



Cambridge National

Creative iMedia

Unit **R081**: Pre-Production Skills

Cambridge National Creative iMedia Level 1/Level 2
Award/Certificate/Diploma J807, J817, J827

Mark Scheme for January 2015

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

1		Award 0 mark
2		Award 1 mark
3		Benefit of doubt
4		Cross/Incorrect
5		Repetition
6		Noted but no credit given
7		Tick
8		Too vague
9	NBOD	Benefit of doubt not given
10	L1	Level 1
11	FA	First Answer
12	NAQ	Not answered question
13	L2	Level 2
14	L3	Level 3
		Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response

Question			Answer	Marks	Guidance
1	a	i	One from e.g. <ul style="list-style-type: none"> allow to see webpage in visual form(1) allow to see an idea for webpage will work(1) 	1	Answer must refer to the web based context
		ii	Two from e.g. <ul style="list-style-type: none"> logo(1) title(1) image(1) colours(1) font(s) (1) annotations (1) 	2	Allow features of a webpage NOT website
	b		Two marks for suitable response with expansion. e.g. <ul style="list-style-type: none"> allows easy visual view(1) of website homepage (1) can easily see (1) if the webpage fits together well(1) so can see the layout of the webpage(1) and make a change if suitable(1) 	2	Allow mix and match for suitable response based in the context of a website homepage.
2			One from e.g. <ul style="list-style-type: none"> Can see how pages can fit together to form site(1) Can generate ideas for content on page(s)/site(1) 	1	Must refer to context of website.
3			Four from e.g. <ul style="list-style-type: none"> Text/Slogan(1) Font(1) Images/sketch/logo/graphics (1) Colours /Styles /Scheme (1) Sounds(1) 	4	

Question		Answer	Marks	Guidance
4	a	<p>Two marks for suitable response with expansion e.g.</p> <ul style="list-style-type: none"> • png format retains transparency(1) so can be used on various background colours easily(1) • png files are small in size(1) so can be downloaded quickly(1) • supported by web browsers(1) and are copyright free(1) 	2	High quality alone is too vague. It must be quantified to award full marks.
	b	i	3	Max of 2 marks for issues with no expansions provided
		ii	1	Do not accept bmp, eps, psd, tiff/tis as all are too a large in size and so not suitable for web use.
		<p>One from e.g.</p> <ul style="list-style-type: none"> • jpeg/jpg(1) • pict(1) • gif (1) 		

Question		Answer	Marks	Guidance
5	a	<p>Four from e.g.</p> <ul style="list-style-type: none"> • modern look(1) • interactive(1) • dynamic(1) • multimedia(1) • include facilities(1)/enough information (1)/ events (1) • appeal to the target audience(1)/increase membership(1) 	4	
	b	<p>Three marks for suitable response with expansion. e.g.</p> <ul style="list-style-type: none"> • The project needs to be completed for the start of the summer holiday(1) so the timeline will need to work back from this(1) with key dates leading up to this(1) • The website needs to be live at the start of July(1) so the site needs to be completed before this(1) and the timeline needs to lead to this as a final deadline(1) 	3	

Question		Answer	Marks	Guidance
6		<p>Level 3: 9 - 12 Marks.</p> <p>Complex structure with logical connections including the use of sub nodes/levels. Content is wholly relevant to context and website content. Detail is clear and understandable.</p>	12	<p>This question is about the CONTENT of the website NOT the designing. Hence colours, fonts, style etc. are not relevant and Level 3 is not applicable. Please place the L2/L1 icon next to where this issue has been seen on the work to indicate this. Marks for the diagram can then be awarded based upon last 3 bullets below</p> <p>Marks are awarded for diagram considering the following points:</p> <ul style="list-style-type: none"> • Content relevant Youth# website • Content relevant to website (pages, items, navigation) • Recognisable diagram structure • Suitable detail/annotation • Logical sequence of nodes/sub-nodes • <p>The diagram should be viewed as a whole and then graded appropriately.</p> <p>This does not need to be a structure diagram of a website</p>
		<p>Level 2: 5 - 8 Marks</p> <p>Diagram has basic structure (May not be clear). Content may not be wholly appropriate. Links may not be totally logical.</p>		
		<p>Level 1: 1 - 4 Marks</p> <p>Diagram has little structure. Content may not be appropriate. Links may not be logical.</p>		
		<p>0 marks</p> <p>Answer not worthy of credit.</p>		

