>Secure storage</li> <li>Ask permission</li> <li>Do not pass data on</li> <li>Only use/keep while needed</li> </ul> e.g. <ul style="list-style-type: none"> <li>Keep the data secure/safe (1) on a computer using a password (1)</li> <li>Only allow authorised people to view the data (1) by using levels of access (1)</li> <li>Keep the server secure (1) behind a locked door (1)</li> <li>Gain permission (1) to store their data (1)</li> <li>Delete information/data (1) when no longer needed (1)</li> <li>Ensure data is accurate (1) by checking with client (1)</li> <li>Do not pass on data (1) without gaining permission (1)</li> <li>Other suitable response</li> </ul>	4 (L1Px2, L1D, L2P)	

10	<p>The mood board /mind map is created at a planning meeting and given to the website designer. The mood board/ mind map will be used to style the look of the website being developed.</p> <p>L3 The candidate has <b>explained</b> how useful the mood board/mind map is for the website designer and how to make it more useful especially at the top end of the mark band</p> <p>L2 The candidate has <b>described</b> the mood board/mind map with <b>no linking it to the correct audience</b> – this is what the mood board/ mind map contains, this is what is missing, this is not useful, this is what could be added/improved because it does ... etc</p> <p>L1 The candidate just makes points about how the content suitable for a mood board/mind map</p> <p><b>Annotate with LEVEL ONLY.</b></p>						
		<table border="1"> <tr> <td data-bbox="327 448 490 1038">Level 3 9- 12 marks</td> <td data-bbox="490 448 1205 1038"> <p>Candidates will provide an excellent understanding of the question with clear <b>explanation</b> of the suitability of the mood board/mind map for <b>use by the documents end user (web designer)</b>.</p> <p>The strengths <b>and</b> weaknesses of the mind map are considered in equal weighting. The suggested improvements will be <b>well thought through</b> and explained in <b>context</b>.</p> <p><b>At the bottom end of Level 3 the impact on the correct audience may be missed but an explanation will be provided</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 1038 490 1460">Level 2 5- 8 marks</td> <td data-bbox="490 1038 1205 1460"> <p>Candidates will provide a good understanding of the question with strengths <b>and/or</b> weaknesses of mood board/mind map being <b>described</b>. This may be one sided.</p> <p>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 designing/creating the website.</b></p> </td> </tr> </table>	Level 3 9- 12 marks	<p>Candidates will provide an excellent understanding of the question with clear <b>explanation</b> of the suitability of the mood board/mind map for <b>use by the documents end user (web designer)</b>.</p> <p>The strengths <b>and</b> weaknesses of the mind map are considered in equal weighting. The suggested improvements will be <b>well thought through</b> and explained in <b>context</b>.</p> <p><b>At the bottom end of Level 3 the impact on the correct audience may be missed but an explanation will be provided</b></p> <p>Subject specific terminology will be used correctly and there will be few, if any, errors in spelling and punctuation.</p>	Level 2 5- 8 marks	<p>Candidates will provide a good understanding of the question with strengths <b>and/or</b> weaknesses of mood board/mind map being <b>described</b>. This may be one sided.</p> <p>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 designing/creating the website.</b></p>	<p><b>12</b> (3xL1P, L1M, L1D, 2xL2P, L1M, 2xL2D, 2xL2D*)</p> <p>Answers may include reference to:</p> <ul style="list-style-type: none"> <li>• Suitability of images</li> <li>• Relevance to website for eco-friendly bottles</li> <li>• Relevance to environment</li> <li>• Suitable detail/annotation/ explanations</li> <li>• Colours/ Lack of colour shown</li> <li>• Fonts</li> <li>• Fitness for purpose</li> <li>• Distribution of content/Overlapping</li> <li>• Linking content/grouping</li> <li>• Suitability for target audience (<b>web designer</b>)</li> <li>• Suitability for the target audience of eco-friendly bottle company/users</li> </ul> <p>Subject specific terminology covers both terminologies related to the creation of mood board as well as that related to website.</p> <p>NB. If answer is incorrect, 1 mark can still be awarded for quality of written communication.</p>
Level 3 9- 12 marks	<p>Candidates will provide an excellent understanding of the question with clear <b>explanation</b> of the suitability of the mood board/mind map for <b>use by the documents end user (web designer)</b>.</p> <p>The strengths <b>and</b> weaknesses of the mind map are considered in equal weighting. The suggested improvements will be <b>well thought through</b> and explained in <b>context</b>.</p> <p><b>At the bottom end of Level 3 the impact on the correct audience may be missed but an explanation will be provided</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>There may be errors in spelling, punctuation and grammar which may <b>not</b> be intrusive.</p>		
			Level 1 0-4 marks	<p>Limited understanding of the use a mood board or mind map that will <b>identify</b> some relevant 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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