OCR
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Cambridge **NATIONALS LEVEL 1/2**

CREATIVE iMEDIA

Cambridge
NATIONALS

Combined feedback on the January 2018 exam paper (including selected exemplar candidate answers and commentary)

Unit R081 – Pre-production skills

Version 1

ocr.org.uk/creativeimedia

CONTENTS

INTRODUCTION

This resource brings together the questions from the January 2018 examined unit (Unit R081), the marking guidance, the examiners comments and the exemplar answers into one place for easy reference.

We have also included exemplar candidate answers with commentary for questions 2(b), 7 and 9.

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

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

https://interchange.ocr.org.uk/

GENERAL EXAMINER COMMENTS ON THE PAPER

A sound level of knowledge was again seen this series about the specification in general. The trend towards less generic answers was continued highlighting a better application of knowledge in places to the context that the paper has been set in. Having said this, marks are still being lost due to the context not being fully applied. Candidates should be helped in developing their ability to read the context and then apply their knowledge to that context. The context used is never one that candidates could not relate too and so exam practice of answering questions related to a specific context needs to be increased to help candidates develop their ability to answer questions fully.

The understanding of the purpose of some of the pre-production documents is still lacking despite this being mentioned in previous reports at the end of each examination series. The ability to justify the selection of one pre-production document over another for a given context is still weak. Considering that there are only five documents in the specification this is concerning.

In a number of cases marking of the design based question was hampered due to candidates using equipment that does allow the images to be seen. Candidates must ensure that they only use a black pen or HB pencil when taking the examination.

Resources which might help address the examiner comments:

From the link below, you'll find 'The OCR guide to examinations' (along with many other skills guides)
http://www.ocr.org.uk/i-want-to/skills-guides/

Question 1

Answer **all** the questions.

SECTION A

EmVeTion is releasing a new comic and internet-based animation series which will focus on a character called Velocity Girl who is aged 14 and has the ability to move fast in water and on land. The comic and the animation series will be released at the same time. EmVeTion wants to launch an advertising campaign to promote the new comic and internet-based animation series.

1   EmVeTion has requested that you produce a physical mood board for the Velocity Girl comic and animation series.

    (a)   Identify **four** items that could be included on the physical mood board for the Velocity Girl comic and animation series.

> **Four from e.g.:**
> * Colours (1)
> * Textiles/Textures (1)
> * Text/ Words (1)
> * Images/Picture/Photos (1)
> * Graphics (1)
> * Title (1)
> * Existing hero characters (1)
> * Annotations/Labels (1)
> * Fonts (1).

[4]

    (b)   Explain **one** reason why a mood board is a suitable pre-production document for the Velocity Girl comic and animation series.

> **Two marks for point with suitable context based expansion e.g.:**
> * To develop a visual look (1) for the comic colour scheme(1)
> * It allows the look (1) of Velocity Girl to be developed (1)
> * Produce a feel (1) for the comics style (1)
> * Provides a range of ideas (1) for the characters look (1).

[2]

    (c)   Describe **one** method for converting the physical mood board into a digital version.

> **Two marks for a full description of method e.g.:**
> * A photograph(1) can be taken using a digital camera(1)
> * It can be scanned(1) using a scanner/photocopier (1).

[2]

Mark Scheme Guidance

Question 1(a):

This is an initial planning document, so the answers do not need to be in context.

It is also physical, so textiles can be included.

Allow Images/Picture/Photos more than once if different uses mentioned (e.g. image car AND image girl both allowed).

Question 1(b):

Full marks only awarded if answer is in context.

Question asks for one reason.

Do not accept product = Too vague.

Question 1(c):

Read whole response and award method (1) equipment (1) in the description.

Examiner comments

Question 1(a) – This question was generally well answered. However, the question asks for items and there were, once again, too many answers that could not be classified as items. Candidates should also ensure that they read the questions fully as a number of responses were seen where 'text' was given. This was not acceptable as it is too vague to be an item. A number of responses were also seen referring to video and audio which were not acceptable in this context as the question referred to physical mood board.

