



Oxford Cambridge and RSA

Cambridge National

Creative iMedia

R093/01: Creative iMedia in the media industry

Level 1/2 Cambridge National Certificate/Award/Diploma

Mark Scheme for January 2025

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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 RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM 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 available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

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 RM Assessor 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, email or via the RM Assessor messaging system.
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 the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.
7. 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 any way 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 is not an attempt at the question.

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

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.**
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:
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

6. Annotations

Annotation	Meaning
	Tick
	Cross
	Blank page (mandatory for all units)
	Benefit of doubt
	Too vague
	Noted but no credit given
	No example
	Benefit of doubt not given
	Not answered question
	Level 3
	Level 2
	Level 1
	Repeat

7. Subject Specific Marking Instructions

Section A										
Question		Answer	Mark	Guidance						
1		<ul style="list-style-type: none"> • A / Computer games (1) 	1	Correct answer only						
2		<p>One from e.g.</p> <ul style="list-style-type: none"> • Digital version of a book (1) • A book that can be read/listened to on a digital device (1) • An electronic book (1) • An online book (1) • Award credit for any other appropriate response 	1	Accept equivalent answers						
3		<table border="1"> <thead> <tr> <th>Space</th> <th>Answer</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Technical (1) or post-production (1)</td> </tr> <tr> <td>2</td> <td>Post-production (1)</td> </tr> </tbody> </table>	Space	Answer	1	Technical (1) or post-production (1)	2	Post-production (1)	2	Question states can only use each word once or not at all. If post-production is awarded in space 1, space 2 is a REP.
Space	Answer									
1	Technical (1) or post-production (1)									
2	Post-production (1)									
4		<p>One from:</p> <ul style="list-style-type: none"> • Advertise/Promote (1) • Educate (1) • Entertain (1) • Inform (1) • Influence (1) • Award credit for any other appropriate response 	1	Allow equivalent terminology						
5		<ul style="list-style-type: none"> • B / Education (1) 	1	Correct answer only						
6		<ul style="list-style-type: none"> • Fair dealing (1) 	1	Allow equivalent terminology						

			<ul style="list-style-type: none"> • Fair use (1) • Creative commons / CC (1) 		
7			<ul style="list-style-type: none"> • Ofcom (1) 	1	
8			<p>Two from:</p> <ul style="list-style-type: none"> • Blu-ray disc (1) • CD (1) • DVD (1) • Memory stick (1) • Paper (1) • Vinyl/Record (1) • Award credit for any other appropriate response 	2	<p>Allow equivalent terminology</p> <p>Do not accept</p> <ul style="list-style-type: none"> • media platforms • examples e.g. flyer, newspaper, films, these could be digital not physical/ not the media used to distribute

SECTION B

9	(a)	<p>Up to two marks for explaining one advantage e.g.:</p> <ul style="list-style-type: none"> • Accessible due to internet based • Low cost of creation/sending out • Mass distribution • Reduce costs • Speed of correlation/analysis • Speed of distribution • Target distribution • Award credit for any other appropriate response <p>e.g.</p> <ul style="list-style-type: none"> • Data can be collated automatically (1) allowing for quick analysis to take place (1) • Reduction in costs (1) as paper is not needed for printing (1) • Survey can be collected/used faster (1) than counting paper votes (1) • Primary data source (1) so more reliable than using someone else's data (1) • Carried out by Alooshi (1) so only they have the data not their competitors (1) • Award credit for any other appropriate response 	2	<p>Read whole response and award:</p> <ul style="list-style-type: none"> • One mark for advantage of an online survey <p>AND/OR</p> <ul style="list-style-type: none"> • One mark for reasoning/effect
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9	(b)	<p>Up to two marks for explaining one disadvantage e.g.:</p> <ul style="list-style-type: none"> • Can lie/skip parts/ Troll answer • Cyber risk • Digital divide • Junk mail • Limited choices of responses • Need internet access • Not completed • Poor wording/Unclear instructions • Award credit for any other appropriate response <p>e.g.:</p> <ul style="list-style-type: none"> • Need a device to answer survey (1) which could mean some people will not take part (1) • Data could be lost/ not sent (1) if there is not signal/connection to send data back (1) • May go into people's spam (1) so they do not answer the questions (1) • Options to select may be limited (1) so people cannot give the answer that they want (1) • Award credit for any other appropriate response 	2	<p>Read whole response and award:</p> <ul style="list-style-type: none"> • One mark for disadvantage <p>AND/OR</p> <ul style="list-style-type: none"> • One mark for reasoning/effect
9	(c)	<p>One from e.g.:</p> <ul style="list-style-type: none"> • Focus group (1) • Interview (1) • Questionnaire (1) • Street survey (1) • Award credit for any other appropriate response 	1	<p>Allow equivalent terminology</p> <p>Do not accept</p> <ul style="list-style-type: none"> • online survey.

