



Oxford Cambridge and RSA

## **Cambridge National**

### **Creative iMedia**

#### **R081/01: Pre-production skills**

Level 1/2 Cambridge National Certificate/Award/Diploma

### **Mark Scheme for January 2023**

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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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## 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. Work crossed out:
  - a. where a candidate crosses out an answer and provides an alternative response this is marked, the crossed out response is not marked and gains no marks.
  - b. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.
  - c.

**6. Contradictory Responses**

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

**7. 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.)*

**8. 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.)

**9. 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.

10. 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.

11. There is a NR (No Response) option. Award NR (No Response)

- if there is nothing written at all in the answer space
- OR if there is a comment which does not in anyway relate to the question (e.g. 'can't do', 'don't know')
- OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question

Note: Award 0 marks - for an attempt that earns no credit (including copying out the question)














12. 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.

13. 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.
14. 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

## 15. 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

Question		Answer	Marks	Guidance
<b>1</b>	<b>a</b>	Needs to be placed in context for both marks to be awarded Allow mix and match		
		<p><b>Two</b> marks for suitable explanation e.g.</p> <ul style="list-style-type: none"> <li>• Visual tool</li> <li>• Generate ideas</li> <li>• Stimulate creativity</li> <li>• Develop styles/feel of product</li> </ul> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Provides a range of ideas (1) for the channel/service/campaign (1)</li> <li>• To (visually) generate ideas by collecting existing material (1) to create a feel for StreamItNow (1)</li> <li>• To develop a visual look (1) for the channel brand (1)</li> <li>• To stimulate creative thinking (1) about how StreamItNow can look (1)</li> <li>• Any other suitable response</li> </ul>	<b>2</b>	
	<b>b</b>	<p>Low level question targeted at L1P and L1M Answers must be relevant to context of the development meeting. The mood board is for developing initial ideas – it is not a final design document so the audiences must be relevant for that stage in the development process.</p>		
		<p><b>Two</b> from e.g.</p> <ul style="list-style-type: none"> <li>• Client /StreamItNow (1)</li> <li>• Design/Pre-Production Team/Production Team (1)</li> <li>• Designer (1)</li> <li>• Graphic artist (1)</li> <li>• Marketing team (1)</li> <li>• Project manager (1)</li> <li>• Target Audience of service (1)</li> <li>• Web programmer (1)</li> <li>• Any other suitable response</li> </ul>	<b>2</b>	<p>Do not accept:</p> <ul style="list-style-type: none"> <li>• Developer on own = TV</li> <li>• Director on own = TV</li> <li>• Producer</li> </ul>

	<b>c</b>	Low level question targeted at L1P and L1M. Generic content AND/OR context specific content can be included The question is about the streaming service NOT specific shows		
		<p><b>Three</b> from e.g.</p> <ul style="list-style-type: none"> <li>• Audience demographics/Target Audience (1)</li> <li>• Central theme (1)</li> <li>• Colours (1)</li> <li>• Equipment (1)</li> <li>• Images/Pictures/Drawings/Graphics/Shapes (1)</li> <li>• Lines/Branches/Links/Arrows (1)</li> <li>• Nodes (1)</li> <li>• Programmes/Films (1)</li> <li>• Sub nodes (1)</li> <li>• Text/Annotation/ Fonts (1)</li> <li>• Title (1)</li> <li>• Any other suitable response</li> </ul>	<b>3</b>	
<b>2</b>	<b>a</b>	This is a Level 1 question. Question asks to create NOT convert to digital Computers/laptop can use camera facility OR software to manipulate/edit digital mood board		
		<p><b>Two</b> from:</p> <ul style="list-style-type: none"> <li>• Camera (1)</li> <li>• Computer/laptop/tablet/smart phone (1)</li> <li>• Graphics tablet (1)</li> <li>• Keyboard (1)</li> <li>• Monitor (1)</li> <li>• Mouse (1)</li> <li>• Photocopier (1)</li> <li>• Scanner (1)</li> <li>• Any other suitable response</li> </ul>	<b>2</b>	Do not accept printer. Do not accept phone (TV)



