



Cambridge National

Creative iMedia

Unit **R081**: Pre-Production Skills

Cambridge National Creative iMedia
Level 1/Level 2 Award/Certificate/Diploma

Mark Scheme for June 2018

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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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Annotations

Stamp	Ref No.	Annotation Name	Description	Guidance
	151	Highlight	Highlight (mandatory for all units)	
	181	Off Page Comment	Off page comment (mandatory for all units)	
	1681	BP	Blank page (mandatory for all units)	
	11	Tick	Tick – correct answer	All questions except Q5, Q6 and Q9 MUST have one of these two indications on to show its been looked at. If you have ticked part of the answer for 1 mark but not given the other you don't need to add a cross.
	21	Cross	Cross - wrong answer	
	201	TV	Too vague	
	31	BOD	Benefit of doubt	If used, you MUST also add a Tick because that's what Scoris counts for the marks 
	811	SEEN	Noted but no credit given – place on blank pages/spaces	
	1121	NE	No example	
	191	NBOD	Benefit of doubt not given	
	501	NAQ	Not answered question	
	271	REP	Repeated answer so not awarded	
The following annotations are the only annotations to be used on Q5, Q6 and Q9				
	331	L3	Level 3 answer on Levels of Response	For questions Q5, Q6 and Q9 there MUST be no ticks/crosses only the L annotations. You can highlight areas to make it clearer to you or reviewer but that is all that is acceptable
	321	L2	Level 2 answer on Levels of Response	
	311	L1	Level 1 answer on Levels of Response	

Question		Answer	Marks	Guidance
1	(a)	<p>Three from e.g.</p> <ul style="list-style-type: none"> Title (1) Fonts (1) Pictures/Drawings/images (1) Logo (1) Colours (1) Any other suitable response 	<p>3 (1p)</p>	<p>Do not accept text - too vague as this could be annotations which is excluded in the question.</p> <p>Content may both general regarding visualisation diagrams OR context specific. Max 2 if images given in context</p> <p>Visualisation could be digitally produced so may include images.</p>
	(b)	<p>Two marks for suitable point and expansion e.g.</p> <ul style="list-style-type: none"> To generate visual ideas (1) about how the campaign could look (1) To develop a “green” feel (1) for the campaign style (1) To show the client (1) the fonts, images, colours to be used in the campaign (1) Any other suitable response 	<p>2 (1d, 2p)</p>	<p>For both marks should reflect visual aspect AND context of a mood board/style/ look.</p>
2	(a)	<p>Two marks for suitable point and expansion e.g.</p> <ul style="list-style-type: none"> Can see the flow (1) of scenes into each other (1) The different scenes (1) can be viewed individually (1) To show how long (1) each scene will last (1) Any other suitable response 	<p>2 (2p, 2m)</p>	<p>Answer can be non- context based but for full marks must show the concept of different scenes being viewed.</p>

Question	Answer	Marks	Guidance
(b)	<p>Marks awarded in pairs for suitable identification and explanation. Max two per aspect e.g.</p> <p>Camera angles:</p> <ul style="list-style-type: none"> • Film crew can see where (1) they will need to position camera to get view. • Director can see how the image will look (1) in each scene (1) • Camera person will know how to (1) frame the shot (1) • Any other suitable response <p>Scene numbers:</p> <ul style="list-style-type: none"> • The order of scenes can be seen (1) to help make sure shots flow into each other (1) • Editors can see order (1) to place the scenes into when cutting the film (1) • Any other suitable response <p>Camera movements:</p> <ul style="list-style-type: none"> • Lighting can see how camera will move (1) so that lighting can be suitably set up (1) • Production team can position equipment (1) so not in view when camera moves (1) • Camera crew can decide on which camera to use (1) to allow for the movement needed (1) • Film crew will know where to place the dolly tracks (1) to get the correct shot (1) • Director will know where to place the actors (1) so cameras can move around them (1) • Any other suitable response 	<p>6</p> <p>(2m, 2d x 2, 2d* x 3)</p>	<p>Question refers to production team not just the camera crew so there is a wide range of possibilities of use.</p> <p>Mark to candidates' best advantage for each aspect – looking for understanding of the importance of each, answer does not need to refer to an individual using the storyboard.</p> <p>Be aware of camera movement terms (zoom, pan) being used in camera angle (wide, close up) answers and visa-versa.</p> <p>Do not credit answers that just describe the term, i.e. camera movements show the direction the camera moves for example pan left or shows the angle the scene will be shot at example close up.</p>
3 (a)	<p>Three marks for suitable point and expansion. Max two marks for two points e.g.</p> <ul style="list-style-type: none"> • Images included in the films (1) must not upset younger viewers (1) by showing scenes that are too graphic (1) • Films must not include inappropriate language (swearing) (1) due to the young ages in the audience (1) as they could be offended (1) • Language in films must not be too childish (1) so that older members of the audience (1) do not feel patronised/talked down to 	<p>3</p> <p>(1d, 2m, 2d)</p>	<p>Candidate may make two points and expand one.</p> <p>This is credited as full marks as question does not ask for just one explanation.</p>