9	(d)		<p>Up to two marks for explaining one difference e.g.:</p> <ul style="list-style-type: none"> • Qualitative information is not based on numbers (1) while quantitative information is based on collecting statistics (1) • Qualitative information is about detailed responses to questions (1) while quantitative information is about collecting the number of responses (1) • Qualitative is about descriptive details (1) while quantitative is about numbers/numeric details (1) • Award credit for any other appropriate response 	2	<p>Read whole response and award:</p> <ul style="list-style-type: none"> • One mark for qualitative aspect <p>AND/OR</p> <ul style="list-style-type: none"> • One mark for quantitative aspect
10	(a)	(i)	<p>One from e.g.:</p> <ul style="list-style-type: none"> • Multimedia product (1) • Social media <u>adverts</u> (1) 	1	Answer must be taken from the client brief in QP
10		(ii)	<p>One from e.g.:</p> <ul style="list-style-type: none"> • Posters (1) • Flyers (1) 	1	Answer must be taken from the client brief in QP
10		(iii)	<p>One from e.g.:</p> <ul style="list-style-type: none"> • Busy people (1) • People in work (1) • People who order food online (1) • People who use their phones (1) • Shoppers (1) 	1	<p>Answer must be taken from the client brief in QP</p> <p>Allow equivalent terminology</p>
10		(iv)	<p>One from e.g.:</p> <ul style="list-style-type: none"> • New shops open in <u>October</u> (1) • Campaign to start in <u>August</u> (1) • <u>3 months</u> between start of campaign and shops opening (1) 	1	<p>Answer must be taken from the client brief in QP</p> <p>Allow equivalent terminology</p>

