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# COMBINED FEEDBACK ON THE JANUARY 2014 EXAM PAPER

UNIT R081:  
PRE-PRODUCTION SKILLS

# CREATIVE iMEDIA

Level 1/2



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## INTRODUCTION


This resource brings together the questions from the January 2014 examined unit (R081), the marking guidance, the examiner's comments and the exemplar answers into one place for easy reference.


The marking guidance and the examiner's comments are taken straight from the Report to Centre for this question paper.

The Question Paper, Mark Scheme and the Report to Centre are available from:

<http://www.ocr.org.uk/qualifications/creative-imedia-level-1-2-award-certificate-j807-j817/>

 <b>Tuesday 14 January 2014 – Morning</b> Level 1/2 Cambridge National in Creative iMedia R081/01: Pre-production Skills					
Candidates answer on the Question Paper. OCR supplied materials: None Other materials required: None	Duration: 1 hour 15 minutes 				
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Candidate Surname</td> <td style="width: 50%;">Candidate Surname</td> </tr> <tr> <td>Centre number</td> <td>Candidate number</td> </tr> </table>	Candidate Surname	Candidate Surname	Centre number	Candidate number	
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<b>INSTRUCTIONS TO CANDIDATES</b> <ul style="list-style-type: none"> <li>Write your name, centre number and candidate number in the boxes above. Please write clearly and in capital letters.</li> <li>Use black ink. HB pencil may be used for graphs and diagrams only.</li> <li>Answer all the questions.</li> <li>Read each question carefully. Make sure you know what you have to do before starting your answer.</li> <li>Write your answer to each question in the space provided. Additional paper may be used if necessary but you must clearly show your candidate number, centre number and question number(s).</li> <li>Do not write in the bar codes.</li> </ul>					
<b>INFORMATION FOR CANDIDATES</b> <ul style="list-style-type: none"> <li>The number of marks is given in brackets [ ] at the end of each question or part question.</li> <li>The total number of marks for this paper is 60.</li> <li>Your Quality of Written Communication will be assessed in questions marked with an asterisk (*).</li> <li>This document consists of 12 pages. Any blank pages are indicated.</li> </ul>					
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 Oxford Cambridge and RSA
<b>Cambridge National</b> <b>Creative iMedia</b>
Unit R081: Pre-Production Skills Cambridge National Creative iMedia Level 1/Level 2 Award/Certificate/Diploma J807, J817, J827
<b>Mark Scheme for January 2014</b>
<small>Oxford Cambridge and RSA Examinations</small>

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<b>Cambridge Nationals</b> <b>Creative iMedia</b>
Level 1/2 Cambridge National Award in Creative iMedia J807 Level 1/2 Cambridge National Certificate in Creative iMedia J817 Level 1/2 Cambridge National Diploma in Creative iMedia J827
<b>OCR Report for Centres for January 2014</b>
<small>Oxford Cambridge and RSA Examinations</small>



## GENERAL EXAMINER COMMENTS ON THE PAPER

This was the first series for this examination and this has been reflected in the variety of responses by learners. A large number of marks were lost by learners being too vague in their answers and so not being specific enough in their responses.

There was a good level of knowledge regarding what the various pre-production documents are and what they contain. The understanding of how and why they are used, however, is where marks were lost. This indicated that learners have been taught how to create these documents within specific projects without the understanding of why they are being used at that stage.

This was clearly evident in the responses for question 11 where the review of an existing document was assessed. This showed where this understanding of why the various documents are used and who uses them is lacking at the moment in this first series.

This paper is vocationally focused and so is based on single context that runs throughout the entirety of the paper. Thus some questions within the paper require learners to demonstrate clearly that they can apply their knowledge specifically to the context given to gain full marks on the question. It is this aspect of the paper where learners struggled and it is advised that centres take note of this issue.

	
<b>Tuesday 14 January 2014 – Morning</b>	
Level 1/2 Cambridge National in Creative iMedia R081/01: Pre-production Skills	
Candidates answer on the Question Paper.	
<b>OCR supplied materials:</b> None	<b>Duration:</b> 1 hour 15 minutes
<b>Other materials required:</b> None	

# Question 1

## SECTION A

Winged Breath is a four person rock band. Winged Breath has a target audience ranging from 14 to 30 years of age.

Winged Breath wants to release a documentary film about the band and its next concert on DVD. You have been asked to prepare a series of pre-production documents to present to the band before filming can begin.

1 One of the first pre-production documents that Winged Breath would like to be produced is a mood board for the documentary film.