	<b>b</b>	This is a Level 1 question. Accept brand names		
		<p><b>Two</b> from e.g.</p> <ul style="list-style-type: none"> <li>• DTP (1)</li> <li>• Graphic software (1)</li> <li>• Image editor (1)</li> <li>• PDF convertor (1)</li> <li>• Presentation software (1)</li> <li>• Any other suitable response</li> </ul>	<b>2</b>	<p>Do not accept</p> <ul style="list-style-type: none"> <li>• Google Docs/ Office 365- TV which app is being used specifically?</li> <li>• Web browser or Search engine</li> </ul>
<b>3</b>	<b>a</b>	Low demand question Closed list as these are the only items in the specification. Words to the same effect are acceptable. Do not accept age as it is in the question		
		<p><b>Three</b> from:</p> <ul style="list-style-type: none"> <li>• Accessibility/Disability (1)</li> <li>• Ethnicity/ Culture/Language (1)</li> <li>• Gender (1)</li> <li>• Income/Wealth (1)</li> <li>• Interests (1)</li> <li>• Location (1)</li> <li>• Race (1)</li> <li>• Religion (1)</li> <li>• Sexual orientation (1)</li> <li>• Social class (1)</li> </ul>	<b>3</b>	

	<b>b</b>	<p>High demand question          The streaming service is targeted at adults. This must be answered in context for full marks so referring to styles used for young viewers are not relevant unless being used to make a converse point.          Reference to foul language is not acceptable as this would not be used in the advertising campaign          Allow mix and match</p>	
		<p>Three marks for suitable point and expansion e.g.</p> <ul style="list-style-type: none"> <li>• Content</li> <li>• Colours</li> <li>• Fonts</li> <li>• Language used</li> <li>• Appeal to audience demographic</li> </ul> <p>e.g.</p> <ul style="list-style-type: none"> <li>• The audience is adult in age (1) so the colours used will be shades and tones (1) of a few colours (1)</li> <li>• Images from new TV shows will not be used (1) old show images will be used (1) to appeal to the adult audience (1)</li> <li>• Aimed at 25- 45 years old (1) so colours/fonts need to appeal to that demographic (1) such as a limited colour pallet (1)</li> <li>• Design is reminiscent of childhood TV shows (1) to appeal to the audience demographic (1) as this will draw them into the theme of the channel (1)</li> <li>• Any other suitable response</li> </ul>	<p><b>3</b></p> <p>Read whole answer and mark to the candidates best advantage.</p>

4	a	High demand question This is description of how permission for use of images can be gained		
		<p>Two marks for suitable point and expansion e.g.</p> <ul style="list-style-type: none"> <li>• Check legal position (Copyrighted/Copyright free)</li> <li>• Contact copyright owners</li> <li>• Gain permission</li> <li>• Pay fee if required</li> </ul> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Check if the images are copyrighted(1) and then seek permission to use if they are (1)</li> <li>• Must contact the copyright owners (1) and ask for permission to use the images (1)</li> <li>• Must acknowledge (1) the owners of the image when they use it (1)</li> <li>• Any other suitable response</li> </ul>	<b>2</b>	
	b	High demand question 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 Only worth 2 marks		
		<p><b>Two</b> marks for suitable point and explanation e.g.</p> <ul style="list-style-type: none"> <li>• Creative ownership</li> <li>• Ideas/logos/photographs/graphics/video/patents</li> <li>• Legal protection</li> </ul> <p>e.g.</p> <ul style="list-style-type: none"> <li>• IP is a piece of work/idea (1) that is protected by copyright/trademark/patent (1)</li> <li>• IP covers items that are not physical/cannot touch (1) that cannot be used without permission under law (1)</li> <li>• Work created/owned by creator/company (1) that is protected from use by others without consent/permission/payment (1)</li> <li>• Any other suitable response</li> </ul>	<b>2</b>	