10	(b)	<p>Up to two marks for explaining one constraint e.g.:</p> <ul style="list-style-type: none"> • Content integrity - restrictions on content e.g. natural, recyclable etc • Operational practices - restrictions based on ethical principles e.g. resources used sustainable • Creative direction - themes used in products, must reflect healthy benefits, cost of food • Marketing – certain marketing practices not allowed e.g. use/waste of lots of paper • Award credit for any other appropriate response <p>e.g.:</p> <ul style="list-style-type: none"> • How the company want to be portrayed (1) the ethos of fresh/nature will need to be reflected (1) • The affordability of the products (1) that must be reflected in any of media products produced/ production process (1) • The natural ethos that Alooshi have with their food (1) will need to be considered when developing products so not harming the environment (1) • Offer fresh food to busy workers and shoppers (1) which means two audience groups need to be targeted/planned for (1) • Award credit for any other appropriate response 	2	<p>Read whole response and award:</p> <ul style="list-style-type: none"> • One mark for ethos constraint <p>AND/OR</p> <ul style="list-style-type: none"> • One mark for impact/reasoning
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11	(a)	<p>Up to two marks for explaining one responsibility e.g.:</p> <ul style="list-style-type: none"> • Concept development • Design creation • Brand consistency • Research trends • Quality control • Award credit for any other appropriate response <p>e.g.</p> <ul style="list-style-type: none"> • Create the images (1) used in the social media campaign/ the promotional campaign (1) • Design/create the typography (1) that will be used to promote the ethos of the company (1) • Produce sketches of ideas (1) to show to Alooshi/the client (1) • Award credit for any other appropriate response 	2	<p>Read whole response and award:</p> <ul style="list-style-type: none"> • One mark for activity <p>AND/OR</p> <ul style="list-style-type: none"> • One mark for how/use/impact
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11	(b)	<p>Indicative content</p> <p>Candidates will produce an improved version of the mind map that should better meet the graphic designers' requirements.</p> <p>Marks are awarded for:</p> <ul style="list-style-type: none"> • Relevant content and Conventions <ul style="list-style-type: none"> ○ Central node ○ Number of nodes ○ Number of sub nodes ○ Linking of nodes and sub nodes ○ Logic of content clustering • Annotations that explain improvements e.g. <ul style="list-style-type: none"> ○ Ethos of company is reflected ○ Colours- details and relevance ○ Fonts – details, sizes, styles ○ Social media ○ Food ○ Clarity of detail for graphic designer ○ Will aid development of graphical advertising ○ How to cluster content better to improve understanding • Award credit for any other appropriate response 	9	<p>Level 3 (high) 7- 9 marks A comprehensive document which shows detailed understanding:</p> <ul style="list-style-type: none"> • A range of suggested improvements are included. • Improvements cover a range of components • Conventions are consistently and effectively applied • Most annotations show detailed knowledge and understanding of the suitability of the document to meet the graphic designers' requirements. <p>Level 2 (mid) 4 – 6 marks An adequate document which shows sound understanding:</p> <ul style="list-style-type: none"> • Some suggested improvements are identified. • Improvements cover some components • Conventions are adequately applied • Some annotations show sound knowledge and/or understanding of the suitability of the document to meet the graphic designers' requirements. <p>Level 1 (low) 1-3 marks A basic document which shows limited understanding:</p> <ul style="list-style-type: none"> • Few suggested improvements are identified. • Improvements cover few components • Conventions are applied in a limited way • Annotations, if present, show limited knowledge and/or understanding of the suitability of the document to meet the graphic designers' requirements.
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11	(c)	<p>One from e.g.:</p> <ul style="list-style-type: none"> • DTP (1) • Presentation software (1) • Graphic software (1) • Web based apps (1) • Word processor (1) • Award credit for any other appropriate response 	1	<p>Accept brand names- check if necessary</p> <p>Do not accept</p> <ul style="list-style-type: none"> • Suites e.g. Google Workspace, Office 365, Creative Cloud = TV
11	(d)	<p>Up to two marks for explaining one way e.g.:</p> <ul style="list-style-type: none"> • Inspiration • Concept development • Communicate/present ideas • Check creative alignment across a project • Aid decision making • Award credit for any other appropriate response <p>e.g.:</p> <ul style="list-style-type: none"> • Collect ideas from existing products/objects (1) that can be used as a stimulus for Alooshi's/client's campaign (1) • Collect colours/fonts/shapes ideas (1) to begin to develop a digital identity for Alooshi's/ client's promotional material (1) • To generate/get a range of ideas (1) to allow the campaign to appeal to the audience (1) • To express the tone of the project (1) so that designer is clear what is required (1) • Award credit for any other appropriate response 	2	<p>Read whole response and award:</p> <ul style="list-style-type: none"> • One mark for way used <p>AND/OR</p> <ul style="list-style-type: none"> • One mark for reasoning linked to context