(a) Describe the purpose of a mood board.

A visual tool (1 mark)

Feel/'flow'/look (1 mark)

Other example answer:

- Assist in generation of ideas (1 mark)

[2]

(b) State two items that could be included on a moodboard.

1. Photographs

2. Fonts

Other example answers:

- Colours
- Graphics

[2]

(c) Identify one item of hardware that can be used to capture content to use on a digital mood board.

Scanner

Other example answers:

- Visualiser
- Web camera

[1]

(d) Explain one way a mood board could be used for the documentary film about Winged Breath.

Colours used (1 mark) will reflect the nature of the band (1 mark)

Other example answers:

- Images used (1 mark) will show the rock image of the band (1 mark)
- Language used (1 mark) will link to the nature of the music (1 mark)

[2]

## Mark Scheme Guidance

- 1 (a) For full marks must refer to visual aspect and about PURPOSE not description of a mood board.
- 1 (b) Accept text.
- 1 (c) Accept any device capable of capturing digital images. Do not accept computer on its own; too vague. Accept smart phone.
- 1 (d) Answer must be in relation to context of rock band/Winged Breath.  
Two marks for suitable response with explanation.

## Examiner comments

Part a) of this question asked for the purpose of a mood board, not the contents. Most learners gained one mark for mentioning it being a visual tool but did not gain full marks by giving an expanded answer about it being a visual tool used to generate ideas on a new project. A number of learners also described what they would do and did not include the purpose of the mood board.

Part b) was less demanding than part a) with learners scoring well on this as they identified components of a mood board.

Part c) asked for hardware used to capture content and was a simple question designed to reduce learners' anxiety. Too many learners mentioned computer which was too vague a response.

Part d) took what the learners knew about mood boards and asked them to apply it to the context of the paper. Learners struggled with this question not providing suitable answers related to the context of the rock bands DVD documentary. A large number of learners repeated their responses to part a).

## Question 2

- 2 When using a computer to create pre-production documents for the documentary film the health and safety of the computer user should be considered.

Identify **three** possible risks to the health and safety of the user. For each risk, state a measure that can be used to reduce the risk.

Risk 1... **Headaches (1 mark)**

Measure: **Take frequent breaks (1 mark)**

Risk 2... **Tripping over cables (1 mark)**

Measure: **Cables are covered/tied/not loose (1 mark)**

Risk 3... **Back strain (1 mark)**

Measure: **Cables are covered/tied/not loose (1 mark)**

[6]

### Mark Scheme Guidance

Risk **(1 mark)** with measure **(1 mark)**.

3 marks maximum for risk.

3 marks maximum for measure.

### Examiner comments

This was a simple question that was based on general health and safety precautions required when using a computer.

The question related to the user, not the work being created. There was a large variation in the quality of responses. Some were too vague ('posture' with no risk being identified clearly) whilst others were related to the safety of the work ('virus destroys the file').

Learners in a number of cases did not take the time to read the question fully.



## Question 3

3 The pre-production documents will be stored on a computer system. The content and ideas will be updated in response to feedback from the band.

(i) Identify a suitable method of organising and tracking the updated files.

.....  
 Versions (1 mark) .....

**Other example answers:**

- Dated folders (1 mark)
- Track changes (1 mark)
- Dated versions (1 mark)

..... [1]

(ii) Explain why this is a suitable method of organising and tracking the updated files.

.....  
 Naming files V1, V2 (1 mark)

.....  
 will stop confusion with older versions (1 mark)

**Other example answer:**

- Using dated folders keeps earlier versions together (1 mark)  
 this means that the improved versions can be identified (1 mark)

..... [2]

### Mark Scheme Guidance

3 (i) All about version control.

3 (ii) Two marks for suitable point and expansion.  
 Must relate to answer in 3i.

3 (i) Must be correct for any marks to be awarded.

### Examiner comments

This question sought to test the learners' knowledge of working practices and the use of version control in big projects. This was generally poorly answered with very few learners gaining full marks across parts i and ii. To gain full marks learners needed to identify the 'use of dated files/folders which would enable easy access to updated work/go back to earlier versions'.

## Question 4

4 The documentary film about Winged Breath will need a script and storyboard.

(a) State **two** items of information that could be included on the script.

1 Speech/dialogue (1 mark)

2 Set or location for the scene (1 mark)

Other example answers:

- Direction (eg what happens in the scene, interaction) (1 mark)
- Shot type (1 mark)
- Camera movement (1 mark)
- Sounds (eg for actions or events) (1 mark)

[2]

(b) Explain why a storyboard is a suitable pre-production document for planning the documentary film.