5	a	High demand question as it its focuses The reasoning for use of a recce can be wide based on the fact that there are no programmes being filmed defined in the question. Allow mix and match													
		<p><b>Two</b> marks for suitable explanation e.g.</p> <ul style="list-style-type: none"> <li>• To check for suitable locations (1) to film a series in (1)</li> <li>• To assess safety issues/hazards (1) so reduce risks (1)</li> <li>• To check camera angles (1) when checking camera location (1)</li> <li>• To monitor sound levels (1) to see if they affect filming (1)</li> <li>• To scope out locations (1) to find the most suitable one (1)</li> <li>• Any other suitable response</li> </ul>	<p><b>2</b></p> <p>Read whole answer and mark to the candidates' best advantage.</p>												
	b	Low demand question Scaffolding is not relevant Correct Answers Only -													
		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #f2f2f2;">ISSUE</th> <th style="width: 20%;"></th> <th style="background-color: #f2f2f2;">SOLUTION</th> </tr> </thead> <tbody> <tr> <td>Low light levels</td> <td rowspan="4" style="text-align: center; vertical-align: middle;"> </td> <td>Hire a dolly</td> </tr> <tr> <td>No electricity supply</td> <td>Hire scaffolding</td> </tr> <tr> <td>Camera needs to move across road</td> <td>Hire a generator</td> </tr> <tr> <td></td> <td>Hire extra lighting</td> </tr> </tbody> </table>	ISSUE		SOLUTION	Low light levels		Hire a dolly	No electricity supply	Hire scaffolding	Camera needs to move across road	Hire a generator		Hire extra lighting	<p><b>3</b></p> <p>If 2 lines are drawn <b>from the issue</b>, mark as TV for that issue.</p>
ISSUE		SOLUTION													
Low light levels		Hire a dolly													
No electricity supply		Hire scaffolding													
Camera needs to move across road		Hire a generator													
		Hire extra lighting													

**6** The marking of this question is based upon appropriate image selection and justifications as too WHY included. Award up to 4 marks for images chosen and then add to maximum of 4 marks for justifications to get total for question. i.e. Fitness for Purpose + Justifications = Total  
 Annotations must JUSTIFY (why) and not describe the images. Justification MUST match the images awarded.  
**Annotate with LEVEL ONLY.**

Fitness for Purpose		+	Justifications		TOTAL
4 Marks	All 6 images appropriate		4 Marks	All 6 well justified	<b>L3</b> = 6 or more marks
3 Marks	4 or more appropriate images	3 Marks	4 or more justified	<b>L2</b> = 4 or 5 marks	
2 Marks	2 or more appropriate images	2 Marks	2 or more justified		
1 Mark	1 appropriate image	1 Mark	1 weak justification or descriptions	<b>L1</b> = 3 marks Or less	

**8** Mood board content related to new StreamItNow TV service – this will be shown in the justifications as well as the images selected.  
 Media could include.