12	(a)	<p>Up to two marks for explaining one characteristic e.g.:</p> <ul style="list-style-type: none"> • Internet access/connections • Multifunction • Portable/Lightweight • Touchscreen • Wireless • Work with apps • Award credit for any other appropriate response <p>e.g.:</p> <ul style="list-style-type: none"> • Interactive features (1) allow customers to click on links/buttons to view campaign/sign up (1) • Use wireless technologies (1) allows the customers to see the campaign content whilst on the move/out and about (1) • They use apps/ messaging/ social media/ email (1) that allows the campaign to be delivered to people (1) • Award credit for any other appropriate response 	2	<p>Read whole response and award:</p> <ul style="list-style-type: none"> • One mark for characteristic <p>AND/OR</p> <ul style="list-style-type: none"> • One mark for reasoning linked to delivering campaign
12	(b)	<p>Two from e.g.:</p> <ul style="list-style-type: none"> • Computer/Desktop/PC (1) • Flyers (1) • (Interactive) TV (1) • Kiosk (1) • Leaflets (1) • Magazine (1) • Posters/Billboards (1) • Radio (1) • Signs (1) • Smart speaker (1) 	2	<p>Must be platform not media</p> <p>Do not accept</p> <ul style="list-style-type: none"> • Mobile device or examples of e.g. laptop, smart phone, tablet

			<ul style="list-style-type: none"> • Award credit for any other appropriate response 		
12	(c)	<p>Up to two marks for explaining one property e.g.:</p> <ul style="list-style-type: none"> • Compatibility • File size- small • Layering • Lines and curves/ Not pixels • Resolution independence • Scalability • Award credit for any other appropriate response <p>e.g.</p> <ul style="list-style-type: none"> • Small in file size/ storage space used (1) which allows for quick transfer to mobile devices (1) • Images are easily scalable (1) so that they can be viewed on a range of mobile devices and keep their image quality (1) • Uses lines and curves (1) so they do not pixelate when viewed on different screens (1) • Award credit for any other appropriate response 	2	<p>Read whole response and award:</p> <ul style="list-style-type: none"> • One mark for property <p>AND/OR</p> <ul style="list-style-type: none"> • One mark for use/impact <p>Do not accept</p> <ul style="list-style-type: none"> • They are high quality on its own - they can be low resolution/quality images 	
	(d)	<p>One from e.g.:</p> <ul style="list-style-type: none"> • AVIF (1) • BMP (1) • EPS (1) • GIF (1) • HEIC/HEIF (1) – iOS based • JPEG/JPG (1) • PNG (1) • SVG (1) 	1	<p>Must be usable realistically on mobile devices - check if necessary</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • PDF <ul style="list-style-type: none"> ○ more relevant for a document / print ○ must be exported from another file type first 	

			<ul style="list-style-type: none"> • WebP (1) - Android based • Award credit for any other appropriate response 		
13	(a)	<p>Indicative content Answers may include reference to the following aspects:</p> <p>Technical set up/Operation</p> <ul style="list-style-type: none"> • Sets up audio equipment • Maintains audio equipment • Ensuring proper cable connections and signal flow • Monitoring sound levels and quality during recordings • Uses audio equipment to record required sound(s) <p>Recording/Mixing/Editing</p> <ul style="list-style-type: none"> • Recording/Adding <ul style="list-style-type: none"> ○ audio/sound effects ○ music ○ voiceovers/dialogue • Mixing multiple audio tracks together • Removing unwanted noise and artifacts <p>Quality Control</p> <ul style="list-style-type: none"> • Test sound levels • Check audio quality • Ensure syncing with video <p>Format and Delivery</p> <ul style="list-style-type: none"> • Converting audio to appropriate file formats • Ensuring compliance with broadcast standards • Preparing deliverables for different platforms <p>Collaboration</p> <ul style="list-style-type: none"> • Working with creative directors to understand the campaign vision • Coordinating with voice talent during recording sessions • Communicating with other team members about technical requirements 	6	<p>Level 3 (high) 5–6 marks A thorough explanation which shows detailed understanding:</p> <ul style="list-style-type: none"> • Two ways are identified – and two explanations attempted. • Shows detailed knowledge and understanding of the role. • Contribution is clearly explained. • Consistently uses appropriate terminology. <p>Level 2 (mid) 3–4 marks An adequate explanation which shows sound understanding:</p> <ul style="list-style-type: none"> • Two ways are identified – at least one explanation attempted. • Shows sound knowledge and/or understanding of the job role. • Contribution is adequately explained. • Sometimes uses appropriate terminology. • <p>Level 1 (low) 1-2 marks A brief explanation which shows limited understanding:</p> <ul style="list-style-type: none"> • At least one way is identified – at least one explanation is attempted. • Shows limited knowledge and/or understanding of the job role. • Contribution is explained in a basic way. • Use of appropriate terminology is limited. 	

