



Oxford Cambridge and RSA

Cambridge National

Creative iMedia

R081/01: Pre-production skills

Level 1/2 Cambridge National Certificate/Award/Diploma

Mark Scheme for June 2022

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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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MARKING INSTRUCTIONS

PREPARATION FOR MARKING SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

TRADITIONAL

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.
5. **Crossed Out Responses**

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. (*The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.*)

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
- there is nothing written in the answer space.

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).














Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. The Assistant Examiner's Report Form (AERF) can be found on the RM Cambridge Assessment Support Portal (and for traditional marking it is in the *Instructions for Examiners*). Your report should contain notes on particular strength displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following:

| Descriptor | Award mark |
|---|---|
| On the borderline of this level and the one below | At bottom of level |
| Just enough achievement on balance for this level | Above bottom and either below middle or at middle of level (depending on number of marks available) |
| Meets the criteria but with some slight inconsistency | Above middle and either below top of level or at middle of level (depending on number of marks available) |

| | |
|--|-----------------|
| Consistently meets the criteria for this level | At top of level |
|--|-----------------|

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 |
|  | 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 (Added later) |

| Question | Answer | Marks | Guidance |
|----------|--------|-------|--|
| 1 | a | | Needs to be placed in context for both marks to be awarded |

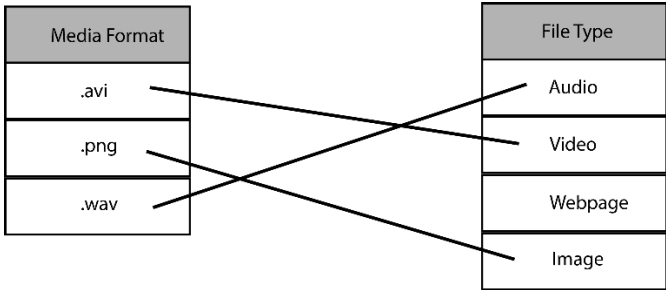
| | | | | |
|--|----|---|---|--|
| | i | <p>Two marks for suitable point and expansion e.g.</p> <ul style="list-style-type: none"> To (visually) generate ideas by collecting existing material (1) to create a feel for the album cover (1) To stimulate creative thinking (1) about how the album cover can look (1) Provides a range of ideas (1) for the albums look (1) To develop a visual look (1) for the album colour scheme (1) Other suitable response | 2 | |
| | | <ul style="list-style-type: none"> Questions is about a physical mood board so no digital aspects can be accepted e.g. music, video, animation, animated gif. Items do NOT need to be context specific if relevant to mood boards in general Allow MAX 2 for images/pictures if different uses mentioned (e.g. image of band AND picture of music both allowed). Allow MAX 2 of examples from context as BOD (e.g. Drums, guitar, singer, wolf) | | |
| | ii | <p>Four from e.g.</p> <ul style="list-style-type: none"> Colours (1) Font (Type/Size) (1) Heading/Title (1) Image/Picture (1) Logo/Graphic/Drawing (1) Material/fabric/fake fur/Textures (1) Text/annotations (1) Other suitable response (1) | 4 | |
| | b | <p>Must allow a physical mood board to be converted to digital version Do not accept printer, mobile phone, computer on its own as it is not this aspect of the multifunction devices that would be used for this purpose.</p> | | |
| | i | <p>One from e.g.</p> <ul style="list-style-type: none"> (Digital) camera (1) Photocopier (1) Scanner /Printer Scanner (1) | 1 | |
| | | <p>Answer is to provide a simple description of how to use the device. Device does not need to be mentioned</p> | | |