Pictures of band and stage (1 mark) make it easier to visualise the situation (1 mark)

Other example answers:

- Using images for moving scene from the (documentary) film (1 mark)  
is easier to relate to than text based (1 mark)

[2]

### Mark Scheme Guidance

4 (b) 2 marks for suitable explanation.

Must relate to the use as a visual tool not description of what included in a storyboard.

Must be answered in the context of the DVD documentary film to gain full marks.

### Examiner comments

This question started off with a less demanding section regarding the contents of a script before applying the use of storyboard to the paper context. Part a was generally well answered.

Part b was answered poorly as learners did not always provide suitable answers related to the context on the rock bands DVD documentary. To get the marks on this question learners needed to explain how the visual aspects of Winged Breaths Documentary DVD could be better illustrated in the form of a storyboard.

## Question 5

5 Winged Breath has requested an interactive title menu for the DVD.

State **two** items that could be included on a visualisation of the DVD menu.

1 **Logo (1 mark)**

.....

2 **Title (1 mark)**

..... [2]

**Other example answers:**

- **Image (1 mark)**
- **Suitable text (1 mark)**
- **Annotations (1 mark)**

**Mark Scheme Guidance**

"content" too vague.

**Examiner comments**

This was a less demanding question and was generally answered well with learners identifying not only items included on a DVD menu but also the items that would be included on a visualisation. However, simply stating 'text' did not gain the marks.



## Question 6

- 6 When creating the pre-production documents for the documentary film, the target audience of the final product must be considered.

Winged Breath has a target audience that ranges from 14 to 30 years of age.

- (a) State **two** aspects of the target audience, other than age, that should be considered in the pre-production documents.

1 Gender (1 mark)

.....

2 Ethnicity (1 mark)

.....

**Other example answers:**

- Income/Occupation (1 mark)
- Location (1 mark)
- Accessibility (1 mark)

[2]

- 6 During the pre-production of the documentary film, the age rating of the DVD needs to be considered.

- (a) State **two** types of content that may affect the age rating of the DVD.

1 Violence (1 mark)

.....

2 Foul language (1 mark)

.....

**Other example answers:**

- Sexual content (1 mark)

[2]

### Mark Scheme Guidance

6 (a) Do not accept interests as the question is in the context of Winged Breath.

6 (b) Must be related to **content** of DVD.

### Examiner comments

Part a) was a less demanding question where the answers could have been taken straight from the specification.

Age was not credited as this was given in the question.

Part b) was again a less demanding question where knowledge of the factors that affect the classification of a DVD was tested.

## Question 7

- 7 Create a pre-production visualisation diagram of the front cover of the DVD sleeve.

Marks will be awarded for:

- Content
- Layout
- Fitness for purpose
- Annotations to justify decisions.

To gain maximum marks all four aspects must be covered.

Content: **(maximum 3 marks)** eg

- Title
- Certification symbol
- Images of band
- Other images
- Other text **(maximum 2)**

Layout: **(maximum 3 marks)** eg

- Suitable layout for DVD cover
- Use of space
- Colour scheme

Fitness for Purpose: **(1 mark)** eg

- Size of visualisation relevant to front of the DVD cover
- Stylisation

Annotations to justify: **(maximum 2 marks)**

- Justification of one item **(1 mark)**
- Justification of more than one item **(2 marks)**

[9]

### Mark Scheme Guidance

Visualisation must be related to the context of the question to gain any marks.

Colour scheme must work.

### Examiner comments

This examination paper is marked online with papers being scanned in. These scans are in black and white. Colours added by learners do not show through and so any colours used in a design need to be shown by annotation. This will prevent learners spending time colouring in their designs where colours are needed leading to the possibility of them running out of time and so missing out other questions.

This had a wide range of marks available and asked for the front cover of the DVD to be designed. Some of the art work created under exam conditions was of an extremely high standard. This however did not gain extra marks as it was the designs fitness for purpose and content that were being marked. Whilst being generally well done a number of issues were highlighted in learners' answers. A number of the designs did not look like DVD covers and looked like a poster for a concert. The learner did not answer the question and hence gained 0 marks.

To gain full marks learners needed to annotate the design to justify their choices. A great deal of the annotation seen was just a statement of the content; 'font size 14'; 'colour black'. Whilst this is needed to show the design elements included learners needed to include justifications such as 'large text to stand out as it's the title'; 'image of wings in the sky as the band's name is Winged Breath' to gain the full marks.