Question 1(b) – This was well answered for one mark, with the second expansion mark often omitted.

Many responses seen were too vague with phrases such as 'to generate ideas' being used. This is not specific enough an answer as this could refer to a spider diagram, one of the other pre-production documents in the specification. This highlighted again the lack of understanding of the reasons for why specific documents are used.

Question 1(c) – This question saw a mixed set of responses, mainly due to candidates not reading the command word in the question correctly. The question required candidates to describe how the physical mood board could be converted into a digital version, i.e. how to use a piece of hardware to do this.

Question 2

2   **Fig. 1** is a work plan for the production of the Velocity Girl comic.

Front Cover **D**	Start	Duration
Head Title	10	2
Main Image	10	3
Image 2 Creation	10	3
Image 3 Creation	12	3
Draft 1	14	2
Review	16	1
Draft 2	17	2
Final Set	19	1
Main Story		
Storyline	1	3 **A**
Artwork	2	7
Draft 1	8	2
Review 1	9	1
Draft 2	10	3
Review 2	12	1
Final Version **C**	12	6
Final Print Set	20	1
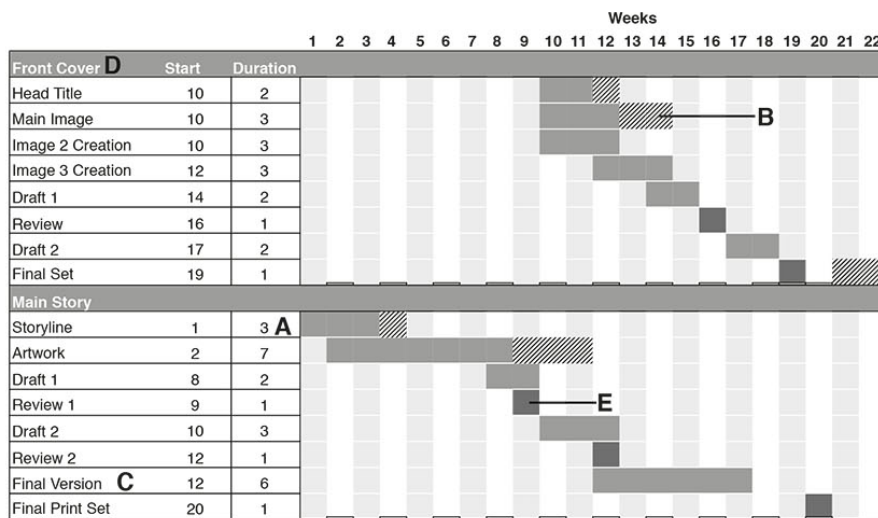
Fig. 1

(a) Using **Fig. 1**, complete the table below to identify the different parts of the work plan.

The first row of the table has been filled in for you.

Terminology	Letter
Tasks	**D**
Timescales	A
Contingencies	B
Milestones	E
Activities	C

[4]

(b) Using **one** of the tasks on the work plan, explain how the term 'workflow' is applied to the production of the Velocity Girl comic.

Three marks for a fully developed explanation e.g.:
• With the front cover (1) the title and images need to be created before (1) they can be put together to create draft 1 (1).
• In the main story (1) the artwork and storyline need to be created (1) before draft 1 can be made (1).

[3]

Mark Scheme Guidance

Question 2(a):

Letters must be in the table.

Question 2(b):

First mark is for example from work plan.

Max 2 marks for explanation with no example from work plan.

If two tasks are used, only credit the first – list marking.

Examiner comments

Question 2(a) – This answer demonstrated a full range of marks being awarded with candidates generally showing a good understanding the different aspects of a work plan.

Question 2(b) – The responses seen to this question generally showed a weakness in the understanding of the concept of workflow in workplans. Whilst many candidates gained one mark for providing an example from the work plan, the awarding of higher targeted expansion marks was limited. The concept of workflow is an area of weakness that should be addressed for future series.

Exemplar candidate work
Question 2(b) – Low level answer

(b) Using **one** of the tasks on the work plan, explain how the term 'workflow' is applied to the production of the Velocity Girl comic.