| | | | | |
|---|----|---|---|---|
| | ii | <p>Two marks for a full description e.g.</p> <ul style="list-style-type: none"> • Take a photo of physical mood board (1) and save it on computer / remove SD card and import to computer (1) • Scan the physical mood board on scanner (1) and save/transfer/send the digital file (1) • Lift the scanner lid and put mood board inside (1) press the button to scan the mood board (1) • Other suitable response | 2 | <p>Marks must be awarded in 1b(i) for marks to awarded in 1b(ii)</p> <p>Allow mix and match across points</p> |
| 2 | | <p>Looking for a clear understanding of what this form of research is Answer does NOT need to be in context Question is about research NOT source.</p> | | |
| | | <p>Two marks for suitable point and explanation e.g.</p> <ul style="list-style-type: none"> • First hand collection • More reliable <p>e.g.</p> <ul style="list-style-type: none"> • The collecting of data (1) from an original source (1) • The viewing of existing videos (1) to look at how special effects have been used in them to get ideas (1) • Gathering information first-hand (1) using a questionnaire/survey (1) • Other suitable response | 2 | <p>Allow mix and match across points</p> |

| | | | | | | | | | | | |
|----------------------------|---|--|----------------------------|---|---------------------------|---|---------------------------|--|------------|--------------------------|---|
| 3 | a | <p>Looking for a suitable diagram that shows technical knowledge of how to communicate the information to the artists who will create the final poster</p> <p>Ask yourself the following questions:</p> <ul style="list-style-type: none"> • Is it a visualisation diagram? - NO then NAQ • Is it a promotional poster? NO then max Level 2 • Does it fit the music tour poster context? • Is the content fit for purpose? Could someone make the final version with the information provided | | | | | | | | | |
| | | <table border="1"> <tr> <td data-bbox="331 491 450 759">Level 3 8 – 10 marks</td> <td data-bbox="450 491 1189 759"> <p>Suitable layout for the visualisation diagram with wholly relevant content for the tour poster context.</p> <p>Fonts/Colour scheme is shown and appropriate to the context. Justifications are relevant to the context.</p> <p>The visualisation diagram is wholly suitable for purpose of a creating a tour poster.</p> </td> </tr> <tr> <td data-bbox="331 759 450 1066">Level 2 5 - 7 marks</td> <td data-bbox="450 759 1189 1066"> <p>Layout is mostly suitable although there may be weaknesses in its structure.</p> <p>Content is mostly relevant to the context and/or concert poster. Justifications may not be wholly relevant to the context.</p> <p>Fitness for purpose of the visualisation diagram may not be fully clear for a concert poster.</p> </td> </tr> <tr> <td data-bbox="331 1066 450 1342">Level 1 1 – 4 marks</td> <td data-bbox="450 1066 1189 1342"> <p>Layout is simplistic in structure and may be limited/not suitable for use as a poster.</p> <p>Content has limited relevance to context and/or concert poster. Justifications are weak or missing.</p> <p>The visualisation diagram will be weak in its fitness for purpose of the concert poster.</p> </td> </tr> <tr> <td data-bbox="331 1342 450 1410">0 marks</td> <td data-bbox="450 1342 1189 1410">No work worthy of credit</td> </tr> </table> | Level 3 8 – 10 marks | <p>Suitable layout for the visualisation diagram with wholly relevant content for the tour poster context.</p> <p>Fonts/Colour scheme is shown and appropriate to the context. Justifications are relevant to the context.</p> <p>The visualisation diagram is wholly suitable for purpose of a creating a tour poster.</p> | Level 2 5 - 7 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 concert poster. Justifications may not be wholly relevant to the context.</p> <p>Fitness for purpose of the visualisation diagram may not be fully clear for a concert poster.</p> | Level 1 1 – 4 marks | <p>Layout is simplistic in structure and may be limited/not suitable for use as a poster.</p> <p>Content has limited relevance to context and/or concert poster. Justifications are weak or missing.</p> <p>The visualisation diagram will be weak in its fitness for purpose of the concert poster.</p> | 0 marks | No work worthy of credit | <p>10 Descriptors are for the top of the level</p> <p>Marks are award for the visualisation diagram considering the following points:</p> <ul style="list-style-type: none"> • Layout relevant to a concert poster e.g. <ul style="list-style-type: none"> ○ Location of elements for context ○ Suitability of layout ○ Use of white space • Fitness for purpose as visualisation diagram (technical content) <ul style="list-style-type: none"> ○ Annotations to aid final development. ○ Colour schemes reflecting location and audiences. ○ Fonts (sizes, types) • Content relevant to a concert poster e.g. <ul style="list-style-type: none"> ○ Colours ○ Date ○ Location ○ Title/band name/Tour name ○ Use/Inclusion of images and relevant items. <p>Promotional style including persuasive language The diagram should be viewed as a whole, then graded appropriately.</p> |
| Level 3 8 – 10 marks | <p>Suitable layout for the visualisation diagram with wholly relevant content for the tour poster context.</p> <p>Fonts/Colour scheme is shown and appropriate to the context. Justifications are relevant to the context.</p> <p>The visualisation diagram is wholly suitable for purpose of a creating a tour poster.</p> | | | | | | | | | | |
| Level 2 5 - 7 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 concert poster. Justifications may not be wholly relevant to the context.</p> <p>Fitness for purpose of the visualisation diagram may not be fully clear for a concert poster.</p> | | | | | | | | | | |
| Level 1 1 – 4 marks | <p>Layout is simplistic in structure and may be limited/not suitable for use as a poster.</p> <p>Content has limited relevance to context and/or concert poster. Justifications are weak or missing.</p> <p>The visualisation diagram will be weak in its fitness for purpose of the concert poster.</p> | | | | | | | | | | |
| 0 marks | No work worthy of credit | | | | | | | | | | |

