Cambridge Technicals
Digital Media

Unit 2: Pre-production and planning

Level 3 Cambridge Technical in Digital Media
05843 - 05846 & 05875

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.

MARKING INSTRUCTIONS

PREPARATION FOR MARKING
RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor, 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 RM Assessor 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.

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 RM Assessor 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.)*

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.)*

Medium 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 RM Assessor **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 their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths 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:
    a.   **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
    b.   **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**

Annotation	Meaning
❓	Unclear
A	Explanation, analysis, argument
BOD	Benefit of Doubt
BP	Blank page
λ	Omission
✖	Cross
EG	Use of examples
⸗	Not relevant to specific question
R	Rubric
REP	Repeat
TV	Too vague
✔	Tick
✔₊	Excellent point

Question			Answer	Mark	Guidance
Section A					
1	**(a)**		One mark for each asset: e.g. (max 3 marks) • Sound effects (1) • Drawings (1) • Voiceover (1) • Questions /Quiz (1) • 2D or 3D backgrounds (1) • Text (1) • Other suitable response	3	An asset should not be confused with a resource – a resource is a piece of hardware, software, equipment, e.g. computer, keyboard, Adobe Photoshop. Do not count a pre-production document such as a storyboard or script as an asset.
1	**(b)**		One mark for potential consequence, two marks for suitable expansion e.g. • Deadlines would not be met (1). This is because not being able to include the required assets would mean that further time is needed to source them (1) so schedules would not be met (1). • Damaged business reputation (1). Lack of required assets shows misunderstanding of brief (1) with clients clearly to not recommend the company (1). • Project could be cancelled (1) owing to prototype not being fit purpose (1) so brief could not be fulfilled (1). • Other suitable response	3	Credit should be given for answers that demonstrate understanding of the problems not having correct assets could create. Read answer as whole.
2			One mark per audience requirement, two marks for expansion, (max 6 marks) e.g. • Primary aged children (1) this means that any language used is age-appropriate (1) so that the children understand the tasks and quiz questions (1). • Wide age range of children (1) so tasks throughout the animation should reflect different levels (1) to keep all the children engaged (1). • Other suitable response	6	Age of target audience is likely to be discussed and reasons such as need of appropriate images and language. Credit design of the character in terms or race, gender, sexuality as this is topical. Please also credit secondary audiences (e.g. teachers, parents).

	Question		Answer	Mark	Guidance
3	**(a)**		One mark for each correct planning tool: e.g. • Mind map (1) • Mood board (1) • Treatment (1) • Blue sky thinking (1) • Visualisation diagram / or concept art / sketch (1) • Other suitable response	3	Tools used should be those used to record initial ideas. Do not credit, for e.g. - Script, - Storyboard, - Recce - Risk Assessment - SWOT - Flat plan
3	**(b)**		One mark for reason, two marks for expansion (Max 3 marks), e.g. • He needs planning tools to show the navigation of the animation (1st) so that the rest of the team can see what content such as buttons are needed (1) and these can be tested based on plans (1). • So he can catalogue his research into educational resources (1st), in order to identify key features and content (1) making sure that any of the teams' plans do not copy existing resources (1). • Other suitable response	3	1st mark you award must be why Kofi needs planning tools based on his job role identified in brief. Kofi – 'interactive architect', 'communicates ideas to the client', 'organises research into educational content' – as long as job role isn't repeated do credit. Tools don't need to be specific, just why he needs them to fulfil job role.
4			One mark for client requirement, two marks for expansion: (Max 6 marks), e.g. • It has to be launched in six months time (1st). Ben will have to make sure as Project Manager that he has planned appropriate milestones for all team members (1) so no member of the team is unclear about when tasks need to be completed by (1). • The interactive animation must be help children learn Maths (1st). This means that Ben will need to make sure that has regular meetings with Kofi (1) to quality assure all educational content is age appropriate and relevant to curriculum (1). • Other suitable response	6	1st mark you award must be an appropriate client requirement to Ben's job role. Ben's job role – 'chief animator', 'project manager', 'reviewing work completed by team members' – as long as job role isn't repeated do credit. Some responses may discuss Gantt chart and project management software, such as Monday.com

Question	Answer	Mark	Guidance
5	**Level 3 (6-8 marks)** There is an excellent discussion of two project management tools that could be used. There is a balanced discussion of advantages and disadvantages of each. There is also a thorough explanation of why both are suitable for each of tasks in relation to the brief. **Level 2 (3-5 marks)** There is some discussion of two project management tools that could be used, although this may not be balanced. There may be some explanation of why at least one tool is suitable for each of tasks in relation to the brief. **Level 1 (1-2 marks)** There is a basic discussion of project management tools. Only one tool may be discussed and there may not be explanation. The brief may not be mentioned. 0 marks for responses not worthy of credit	8	Read answer as a whole and then award marks. Don't credit an initial definition of what each tool is. Project management tools that that may be covered: - Production schedule - Spreadsheets - Project Management Software packages (e.g. Apollo, Monday.com, Microsoft Project, Microsoft Teams (BOD)). - Do not credit 'online calendar or 'Google calendar' as too vague because it does not have space for activities to plan project just dates. **Advantages/disadvantages of a production schedule may include:** • Breakdown of milestones is clear. • Shows contingency planning. • Can be broken into job roles so it is easy for each team member to see their own timeframes and deadlines. • May not be online so urgent changes by project manager might not be seen. • May need to buy a specialist piece of software to create a production schedule. **Advantages/disadvantages of a spreadsheet may include:** • Easy to breakdown tasks and deadlines by colour coding. • Can use formulas for planning costs of key assets and resources. • Difficult to show contingency planning on a spreadsheet • Hard to manage data securely, so would need password or encryption.