- text
- font
- images
- colours
- sounds

**Images not fit for purpose:**

- 1 -Gaming,
- 5 - Primary Colours
- 7 - Newspapers
- 11 - Virtual Reality

7	a	<p>This storyboard covers all ability levels and should reflect a TV advert for the new StreamItNow service. ALL the panels provided do not need to be used if the storyboard is effective in its construction. Ask yourself the following questions:</p> <ul style="list-style-type: none"> <li>• Is it a storyboard? - NO then NAQ</li> <li>• Is it for a TV advert? - NO then max Level 2</li> <li>• Does it fit the streaming service context?</li> <li>• Does it contain technical information?</li> </ul>							
		<table border="1"> <tr> <td data-bbox="331 507 497 818">           Level 3 7-10 marks         </td> <td data-bbox="497 507 1167 818">           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 TV promotional advert</b>.             Detail is clear and understandable.         </td> </tr> <tr> <td data-bbox="331 818 497 1137">           Level 2 4- 6 marks         </td> <td data-bbox="497 818 1167 1137">           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 a TV promotional advert.             Some required detail is missing.         </td> </tr> <tr> <td data-bbox="331 1137 497 1412">           Level 1 1-3 marks         </td> <td data-bbox="497 1137 1167 1412">           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> <p>0 marks – no work worthy of credit</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 TV promotional advert</b> .  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 a TV promotional advert.  Some required detail is missing.	Level 1 1-3 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></p> <p>Marks are awarded for storyboard in the context of the promotional TV advert, considering the following points:</p> <ul style="list-style-type: none"> <li>• number of scenes</li> <li>• scene content</li> <li>• scene numbers (t)</li> <li>• timings (t)</li> <li>• camera shots (e.g. close up, mid, long) (<b>Can be inferred from the drawing</b>) (t)</li> <li>• camera angles (e.g. over the shoulder, low angle, aerial) (<b>Can be inferred from the drawing</b>) (t)</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 or other room, outdoor) (t)</li> <li>• technical direction (t)</li> <li>• camera type (t)</li> <li>• visual effects (e.g. fade, hide) (t)</li> <li>• interactive features (t)</li> </ul> <p>The storyboard should be viewed as a whole and then graded appropriately</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 TV promotional advert</b> .  Detail is clear and understandable.								
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Level 1 1-3 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>	Low demand question		
		<p><b>One</b> from e.g.</p> <ul style="list-style-type: none"> <li>• storyboardV1 (1)</li> <li>• AdvertStoryboardV2 (1)</li> <li>• promAdv_Update3 (1)</li> <li>• Using version control (1)</li> <li>• Any other suitable response (1)</li> </ul>	<b>1</b>	Example file names <b>must</b> show version control in name
<b>8</b>		Low demand question about any items that could appear on a script		
		<p><b>Three</b> from e.g.</p> <ul style="list-style-type: none"> <li>• Camera angle / movement / shot (1)</li> <li>• Characters/Names (1)</li> <li>• Dialogue /Words to be spoken (1)</li> <li>• Intonation/Expression (1)</li> <li>• Locations/INT/EXT (1)</li> <li>• <u>Scene</u> number (1)</li> <li>• <u>Scene</u> title/ <u>Scene</u> heading (1)</li> <li>• Slug line (1)</li> <li>• Sound effects (1)</li> <li>• Stage Direction (1)</li> <li>• Any other suitable response (1)</li> </ul>	<b>3</b>	

9	<p>The visualisation diagram is for device screen showing a menu system to the user once they logged on.          The visualisation diagram will be used by the web developer to create the screen menu          L3 The candidate has <b>explained</b> how useful the visualisation diagram is for the web developer and how to make it more useful          L2 The candidate has <b>described</b> the visualisation diagram with no linking it to the correct audience – this is what the visualisation diagram is this is what is missing etc          L1 The candidate just makes points about how the content suitable for a menu screen</p> <p><b>Annotate with LEVEL ONLY.</b></p>			
		<p>Level 3 9- 12 marks</p> <p>Candidates will provide an excellent understanding of the question with a clear <b>explanation</b> of the suitability of the visualisation diagram for <b>use by its target audience (web developer)</b>.</p> <p>The strengths <b>and</b> weaknesses of the visualisation diagram 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>	12	<p>Answers may include reference to:          Answers may include reference to :</p> <ul style="list-style-type: none"> <li>• Composition</li> <li>• Layout</li> <li>• Clarity</li> <li>• Use of colours</li> <li>• Fitness for purpose</li> <li>• Font type &amp; styles</li> <li>• Annotations (examples of)</li> <li>• Suitability for target audience (web developer)</li> <li>• Suitability for the client</li> </ul> <p>Subject specific terminology covers both terminologies related to the creation of visualisation as well as that related to streaming service menu screen.</p> <p>NB.          QWC.If answer is incorrect, 1 mark can still be awarded for quality of written communication.</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 visualisation diagram 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 creating the streaming screen menu.</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 visualisation diagram.</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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