## Question 8

## SECTION B

8 Winged Breath wants to produce a webpage to promote the documentary film.

Create a mind map/spider diagram for the content of the webpage.

Marks will be awarded for:

- Structure
- Content
- Relevance.

Level 3 7-8 marks	Clear structure with logical connections. Content is relevant to context <b>and</b> webpage Detail is clear and understandable.
Level 3 5-6 marks	Structure of diagram is clear but may not be totally logical. Content not fully relevant to context <b>and/or</b> webpage.
Level 1 0-4 marks	Diagram has basic structure (may not be clear). Content may not be wholly appropriate. Links may not be totally logical.

[8]

### Mark Scheme Guidance

Marks are awarded for **diagram** considering the following points:

- Recognisable diagram structure
- Logical sequence of nodes/sub-nodes
- Content relevant to Winged Breath/rock band DVD
- Content relevant to webpage (NOT website)
- Relevance of link between content for PAGE
- Suitable detail/annotation.

The **diagram** should be viewed as a whole and then graded appropriately.

Content is relevant to a page **to promote the DVD**.

Mind map **must** be **related** to the context of the question to gain any marks.

### Examiner comments

This question asked for a mind map to be created of a webpage that would promote the DVD documentary. Marks were awarded for the structure of the mind map as well as its content. To gain top marks the mind map needed to contain elements of the DVD and the webpage as well as being well structured.

This question was generally well answered. However mind maps were seen for Winged Breath websites. These did not answer the question as it asked for a webpage to promote the DVD and so were awarded 0 marks.



### Questions 9 and 10

9 Winged Breath would like to produce an audio advert for use on social networking sites to advertise the documentary film.

State a suitable file format for the final **audio** advert.

MP3

**Other example answers:**

- Mp4
- Ogg (Vorbis)
- Wav

[1]

10 Explain **one** benefit and **one** drawback of lossy compression when working with audio files.

Benefit Reduces size of file (1 mark); can store more files on a device (1 mark)

.....

.....

.....

Drawback Some of the data is lost (1 mark); can affect quality of sound (1 mark)

.....

.....

.....

[4]

#### Mark Scheme Guidance

Q10) Full marks must cover **both** benefit **and** drawback.

#### Examiner comments

Questions 9 and 10 switched focus within the context of the Winged Breath DVD to look at audio files being used for advertising the DVD.

#### Question 9

This was a less demanding question with learners' knowledge of audio file types being assessed. This question was generally well done although a small number of learners answered with video file types not taking into account the switch to audio files for the advert.

#### Question 10

This was a technical question, designed to test learners' knowledge of the different types of compression techniques for audio files. This was generally poorly done illustrating a lack of technical knowledge surrounding file types.

## Question 11

## SECTION C

## Question 11 is based on Fig. 1

Fig. 1 is the first draft of a pre-production storyboard. This will be the opening sequence of the concert chapter of the DVD.