Workflow is applied to the production when you are creating ~~the Stage 3 feature~~' the 'Draft 2' as it does not overlap any of the other tasks.

[3]

Commentary

This answer gains only one mark for correctly identifying an example from the work plan provided in the paper. In this case the candidate has selected 'draft 2'.

To gain higher marks the candidate needed to explain about how tasks are completed in an order based upon previous tasks, with some tasks and activities overlapping others, not as the candidate has stated here.

Question 2(b) – High level answer

(b) Using **one** of the tasks on the work plan, explain how the term 'workflow' is applied to the production of the Velocity Girl comic.

Workflow can be seen to be applied to the production of the Velocity Girl comic in the task of 'main story'. As one milestone nears towards being completed, the next one begins. This is so there is work constantly taking place to achieve the final completion of the [3] comic.

Commentary

This response gains full mark for identifying an example from the work plan provided, in this case the 'main story'.

The second and third marks are then awarded for the candidate explaining how the use of milestones being completed before other tasks are started allows the work to proceed in a logical manner.

Questions 3 and 4

3 Describe **two** health and safety issues that should be considered when the animators are using computers to develop the Velocity Girl comic and animation series.

1 ......

Marks to be awarded in pairs for two good descriptions e.g.:
- Animators will need a supportive chair (1) to protect their back when working at the computer(1)
- Animators can suffer with RSI (1) when they are working at a computer for a number of hours drawing the animations(1)
- The animators may develop eye problems/strain (1) so they will need to be able to enlarge their screens to look at/take regular breaks (1)
- Cables could be tripped over (1) so they need to be covered/protected (1)
- No drinks/liquid near computer (1) so do not short the computer/electrical devices (1).

2 ......

[4]

4 The animation series of Velocity Girl requires the creation of a number of storyboards. The series will be shown on the internet and it will consist of a number of episodes called webisodes.

(a) **(i)** Identify **two** items of hardware that could be used to create the Velocity Girl animation series.

1 ......

Two marks from e.g.:
- Mouse (1)
- Computer (1)
- Graphics tablet (1)
- Keyboard (1)
- Video Camera (1)
- Camera (1).

2

[2]

(ii) Identify **two** types of software, other than animation software, that could be used during the production of the Velocity Girl animation series.

1 ......

Two marks from:
- Graphics/Image editing package (1)
- Word processor (1)
- Project management (1)
- Spreadsheet (1)
- Desktop Publishing (DTP) (1)
- Audio production/editing (1).

2

[2]

(b) Explain **one** reason why a storyboard is a suitable pre-production document for a Velocity Girl webisode.

Two marks for suitable point and explanation e.g.:
- Allows the animators (1) to see a visual representation of the storyline (1)
- Allows the different scenes (1) of the animation to be seen to check that they fit together (1)
- Plan the duration of the scene (1) so that the animation can be the correct length (1)
- Know the order (1) in which to create the scenes (1).

[2]

Mark Scheme Guidance

Question 3:

One mark for issue and one for expansion of description.

Max two per description.

Do not accept 'classroom rules'.

Do not accept liquid causes fire.

Question 4(a)(i):

Accept answers related to animation context.

Camera is allowed as Stop Motion Animation is a possible option.

Do not accept tablet on own – too vague.

Do not accept Desktop or Tower – too vague.

Question 4(a)(ii):

These answers only.

Brand names can be credited.

This is about the whole production process, so answer can relate to all aspects, but this is about an ANIMATION not the comic.

Question 4(b):

Full marks only awarded if answer is in context.

Examiner comments

Question 3 – This question saw a mixed set of responses, mainly due to candidates not reading the command word in the question correctly. The question asked for a description of health and safety issues, not an explanation of an issue and how it could be resolved. This is what was seen from a large number of candidates. A number of responses were also seen where candidates used 'classroom rules' as their answers which were not suitable for the context of a professional company. Hence marks were again lost on this question.

Question 4(a)(i) – This question was targeted at a low level of knowledge and was generally well answered. However, there were many vague answers provided i.e. tablet - does this refer to a drawing tablet or a tablet computer. This was not credited.