| | | | | |
|--|----------|--|----------|-----------------------------|
| | b | Looking for a simple description of how a graphics tablet can be used Answer must refer to a graphics tablet not a tablet computer for full marks Do not accept easy to draw with – they are not necessarily easy to use. | | |
| | | Two marks for a full description e.g. <ul style="list-style-type: none"> • Annotations can be added (1) to the diagram to explain parts (1) • Diagram can be drawn on the tablet (1) using a stylus / pen (1) • Drawing on the tablet (1) causes the image to appear on the screen (1) • Other suitable response | 2 | |
| | c | Do not accept software such as Word Processor or Presentation as these would not be used generally in a real world organisation/situation These are the only acceptable answers | | |
| | | One from: <ul style="list-style-type: none"> • Desktop publishing (1) • Drawing/Art software (1) • Graphic software (1) • Illustration software (1) | 1 | Accept proprietary examples |
| | d | These are the only acceptable answers. | | |
| | | One from e.g. <ul style="list-style-type: none"> • JPEG/JPG (1) • PDF (1) • PNG (1) • GIF (1) | 1 | |

| 4 | | <p>This is about assets and resources for the album digital graphic Award up to 3 marks for layout (see table) Award up to 3 marks for content (see table and guidance) Add together to produce final level/mark</p> | | | | | | | | | | | | | | | | | | | | | |
|---------|------------------------------------|--|---|--------|-----------------------------------|---------|--|-------|---------|------------------------------------|---|---|---|-----------------------------------|---------|---------------------|---|-----------------------------------|--------|--------------------|-----------------------------|-----------------------------------|---|
| | | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 20%;">Layout</th> <th style="width: 10%;"></th> <th style="width: 25%;">Content</th> <th style="width: 10%;"></th> <th style="width: 20%;">Total</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3 marks</td> <td style="text-align: center;">At least 1 clear SUB - nodes</td> <td rowspan="3" style="text-align: center; vertical-align: middle;">+</td> <td style="text-align: center;">All relevant content Includes Assets and Resources</td> <td rowspan="3" style="text-align: center; vertical-align: middle;">=</td> <td style="text-align: center;">Level 3 5 or 6 marks</td> </tr> <tr> <td style="text-align: center;">2 marks</td> <td style="text-align: center;">At least 2 nodes</td> <td style="text-align: center;">Most relevant content Includes Assets or Resources</td> <td style="text-align: center;">Level 2 3 or 4 marks</td> </tr> <tr> <td style="text-align: center;">1 mark</td> <td style="text-align: center;">Basic structure</td> <td style="text-align: center;">Some relevant content</td> <td style="text-align: center;">Level 1 1 or 2 marks</td> </tr> </tbody> </table> | | Layout | | Content | | Total | 3 marks | At least 1 clear SUB - nodes | + | All relevant content Includes Assets and Resources | = | Level 3 5 or 6 marks | 2 marks | At least 2 nodes | Most relevant content Includes Assets or Resources | Level 2 3 or 4 marks | 1 mark | Basic structure | Some relevant content | Level 1 1 or 2 marks | <p>6</p> <p>Content guidance e.g.</p> <ul style="list-style-type: none"> • Assets <ul style="list-style-type: none"> ○ Colour scheme ○ Fonts ○ Relevant Images (can be more than 1 in diagram) • Resources <ul style="list-style-type: none"> ○ Computer ○ Digital camera ○ Drawing software ○ Graphics package ○ Scanner |
| | Layout | | Content | | Total | | | | | | | | | | | | | | | | | | |