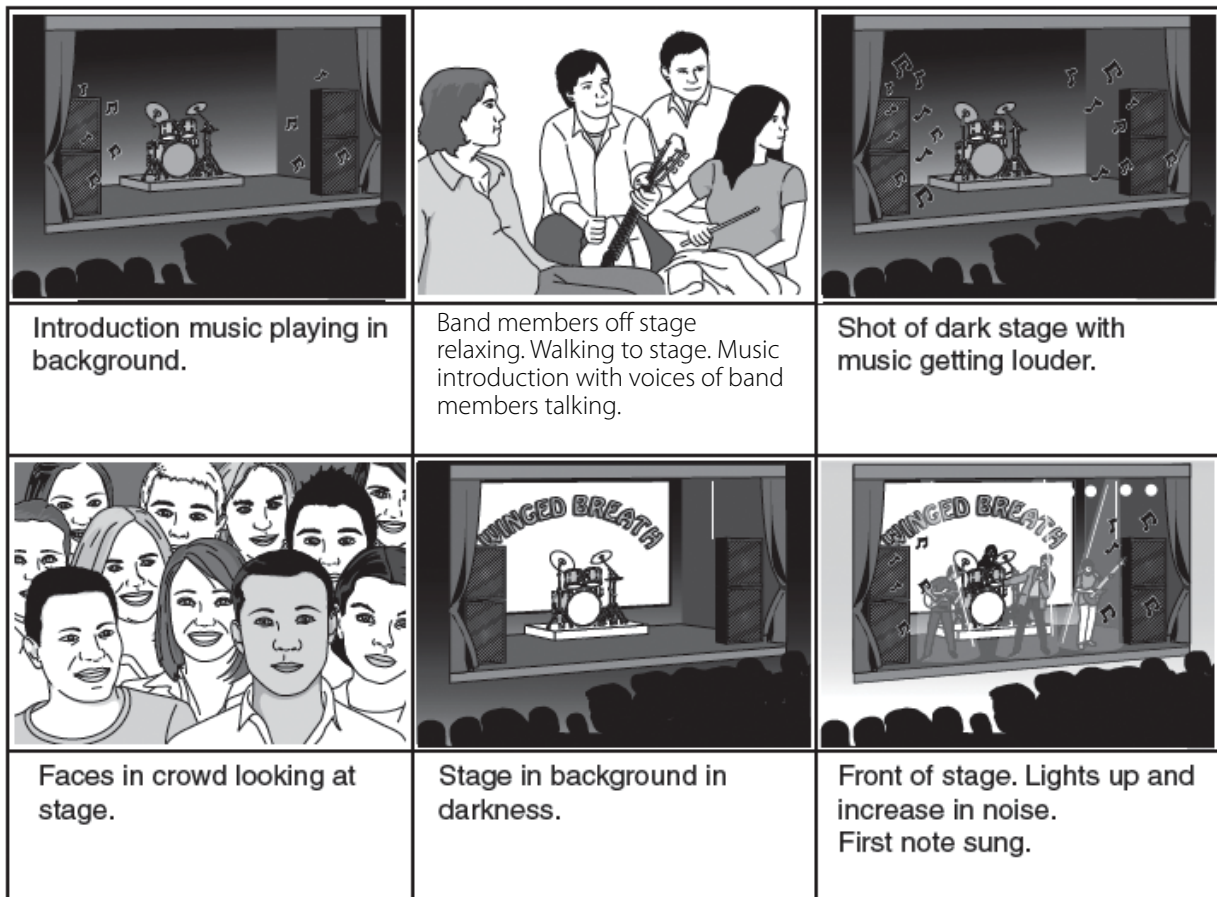


Fig. 1

**11\*** Discuss the suitability of the content of the storyboard in Fig. 1. You should include any areas for improvement. **[12]**

*The quality of written communication will be assessed in your answer to this question.*

Level 4	
10-12 marks	There will be an excellent understanding of the question with clear explanation of the suitability of the storyboard. The strengths and weaknesses of the storyboard are considered in equal weighting. The suggested improvements will be well thought out and explained in context. Subject specific terminology will be used correctly and there will be few, if any, errors in spelling, punctuation and grammar.
Level 3 7-9 marks	There will be a good understanding of the question with the strengths and weaknesses of the storyboard being considered. The improvements suggested may be limited in their detail and may not be wholly suitable to the context. There will be some use of subject specific terminology and there may be occasional errors in spelling, punctuation and grammar.
Level 2 4-6 marks	There will be a basic understanding of the question with strengths and/or weaknesses of the storyboard being identified. This <b>may</b> be one sided. Some improvements <b>may</b> be suggested but they will not be wholly suitable. There may be errors in spelling, punctuation and grammar which may <b>not</b> be intrusive.
Level 1 0-3 marks	Limited understanding of the use of storyboards. Answers will be vague and not necessarily linked to the context of the question. 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.

## Mark Scheme Guidance

The following areas should be considered in the answer:

- number of scenes
- scene content
- timings
- camera shots (e.g. close up, mid, long)
- camera angles (e.g. over the shoulder, low angle, aerial)
- camera movement (e.g. pan, tilt, zoom or using a track and dolly)
- lighting (eg types, direction)
- sound (eg dialogue, sound effects, ambient sound, music)
- locations (eg indoor studio or other room, outdoor)
- camera type.



## Examiner comments

This question was based on a storyboard provided in the examination paper. The focus of this question needed to be addressed before marks could be answered. A number of learners focused on the storyboard target audience being the viewers of the DVD documentary rather than the production team who would use the storyboard to aid their filming of the documentary. The question asked for learners to discuss the suitability of the storyboard as well as suggesting possible improvements. A discussion requires both positive and negative aspects to be raised. To gain top marks learners needed to cover both the positive and negative aspects as well as providing a range of valid suggestions for improvements that would enhance the storyboard as a tool for the production team. There were also a large number of descriptive answers which did not highlight positive and/or negative aspects and so these were limited to the lowest mark band.



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