Question 4(a)(ii) – This question was targeted at a low level of knowledge and was generally well answered. However, there were many responses that identified software that centres may use to complete coursework but are not appropriate for the professional based context of the examination scenario. A number of responses were also seen where candidates provided two examples of one type of software.

Question 4(b) – This was well answered for one mark, with the second expansion mark often omitted. This highlighted again the lack of understanding of the reasons for why specific documents are used. Too many responses seen were generic, possibly referring to a number of other documents and not to the use of a storyboard in this context.

Questions 5 and 6

5   The production of the Velocity Girl comic and animation series is governed by a number of acts of legislation.

(a)   Identify **two** acts of legislation that would apply to the creation of the animated series. Choose from the list below and place a tick (✓) in the boxes alongside the **two** relevant acts.

Acts of legislation	Relevant act
Data Protection Act	
Communications Act	
Copyright, Designs and Patents Act	✓
Health and Safety at Work Act	✓

[2]

(b)   The Velocity Girl character will be protected by intellectual property rights held by EmVeTion. Explain **one** reason why the intellectual property rights are important to EmVeTion.

Two marks for a full explanation e.g.:
- Stops any other animation company (1) using/copying the character without permission (1)
- Prevents any merchandising company (1) producing products based on that character without permission (1)
- Prevents any organisation or individual (1) from profiting or misusing the character (1)

[2]

6   Identify a suitable file format for the final electronic versions of the following products:

Velocity Girl comic ....

Velocity Girl webisode .

Two marks for appropriate file types for documents e.g.:
- Velocity Girl Comic: PDF (1), jpeg (1), doc (1), TIFF (1), PNG (1)
- Velocity Girl webisode: swf (1), mov (1), html5 (1), flv (1), mp4 (1).

[2]

Mark Scheme Guidance

Question 5(a):

Correct answer only

Candidates may Tick and Cross in any number of ways, read carefully.

If candidate enters more than two ticks, mark first two only.

Question 5(b):

Do not accept anything regarding copyright.

Question 6:

Allow suitable file types.

Do not accept:

• MPV – this is a player not file format

• GIF – does not fit the context, would not create webisode in a GIF.

Examiner comments

Question 5(a) – This question was targeted at a low level of knowledge and saw a range of responses. A large number of responses seen used a 'default' of Data Protection Act and the Copyright, Designs and Patents Act. This highlighted a general weakness in the understanding of the legislation that is involved in the creative media sector and candidates did not apply it correctly to the context.

Question 5(b) – This question was targeted towards the higher end of knowledge and understanding and saw a wide range of marks being awarded, with a tendency towards the lower numbers being given. Many responses referred to copyright and not to intellectual property rights highlighting again a lack of the understanding of the legislation that is involved in the creative media sector.

Question 6 – This question was targeted at a low level of knowledge and was generally well answered. However, there were many answers that again showed a lack of understanding of the different file formats that are appropriate for the context.

Question 7

SECTION B

7 The Velocity Girl comic is a new comic series that is due to be launched in January. Velocity Girl is about a girl aged 14 who has the ability to move fast in water and on land. The main target audience is girls aged between 10 and 16. EmVeTion hopes that boys will also read the comic.

You have been asked to create a visualisation diagram for the front cover of the first edition of the Velocity Girl comic.

Marks will be awarded for:

- content
- layout
- fitness for purpose
- annotations to justify decisions.

[9]

Marks are award for the visualisation diagram considering the following points:
Content – suitable for a comic front cover e.g.:
- Title
- Images of Velocity Girl
- Price
- Other images
- Other text.

Layout: Suitable for Comic Front Cover e.g.:
- Use of space
- Colour scheme.

Fitness for Purpose e.g.:
- Size of visualisation relevant to front cover of Comic
- Stylisation.

Annotations to justify decisions.

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

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Turn over

Mark Scheme Guidance

Mark Band 3 (7–9 marks)

Suitable layout for the visualisation diagram with **wholly relevant** content for the context.