Question		Answer	Marks	Guidance
		<p>(1)</p> <ul style="list-style-type: none"> The films can't have too much text on the screen (1) as younger audience will not read it (1) but enough to inform the older audience (1) Any other suitable response 		
	(b)	<p>Two from:</p> <ul style="list-style-type: none"> Income (1) Location (1) Ethnicity/Race/Religion (1) Gender (1) Accessibility/disability (1) 	<p>2 (1p)</p>	<p>Do not accept age as it's in the question.</p> <p>These are the only aspects in the specification do not accept any others.</p>
4	(a)	<p>Two marks for suitable point and expansion e.g.</p> <ul style="list-style-type: none"> The TM symbols mark the campaign name (1) as being owned by the campaign organisation. (1) The campaign owns the intellectual property (1) on the name "Words from the Planet". (1) The campaign can sell/licence the rights (1) to use the campaign name (1) The organisation can take legal action (1) against anyone who uses the name without permission (1) Any other suitable response 	<p>2 (2d, 2d*)</p>	<p>Do not accept any references to copyright.</p>
	(b)	<p>Two marks for suitable description e.g.</p> <ul style="list-style-type: none"> The campaign must contact the (space) organisations (1) and ask for permission to use the images (1) The campaign must acknowledge (1) the owners of the image when they use it (1) Any other suitable response 	<p>2 (1p)</p>	

Question	Answer	Marks	Guidance						
5	<table border="1"> <tr> <td data-bbox="369 263 562 400">Level 3 7 – 9 marks</td> <td data-bbox="562 263 1205 400">ALL 6 images are relevant Good justifications for all images Suitable layout/collage structure for the mood board</td> </tr> <tr> <td data-bbox="369 400 562 507">Level 2 4- 6 marks</td> <td data-bbox="562 400 1205 507">4 or more images are relevant Justifications may lack detail Layout is not wholly suitable</td> </tr> <tr> <td data-bbox="369 507 562 643">Level 1 1 – 3 marks</td> <td data-bbox="562 507 1205 643">May only contain 1 relevant image Justifications may be weak/non-existent Mood board has a poor layout (may not be clear)</td> </tr> </table>	Level 3 7 – 9 marks	ALL 6 images are relevant Good justifications for all images Suitable layout/collage structure for the mood board	Level 2 4- 6 marks	4 or more images are relevant Justifications may lack detail Layout is not wholly suitable	Level 1 1 – 3 marks	May only contain 1 relevant image Justifications may be weak/non-existent Mood board has a poor layout (may not be clear)	<p>9 (1p X2 1m X2, 1d, 2p X2, 2m X2)</p>	<p>Mood board content related to environmental campaign– this will be shown in the justifications as well as the images selected. Media could include;</p> <ul style="list-style-type: none"> • text • font • images • colours • sounds <p>Annotations must justify decisions.</p> <p>The mood board should be viewed, as a whole, and then graded appropriately.</p>
Level 3 7 – 9 marks	ALL 6 images are relevant Good justifications for all images Suitable layout/collage structure for the mood board								
Level 2 4- 6 marks	4 or more images are relevant Justifications may lack detail Layout is not wholly suitable								
Level 1 1 – 3 marks	May only contain 1 relevant image Justifications may be weak/non-existent Mood board has a poor layout (may not be clear)								
6	<table border="1"> <tr> <td data-bbox="369 815 539 951">Level 3 6 -7 marks</td> <td data-bbox="539 815 1182 951">Clear structure with logical connections including sub-node(s) Content is relevant to context of filming script. Detail is clear and understandable.</td> </tr> <tr> <td data-bbox="369 951 539 1058">Level 2 4 – 5 marks</td> <td data-bbox="539 951 1182 1058">Structure of diagram is clear but may not be totally logical. Content not fully relevant to context or filming</td> </tr> <tr> <td data-bbox="369 1058 539 1193">Level 1 1 – 3 marks</td> <td data-bbox="539 1058 1182 1193">Diagram has basic structure (may not be clear), links may not be totally logical. Content may not be wholly appropriate.</td> </tr> </table>	Level 3 6 -7 marks	Clear structure with logical connections including sub-node(s) Content is relevant to context of filming script. Detail is clear and understandable.	Level 2 4 – 5 marks	Structure of diagram is clear but may not be totally logical. Content not fully relevant to context or filming	Level 1 1 – 3 marks	Diagram has basic structure (may not be clear), links may not be totally logical. Content may not be wholly appropriate.	<p>7 (1p X4 1m X2 1d)</p>	<p>Marks are awarded for diagram considering the following points:</p> <ul style="list-style-type: none"> • Recognisable diagram structure • Content relevant to filming the script e.g. <ul style="list-style-type: none"> ○ Health & safety ○ Equipment ○ Travel ○ Location • Content relevant to context of Alaskan landscape e.g. <ul style="list-style-type: none"> ○ Setting ○ Animals ○ Weather • Suitable detail/annotation • Logical sequence of nodes/sub-nodes <p>The diagram should be viewed, as a whole, and then graded appropriately.</p>
Level 3 6 -7 marks	Clear structure with logical connections including sub-node(s) Content is relevant to context of filming script. Detail is clear and understandable.								
Level 2 4 – 5 marks	Structure of diagram is clear but may not be totally logical. Content not fully relevant to context or filming								
Level 1 1 – 3 marks	Diagram has basic structure (may not be clear), links may not be totally logical. Content may not be wholly appropriate.								