Question	Answer	Mark	Guidance
			Advantages/disadvantages of a software packages may include: • Storage of documents are on an external server. • All team members can receive notifications of changes made via email or app. • Some project management software is costly, or free ones only have a limited number of tools to use. • Learning the systems of the project management software can take a long time that the team might not have. Discussion must be balanced to get into Level 3. Please tick to show this as well as adding the Level annotation. • So, for example, 2 ticks for one tool yet 3 for another is unbalanced so Level 2. Whereas 4 ticks for one tool yet 3 ticks for another is unbalanced BUT 7 marks so into Level 3, 3 ticks and 3 ticks is balanced but 6 so still Level 3. • Ticking for correct comments about the tool in relation to reference to the brief. • If only one correct tool has been given cap at Level 1 (max 2 marks). • Unless the answer ONLY says the project management tool only tick the evaluation. PUT SEEN as the annotation after 2 marks if capping at L1. • Don't credit bullet point as a L2/L3 answer. Ok for L1.

Question			Answer	Mark	Guidance
6			One mark for legal issue, two marks for expansion, (Max 6 marks) e.g. • Copyright and Patents Act (1). If designs for the characters in the animation are not original, then the company could be sued (1) so thorough research will need to be undertaken into children's characters in order to prevent breaking the law (1). • Data protection (1) parents will be sending feedback about the interactive animation (1) and if Jem Animations wanted to use their comments, they would need permission to publish names. • Other suitable response	6	Allow copyright and intellectual property. Credit consent as data protection – 'consent form' from parents when giving feedback on e.g. a prototype. Credit violence/inappropriate language and imagery.
7			One mark for suitable reason, one mark for expansion, (max 4 marks) e.g. • It can be tested by members of the target audience (1) meaning interactive content can be checked for suitability and usability (1) • Design features be seen by the client (1) who can make changes if it doesn't fit their original vision (1) • Other suitable response	4	

Question	Answer	Mark	Guidance
Section B			
8	**Content (max 3 marks)** e.g. Appropriate for age of audience (1) Ability to deliver instructions e.g. has a mouth, arms, ability to move (1) Appropriate suggestions for colour scheme (1) Other suitable response **Fitness for purpose (max 2 marks)** e.g. Engaging and appealing to children, e.g. not frightening (1) Relevant to brief of tutoring (1) Other suitable response **Annotations (max 3 marks)** e.g. Relevant to the brief (1) Relevant to client and audience requirements (e.g. tutoring children) (1) Functions are explained e.g. how it move and why (1) Other suitable response	8	• The concept art is suitable for children, delivers learning content and is appealing. • Use the C, F and A annotations to show how marks have been awarded. • Award marks for 'best' character if drawn more than one Hero.
9	**Content (max 4 marks)** e.g. Graphics identified (1) Sound identified (1) Text, copy or questions identified (1) Identification of whether it is an original or sourced asset (1) Library or website referenced from if sourced (1) Purpose of asset (1) Other suitable response **Layout (max 3 marks)** e.g. Follows the conventions of an asset log (2) Sections clearly labelled (1) Other suitable response	10	• The question is about the creation of a suitable and usable asset table that would allow Anika to complete his job role. • Use the C, L and F annotations to show how marks have been awarded. • Even if not in table if have bulleted four assets, for e.g. then credit

Question			Answer	Mark	Guidance
			Fitness for purpose (max 3 marks) e.g. Relevant to the brief and timescale (2) Relevant to client requirements (1) Relevant to audience requirements (1) Shows permissions (1) Other suitable response		
10*			**Level 4 16 - 20 marks** An **excellent** evaluation about creating a storyboard as part of the planning and pre-production process for the interactive animation. A wide range of **wholly appropriate** suggestions will be made in relation to the brief and will be **fully justified**. Specialist terms will be used correctly and appropriately. There will be few, if any, errors in grammar, punctuation and spelling. **Level 3 11-15 marks** A **good** evaluation about creating a storyboard as part of the planning and pre-production process for the interactive animation. A range of **appropriate** suggestions will be made in relation to the brief and will be **sometimes justified.** There will be some errors of spelling, punctuation and grammar but these are unlikely to be intrusive or obscure meaning. **Level 2 - 6-10 marks** **A basic** evaluation about creating a storyboard as part of the planning and pre-production process for the interactive animation Suggestions made are **sometimes appropriate** in relation to the brief. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive. **Level 1 - 1-5 marks** **Limited** understanding about creating a storyboard as part of the planning and pre-production process for the interactive animation is demonstrated. The examples used may be general and not linked to the context **0 marks** - no response or no response worthy of credit.	20	The following points may be covered: • A storyboard can show narrative elements between learning sessions and tasks. • A storyboard can show movement from learning activity to the quiz. • Movement and shot type of characters can be easily seen by annotations to show motion. • Key sound effects can be added to show how movement and image combine for the user. • Other documents, sitemaps and flow diagrams show the interactivity of the quiz section. • A storyboard isn't good for showing how the animation can be accessed and controlled by the target audience. • Other processes, such as creating a prototype, may also be required so the animation can be made successfully to meet requirements. Please use ticks to show number of points. Take on board the balance of argument. Use Level annotation. If the brief isn't discussed cannot get higher than L2.

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