Colour scheme is shown and appropriate to the context. Justifications are relevant to the context.

The visualisation diagram is **wholly suitable** for purpose of a comic front cover.

Mark Band 2 (4–6 marks)

Layout is mostly suitable although there may be weaknesses in its structure.

Content is mostly relevant to the context and/or the comic. Justifications may not be wholly relevant to the context.

Fitness for purpose of the visualisation diagram may not be suitable for the purpose of a comic front cover.

Mark Band 1 (1–3 marks)

Layout is simplistic in structure and may be limited in suitability for use as a front cover.

Content has limited relevance to context and/or comic.   Justifications are weak or missing.

The visualisation diagram will be weak in its fitness for the purpose of a comic front cover.

0 marks

No indication that this is a visualisation diagram of a front cover so it is not worthy of credit.

Examiner comments

Compared to earlier examination series the creation of the wrong document was again not seen as often, which is a positive movement. However, marks were often lost by candidates where it was not clear that the response was a comic cover rather than a DVD cover or poster. This shows again that candidates still need to apply their work more fully to the context provided.

At the top end of the mark scheme some of the visualisations produced were of the highest quality.

Exemplar candidate work
Question 7 – Medium level answer

7   The Velocity Girl comic is a new comic series that is due to be launched in January. Velocity Girl is about a girl aged 14 who has the ability to move fast in water and on land. The main target audience is girls aged between 10 and 16. EmVeTion hopes that boys will also read the comic.

You have been asked to create a visualisation diagram for the front cover of the first edition of the Velocity Girl comic.

Marks will be awarded for:

· content
· layout
· fitness for purpose
· annotations to justify decisions.   [9]

Commentary

This response was graded in the middle mark band as it is clearly a visualisation of the comic front cover.

The diagram contains several elements that show it is a comic cover such as a title, barcode and 'first edition' in the top corner. There is some annotation, but this only indicates what is on the cover.

To access the higher mark band the annotations, need to clearly show the colour scheme and other aspects such as fonts, font sizes that would allow the actual front cover to be created by the graphic artist.

The box that states 'content' is also not that clear and would need to be clearer regarding its purpose to show that the visualisation if wholly suitable for the purpose of the comic front cover.

Question 8(a)(i)

8   **Fig. 2** is an excerpt from the script for webisode 1 of the Velocity Girl animation series. In this section, Velocity Girl discovers that she can swim fast, as well as run fast.

> EXT. (EXTERIOR) – STREET
> Long shot
> Velocity Girl runs down the street (fast) chasing the jewel thief towards the marina.
>
> EXT. (EXTERIOR) – MARINA
> Mid shot
> Jewel thief jumps into a boat in the marina and starts the engine.
> Jewel thief looks at Velocity Girl as she gets to the marina. (Smiles) Jewel thief moves boat away from the marina's side.
>
> Mid shot
> Velocity Girl stops at the end of the marina and watches the boat move away.
>
> VELOCITY GIRL
> Aah!
>
> Long shot
> A police car stops behind Velocity Girl and the policeman jumps out of the car.
>
> POLICEMAN
> Stop!
>
> Mid shot
> Velocity Girl turns and looks at the policeman. Velocity Girl jumps into the water and swims after the boat.
>
> POLICEMAN
> Stop now!
>
> Close up
> Policeman then stops suddenly and watches Velocity Girl swimming quickly and catching up with the boat.

Fig. 2

(a)   (i)   Identify **one** location from the script.

One from: [1]
• Street(s) (1)
• Marina (1).

Examiner comments

This question was targeted at a low level of knowledge and was generally well answered.