Question	Answer	Marks	Guidance
7	<p>Three marks for suitable response with expansion. e.g.</p> <ul style="list-style-type: none"> • Members could be have visual problems(1) so the website will need to use contrasting colours(1) that allow people to read the text easily(1) • The website will detect what device(1) it is being viewed on (1) and will load a different version(1) • The website will detect(1) the default language of the user(1) and offer the option for that language(1) • Adapting for mobile devices(1) to increase access by possible audience(1) as these devices are used by young audiences more that computers(1) • Gender should be considered(1) so the content and colours scheme (1) needs to appeal to all genders(1) • Easy to read(1) for the younger members/ less literate(1) members of the youth club(1) 	3	<p>This question is about the audience and how groups with different needs can be accommodated, not social media. Issues to consider include age, gender, disability, EAL etc.</p> <p>Accessibility should be interpreted in the context of general pre production documents.</p> <p>The effect of the factor may be given as the expansion which is acceptable.</p>

Question		Answer	Marks	Guidance
8	a	Data Protection Act(1)	1	
	b	Two from e.g. <ul style="list-style-type: none"> • Only collect data that they need(1) • Only collect the data for the purpose stated(1) • Seek permission(1)/confirm terms and conditions of use(1) • Ensure data is correct(1) • Ensure <u>sign up/registration</u> page is secure(1) 	2	This is about collecting data NOT storing data
	c	Two from e.g. <ul style="list-style-type: none"> • Ensure data is stored securely(1) • Store data in place that complies with DPA (1) • Not pass the data onto other companies/organisations/individuals (1) • That it is up to date(1) 	2	This is about storing NOT collecting data Backing up is not a requirement.
	d	One from e.g. <ul style="list-style-type: none"> • They could be sued(1) • They could be prosecuted(1) • They may have to pay a fine(1) 	1	Do not accept closure of organisation.

Question		Answer	Marks	Guidance
9	a	Two from e.g. <ul style="list-style-type: none"> • Provide a username(1) • Provide a password(1) • Create an avatar/alternative image(1) • Check that the webpage is secure (1) 	2	
	b	Two marks for suitable response with expansion. e.g. <ul style="list-style-type: none"> • Defamatory comments are <u>false</u> statements(1) that harm the reputation of an individual/group(1) • Hateful comment(1) intended to cause offense/upset(1) 	2	We are looking for the example and effect. This is not a law exam so allow student interpretation.
10		<p>Level 3: 9 – 12 Marks</p> <p>Candidates will provide an excellent understanding of the question with clear explanation of the suitability of the visualisation diagram for use by its target audience (website developers).</p> <p>The strengths and weaknesses of the visualisation diagram are considered in equal weighting.</p> <p>The suggested improvements will be well thought through and explained in context.</p> <p>Subject specific terminology will be used correctly and there will be few, if any, errors in spelling and punctuation.</p>	12	<p>The audience of this document is the web developer NOT members of the Youth#.</p> <p>Answers may include reference to :</p> <ul style="list-style-type: none"> • Composition • Layout • Clarity • Use of colours • Use of white space • Fitness for purpose • Suitability for target audience- web developer • Suitability for the client <p>Subject specific terminology covers both terminology related to the creation of visualisation diagrams as well as that related to website design.</p>

Question			Answer	Marks	Guidance
			<p>Level 2: 5 – 8 Marks. Candidates will provide a good understanding of the question with strengths and/or weaknesses of the visualisation diagram being described. This may be one sided. Some improvements may be suggested but they will not be wholly suitable. The audience for the visualisation diagram may not be clear/incorrect. There may be errors in spelling, punctuation and grammar which may not be intrusive.</p>		
			<p>Level 1: 1 -4 Marks Limited understanding of the use of visualisation diagram. 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.</p>		
			<p>0 marks Answer not worthy of credit.</p>		

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