| 3 marks | At least 1 clear SUB - nodes | + | All relevant content Includes Assets and Resources | = | Level 3 5 or 6 marks | | | | | | | | | | | | | | | | | | |
| 2 marks | At least 2 nodes | | Most relevant content Includes Assets or Resources | | Level 2 3 or 4 marks | | | | | | | | | | | | | | | | | | |
| 1 mark | Basic structure | | Some relevant content | | Level 1 1 or 2 marks | | | | | | | | | | | | | | | | | | |
| 5 | a | <p>Looking for a clear understanding of IP and how this is different to copyright and other aspects of design law but is protected by these laws. Copyright is part of IP This is a 3-mark question so read full expansion</p> | | | | | | | | | | | | | | | | | | | | | |
| | | <p>Three marks for suitable point and expansion e.g.</p> <ul style="list-style-type: none"> • Provides the creator with protection (1) for their created content (1) to stop people stealing the work (1) • Protects the creator's work (1) from being stolen (1) and sold as if created by another person (1) • Work created/owned by creator/company (1) that is protected from use by others (1) without consent/permission/payment (1) | <p>3</p> <p>Created content can include images, text, art, music</p> | | | | | | | | | | | | | | | | | | | | |

| | b | These are the only answers possible | | | | | | | | | | | | |
|--------------|---|---|--------------|---------------|------|---------------|------|---|----------|---------|--|-------|----------|--|
| | | <p>One mark for each correct symbol identified</p> <table border="1" data-bbox="331 268 1189 376"> <tr> <td>©</td> <td>Copyright (1)</td> </tr> <tr> <td>TM</td> <td>Trademark (1)</td> </tr> <tr> <td>CC</td> <td>Creative Commons (Licence)/Closed Caption (1)</td> </tr> </table> | © | Copyright (1) | TM | Trademark (1) | CC | Creative Commons (Licence)/Closed Caption (1) | 3 | | | | | |
| © | Copyright (1) | | | | | | | | | | | | | |
| TM | Trademark (1) | | | | | | | | | | | | | |
| CC | Creative Commons (Licence)/Closed Caption (1) | | | | | | | | | | | | | |
| | c | <p>Must be clear that the candidate is not referring to Copyright or Creative Commons Licence Royalty free – pay an initial fee and nothing extra afterwards</p> | | | | | | | | | | | | |
| | | <p>Two marks for suitable point and expansion e.g.</p> <ul style="list-style-type: none"> • Work can be used (1) after paying an initial fee for the rights to use (1) • Pay an initial fee to use (1) and can edit/alter the image (1) • No need to pay fees each time content used (1) after purchasing rights to use (1) • Other suitable response | 2 | | | | | | | | | | | |
| 6 | | These are the only possible answers | | | | | | | | | | | | |
| | | <p>One mark for each correct link.</p> <div data-bbox="376 850 1039 1141" style="border: 1px solid black; padding: 10px;"> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th style="width: 50%; padding: 5px;">Media Format</th> <th style="width: 50%; padding: 5px;">File Type</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">.avi</td> <td style="padding: 5px;">Audio</td> </tr> <tr> <td style="padding: 5px;">.png</td> <td style="padding: 5px;">Video</td> </tr> <tr> <td style="padding: 5px;">.wav</td> <td style="padding: 5px;">Webpage</td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;">Image</td> </tr> </tbody> </table>  </div> | Media Format | File Type | .avi | Audio | .png | Video | .wav | Webpage | | Image | 3 | <p>If 2 lines are drawn from the format, mark as TV for that format.</p> |
| Media Format | File Type | | | | | | | | | | | | | |
| .avi | Audio | | | | | | | | | | | | | |
| .png | Video | | | | | | | | | | | | | |
| .wav | Webpage | | | | | | | | | | | | | |
| | Image | | | | | | | | | | | | | |