Questions 8(a)(ii),(iii) and (b)

> **(ii)** Identify **two** camera shot types from the script.
>
> 1 **Two from:**
>   - Long shot (1)
> 2 - Mid shot (1)
>   - Close up (1).   **[2]**
>
> **(iii)** Identify **two** examples of stage direction from the script.
>
> 1 **Two from e.g.:**
>   - fast (1)   - Jewel thief jumps into boat (1)
> 2 - Jewel thief smiles (1)   - Jumps (1).   **[2]**
>
> **(b)** Explain **one** way in which the script can be improved to make it more useful to the animators creating the animation series.
>
> **Three marks for example with well-developed explanation of impact e.g.:**
> - Include intonation for the characters (1), so the animators will know how to draw the faces (1) of the characters when they speak (1)
> - Descriptions of characters facial expressions (1) so animator can interpret the comic (1) most efficiency
> - Add time of day (1) so animators know time of day setting (1)
> - Include intonation for the characters (1), so the voice actors will know how to speak (1) when recording the webisode (1).
>
> .... **[3]**

Mark Scheme Guidance

Question 8(a)(iii):

Credit is awarded for an action/direction that is attributed to a character in the script.

OR

Just the action/direction.

Question 8(b):

First mark is for example omitted from script that should be added.

The improvement must aid the animators not change the storyline contents.

This script is for an animation NOT a live film.

Examiner comments

Question 8(a)(ii) – This question was targeted at a low level of knowledge and was generally well answered.

Question 8(a)(iii) – this question was targeted at a low level of knowledge and was generally well answered.

Question 8(b) – this question was targeted towards the higher end of knowledge and understanding and saw a wide range of marks being awarded. The responses once again highlighted lack of understanding of the use of pre-production documents in a context. Many responses seen showed a lack of knowledge and understanding of what is included on a script referring to information that would instead be included on a storyboard.

Question 9

Question 9 is based on Fig. 3

Fig. 3 is the second draft of the storyboard for the opening title sequence of the webisodes for the Velocity Girl animation series. This storyboard will be given to the animator, who will create the title sequence.
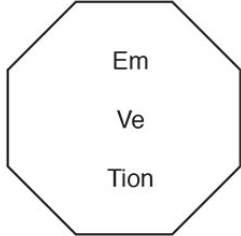

Em Ve Tion	Once she thought that she was just the fastest in her school	
Background: Black Text Colour: Light blue with light blue border on shape Time Duration: 5 seconds	Background: Aqua blue Text Colour: Dark blue Time Duration: 6 seconds	Background: Aqua blue Line Colour: Yellow (top) lime green (bottom) Time Duration: 3 seconds
Velocity Girl	Then she changed schools	
Background: Aqua blue Text Colour: Lime green with italic emphasis Time Duration: 5 seconds	Background: Aqua blue Text Colour: Dark blue Time Duration: 6 seconds	Background: Aqua blue Line Colour: Yellow (top) lime green (bottom) Time Duration: 3 seconds

Fig. 3

9* Discuss the suitability of the storyboard in **Fig. 3** for the opening title sequence of the webisodes for the Velocity Girl animation series. You should include any areas for improvement.   **[12]**

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

Answers may include reference to:
- Composition
- Layout
- Clarity
- Use of colours
- Fitness for purpose
- Font type and styles
- Order of boards
- Transitions
- Virtual camera movement
- Suitability for target audience (animators)
- Suitability for the client.

Subject specific terminology covers both terminology related to the creation of storyboard as well as that related to Velocity Girl animation.

Mark Scheme Guidance

Level 3 (9–12 marks)

Candidates will provide an excellent understanding of the question with clear **explanation** of the suitability of the storyboard for **use by its target audience (animators)**.

The strengths **and** weaknesses of the storyboard are considered in **equal weighting**.

The suggested improvements will be **well thought through** and explained in **context**.

Subject specific terminology will be used correctly and there will be few, if any, errors in spelling and punctuation.

Level 2 (5–8 marks)

Candidates will provide a good understanding of the question with strengths **and/or** weaknesses of storyboard being **described**. This may be one sided.

Some improvements **may** be suggested but they will not be wholly suitable.

At the top end of the Level 2 the answer will be presented in the context of the Velocity Girl animation.

There may be errors in spelling, punctuation and grammar which may **not** be intrusive.

Level 1 (1–4 marks)

Limited understanding of the use of a storyboard.

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.