		<ul style="list-style-type: none"> Following project timelines and deadlines <p>Award credit for any other appropriate response</p>		<p>0 marks Response is not worthy of credit</p>
13	(b)	<p>One mark explaining audio bit depth e.g.:</p> <ul style="list-style-type: none"> The number of units of data included in a sound clip (1) The number of bits used to represent each audio sample (1) It represents the quality of the audio/ more bits better quality (1) Award credit for any other appropriate response 	1	<p>Do not accept</p> <ul style="list-style-type: none"> High/ low frequency Reference to loud/quiet/sound levels

14	(a)	<p>Indicative content Answers may include reference to the following aspects are used and how their use can be improved for the Directors’ use: Relevant content and conventions Title:</p> <ul style="list-style-type: none"> • Includes the title of the script, the writer's name, and contact information. <p>Scene headings/Sluglines</p> <ul style="list-style-type: none"> • Indicate where and when a scene takes place. • ALL CAPS - INT. (interior) or EXT. (exterior), followed by the location and time of day (e.g., INT. OFFICE - DAY). <p>Scene descriptions</p> <ul style="list-style-type: none"> • Write in present tense • Keep descriptions concise and visual • Only include what can be seen or heard <p>Characters</p> <ul style="list-style-type: none"> • Name written in CAPS • Centred above the dialogue. <p>Dialogue</p> <ul style="list-style-type: none"> • Indented and written in regular sentence case. • Parentheticals (action notes/direction) below character name • Include (V.O.) for voiceover or (O.S.) for off-screen after character name <p>Technical elements</p> <ul style="list-style-type: none"> • Transitions- CAPS and left aligned e.g., FADE IN • Camera shots/movements described regular case aligned left <p>Reasoning</p> <ul style="list-style-type: none"> • Makes different parts easier to read • Breaks up the script into directions, speech etc • Allows Director to give guidance more clearly • Reduces confusion <p>Award credit for any other suitable response</p>	9	<p>Level 3 (high) 7- 9 marks A thorough discussion which shows detailed understanding:</p> <ul style="list-style-type: none"> • Shows detailed knowledge and understanding of the suitability of the script for the director. • A range of suggested improvements are identified. • Clearly explains how effectiveness is improved. • Consistently uses appropriate terminology. <p>Level 2 (mid) 4 – 6 marks An adequate discussion which shows sound understanding:</p> <ul style="list-style-type: none"> • Shows sound knowledge and understanding of the suitability of the script for the director or other users/consumers. • Some suggested improvements are identified. • Adequately explains how effectiveness is improved. • Sometimes uses appropriate terminology. <p>Level 1 (low) 1-3 marks A brief discussion which shows limited understanding:</p> <ul style="list-style-type: none"> • Shows limited knowledge and understanding of the suitability of the script for consumers/users. • Few suggested improvements are identified. • Where improvements to effectiveness are explained, this is done in a limited way. • Use of appropriate terminology is limited. <p>0 marks Response is not worthy of credit</p>
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14	(b)	<p>Two from e.g.:</p> <ul style="list-style-type: none"> • Computer/Laptop/PC/ Mobile device (1) • Keyboard (1) • Microphone (1) • Printer (1) • Stylus/Digital pen (1) • Award credit for any other appropriate response 	2	
14	(c)	<p>Up to two marks for explaining one way e.g.:</p> <ul style="list-style-type: none"> • Alter lighting • Change speeds of movement • People in scenes use non-verbal actions • Use of audio e.g. atmospheric sound • Use of camera angles/movements/shots • Use of colours • Use of questions • Use of persuasive language/tones/emphasis by actors • Award credit for any other appropriate response <p>e.g.</p> <ul style="list-style-type: none"> • Camera movement through the kitchen (1) could be used to draw viewers' attention to the food being made (1) • Using closeup shots of the meals (1) to show emphasise the ingredients and draw viewers in (1). • High tempo music could be added (1) to emphasise the speed of preparation/delivery of the food (1) 	2	<p>Read whole response and award:</p> <ul style="list-style-type: none"> • One mark for way to engage <p>AND/OR</p> <ul style="list-style-type: none"> • One mark for reasoning <p><i>NB: The script contains the owner asking questions of the viewer – this is an acceptable way</i></p>