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|---|--|---|--|
| 7 | Looking for understanding of why each is used in a work plan. Contingencies could cover wide range of aspects not just extra time | | |
| | <p>Two marks for suitable point and expansion for each part of a work plan.</p> <p>Tasks e.g.</p> <ul style="list-style-type: none"> • To divide the projects up (1) into manageable jobs/activities (1) • To break project down (1) into a series of steps to complete the project (1) • To group activities (1) for one of the main jobs (1) • To show what needs to be done (1) in a period of time (1) • Other suitable response <p>Milestones e.g.</p> <ul style="list-style-type: none"> • To provide key points (1) where progress can be measured (1) • To provide interim/mini deadlines (1) for completion of tasks (1) • Other suitable response <p>Contingencies e.g.</p> <ul style="list-style-type: none"> • To provide extra time (1) that can be used if a problem occurs (1) • To provide a backup plan (1) for different method of completing a task (1) • To allow extra resources (1) if the originals are unavailable (1) • Other suitable response | 6 | Allow mix and match within each aspect |

| | | | | | | | | | | |
|--|--|---|--|--|---|--|--|---|----|---|
| 8 | This question is about the suitability of the storyboard for the production team which could include camera crew, director, producer, editor, sound engineer etc | | | | | | | | | |
| | | <table border="1"> <tr> <td data-bbox="327 264 495 743"> <p>Level 3</p> <p>9- 12 marks</p> </td> <td data-bbox="495 264 1205 743"> <p>Candidates will provide an excellent understanding of the question with clear explanation of the suitability of the storyboard for use by its target audience (production team).</p> <p>The strengths and weaknesses of the storyboard 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> </td> </tr> <tr> <td data-bbox="327 743 495 1155"> <p>Level 2</p> <p>5- 8 marks</p> </td> <td data-bbox="495 743 1205 1155"> <p>Candidates will provide a good understanding of the question with strengths and/or weaknesses of storyboard 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 music video production.</p> <p>There may be errors in spelling, punctuation and grammar which may not be intrusive.</p> </td> </tr> <tr> <td data-bbox="327 1155 495 1487"> <p>Level 1</p> <p>0-4 marks</p> </td> <td data-bbox="495 1155 1205 1487"> <p>Limited understanding of the use a storyboard.</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</p> <p>9- 12 marks</p> | <p>Candidates will provide an excellent understanding of the question with clear explanation of the suitability of the storyboard for use by its target audience (production team).</p> <p>The strengths and weaknesses of the storyboard 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>Level 2</p> <p>5- 8 marks</p> | <p>Candidates will provide a good understanding of the question with strengths and/or weaknesses of storyboard 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 music video production.</p> <p>There may be errors in spelling, punctuation and grammar which may not be intrusive.</p> | <p>Level 1</p> <p>0-4 marks</p> | <p>Limited understanding of the use a storyboard.</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> | 12 | <p>Descriptors are for the top of the level</p> <p>Answers may include reference to:</p> <ul style="list-style-type: none"> • Camera movement • Clarity • Colours of film • Composition • Fitness for purpose • Layout of storyboard • Order of boards/panels • Panel numbers • Suitability for target audience – video production team not just a camera crew • Transitions • Use of colours to illustrate <p>Subject specific terminology covers both aspects related to the creation of storyboard as well as that related to concert music video.</p> <p>NB. If answer is incorrect but 1 mark can still be awarded for quality of written communication.</p> |
| <p>Level 3</p> <p>9- 12 marks</p> | <p>Candidates will provide an excellent understanding of the question with clear explanation of the suitability of the storyboard for use by its target audience (production team).</p> <p>The strengths and weaknesses of the storyboard 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> | | | | | | | | | |
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