Examiner comments

The responses seen for this question were, in the main, better than in earlier series. Some responses seen referred to the correct audience for the document rather than the audience of the product. This increased the possibility of the highest marks being awarded. However, the lack of explanation of how the improvements suggested by the candidates can aid the document audience restricted some of the marks that were awarded.

Exemplar candidate work
Question 9 – Medium level answer

9* Discuss the suitability of the storyboard in **Fig. 3** for the opening title sequence of the webisodes for the Velocity Girl animation series. You should include any areas for improvement.   [12]

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

There ~~the title~~ ~~the title~~ is good discribtions about what colours are going to be used and also there are good time durations to ensure that there is enough time for the pictures / animations can be shown. There are a couple of improvments to be made such as where the camera shots are going to be taken to make sure there are no con-fussions with where the camera angle is.

Also there needs to be more stage directions to show whats happening.

More images to show the animaters what needs to be created.

Commentary

This response was placed in Mark Band 2.

The candidate clearly describes what they feel the strengths of the storyboard are referring to the colours and time directions included on the storyboard and why these are helpful. The candidate then also describes what the weaknesses are with the storyboard regarding the camera angles used and how these need to be more detailed to reduce the chances of confusion. However there is some confusion in this answer as it is not clear if they are referring to an animation or for camera angles being used in the actual filming of a physical sequence. The candidate also feels that more stage directions should be included to aid the development of the title sequence.

The final paragraph refers to the correct target audience for the storyboard, however the reasoning including in this paragraph does not lead to Mark Band 3 being awarded.

To access the higher mark band the candidate needed to clearly explain how the storyboard would be used by the animators and how the improvements that they suggested would aid the animators when creating the sequence. This could refer to details such as 'virtual camera moves across screen left to right' so that the animator knows what they need to do the virtual camera in the animation software.

Exemplar candidate work
Question 9 – High level answer

9* Discuss the suitability of the storyboard in **Fig. 3** for the opening title sequence of the webisodes for the Velocity Girl animation series. You should include any areas for improvement. [12]

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

pt 1 what ~~isn't~~ they did well is that they included the scene durations for each scene which is suitable for the animator to know how long each scene is and that the ~~introduction~~ opening title sequence does'nt take long. They used suitable images for each scene but are not in depth for the animator to be able

to ~~do~~ animate into a webisode. They included the descriptions of each scene like the background colour which is suitable to the storyboard because it allows the animators to animate each scene in depth. They used with help from the descriptions.

They included the location in some scenes which is suitable for the story board so that the animator knows where each scene is taking place.

Pt 2 What they didn't do well is they haven't mentioned any camera angles which reduces the suitability of the storyboard because the animator doesn't know which french union angle the target audience is watching from. They also didn't add scene content for each scene so the animator can draw each scene in depth and know what's happening from the content as well as the drawing. They also haven't mentioned what sound they are going to use in the each scene to create sound effects or if it's diegetic an non-diegetic.

P3 What they could improve is by stating what camera angle the target audience are going to be watching from so that it's suitable for the storyboard and the animator. They could also add in some sound that animator can use to create some effects and some sense of anticipation for the target audience. They could also improve this by adding in some content for each scene so that the animator knows in depth what of to draw in each scene.

Commentary

This answer is awarded marks in highest mark band. This candidate has provided a well set out response which good use of technical terminology.

Throughout the response the candidate refers to the correct target audience for the document, the animator and how the aspects they are referring to affects the animators work. In paragraph one they refer to how the scene duration are stated and how the animators will find this helpful as they will know how long the title sequence will be. Within in this paragraph they also refer to the use of suitable images but then does not fully explain how these lack in depth.

Within paragraph two they refer to the weaknesses in the storyboard regarding the lack of detail of the camera angles. The candidate does mention about how this lack of detail affects the animator but to gain full marks this needed to be explained more clearly. In paragraph three they repeat this point about the camera angles but again do not expand upon this. The final points about adding detail about sound is a good development but they do not explain what they would add and how the animator would use this information in any depth at all.

It is the lack of detail and depth in the response that stops that candidate from accessing the marks at the top of the highest mark band.

The small print

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