			<ul style="list-style-type: none"> • The sound from the kitchens could be included (1) to draw people’s attention to what is happening/what Alooshi is/does (1) • Ensure voice overs are directed at the audience (1) to make them feel that they being spoken to specifically (1) • Include people enjoying their food/smiling (1) so viewers are drawn into the content (1) • Award credit for any other appropriate response 		
15	(a)	(i)	<p>Up to two marks for describing of risk e.g.:</p> <ul style="list-style-type: none"> • Location hazards • Other objects/people • Tripping • Weight of equipment • Working at heights • Award credit for any other suitable response <p>e.g.:</p> <ul style="list-style-type: none"> • Lifting heavy camera equipment (1) can lead to back injury (1) • When walking backwards to film (1) they could fall over or bang into an object (1) • Award credit for any other suitable response 	2	<p>Read whole response and award:</p> <ul style="list-style-type: none"> • One mark risk <p>AND/OR</p> <ul style="list-style-type: none"> • One mark for reasoning
15	(a)	(ii)	<p>Up to two marks for explaining one way e.g.:</p> <ul style="list-style-type: none"> • Risk assessment carried out • Regular breaks • Correct equipment • Help with lifting/moving • Award credit for any other suitable response <p>e.g.</p> <ul style="list-style-type: none"> • Cables could be covered on the floor (1) so that the camera operator would not trip over them (1) 	2	<p>Do not award any marks if 15a (i) is incorrect</p> <p>Mark the lower answer space- top is 15a (i)</p> <p>Read whole response and award:</p>

			<ul style="list-style-type: none"> • A rig harness could be used to carry the camera (1) so that the weight is distributed more evenly (1) • Camera operator can be tethered (1) so that they cannot fall when working at height (1) • Award credit for any other suitable response 		<ul style="list-style-type: none"> • One for mitigation linked to risk from 15 (a) (i) <p>AND/OR</p> <ul style="list-style-type: none"> • One mark for reasoning
15	(b)		<p>Up to two marks for purpose e.g.:</p> <ul style="list-style-type: none"> • Assess suitability e.g. size, feel of location • Identify challenges e.g. noise, people, cars • Plan logistics e.g. where to set up • Safety check e.g. hazards, mitigations, • Technical requirements e.g. power supply, access route • To find out any permissions/legal clearances e.g. fees, permits • Award credit for any other suitable response <p>e.g.:</p> <ul style="list-style-type: none"> • To check the availability of resources at a location (1) in case power needs to be supplied (1) • To check any possible hazards in a location (1) so that a risk assessment can be carried out (1) • To check that the area is suitable (1) before filming/working in the area (1) • Award credit for any other suitable response 	2	<p>Read whole response (does not ask for only one reason) and award:</p> <ul style="list-style-type: none"> • One mark for what location recce checks <p>AND/OR</p> <ul style="list-style-type: none"> • One mark for impact/reasoning

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