Question			Answer	Marks	Guidance
7	(a)	(i)	One from: <ul style="list-style-type: none"> • Edge of forest (1) • Foot of mountain (1) • Streets of town (1) • House window (1) 	1 (1p)	Do not accept Alaska or Canada on their own as these are not the filming locations in the scripts.
		(ii)	One from: <ul style="list-style-type: none"> • Presenter (1) • Brown bear (1) 	1 (1p)	
		(iii)	One from: <ul style="list-style-type: none"> • Walk to camera (1) • Walking in circle (1) 	1 (1m)	Do not accept anything referring to the bear – they are wild and not directed.
	(b)		One from e.g. <ul style="list-style-type: none"> • AlaskaV1 (1) • Different version numbers could be given to each edit (1) • Presenters Edit (1) • Could be given different name based on who edited it (1) • Any other suitable response. 	1 (1p)	Different V number can be used as there is no defined version in the question or specification.
8			Marks awarded in threes with file format being first mark, e.g. Poster: <ul style="list-style-type: none"> • PDF (1st) this makes editing (1) very difficult by others (1) • PDF (1st) can be used cross platforms (1) so highly portable (1) • TIFF (1st) high resolution graphic (1) that can produce high quality prints (1) • Any other suitable response 	6 (1p X3, 2p, 2d, 2d*)	Do not award marks if file format is not clearly stated. The question does not specify that the web graphic is static BUT do not accept any reference to video in an expansion – be aware of this for MP4.

Question	Answer	Marks	Guidance
	<p>Web Graphic:</p> <ul style="list-style-type: none">• PNG(1st) because it keeps transparencies (1) so it can be used on different coloured backgrounds (1)• SVG (1st) because it's a vector graphic (1) that can be scaled without losing quality (1)• GIF(1st) it can be animated (1) and loads quickly (1)• Jpeg (1st) uses lossy compression to reduce its file size (1) but keeps its quality (1)• MP4(1st) because it's a small file size (1) and transfers quickly on the internet (1)• Any other suitable response		

Question	Answer	Marks	Guidance
9	<p>Candidates will explain the suitability of the storyboard for use by its target audience (camera crew) for FILMING.</p> <p>The strengths and weaknesses of the storyboard are considered in equal weighting, showing a good understanding of the use of the storyboard.</p> <p>The suggested improvements will be well thought through and explained in context.</p> <p>At the bottom end of Level 3 the strengths or weaknesses may only be described.</p> <p>Subject specific terminology will be used correctly and there will be few, if any, errors in spelling and punctuation.</p> <hr/> <p>Candidates will describe the strengths and/or weaknesses of storyboard. This may be one sided. Showing some understanding of the use of the storyboard for filming.</p> <p>Some improvements may be suggested but they will not be wholly suitable.</p> <p>At the top end of the Level 2 the answer will be presented in the context of environmental campaign film.</p> <p>There may be errors in spelling, punctuation and grammar which may not be intrusive.</p> <hr/> <p>Candidates will identify some strengths and/or weaknesses of the storyboard. There will be poor understanding of the use of the storyboard.</p> <p>Answers will be vague and not necessarily linked to the context of the question.</p> <p>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>12</p> <p>(1p X2 1m X2 1d X2 2p X2 2m X2 2d 2d*)</p>	<p>Answers may include reference to:</p> <ul style="list-style-type: none"> • Composition • Layout of storyboard • Clarity • Use of colours to illustrate • Fitness for purpose • Order of boards/panels • Transitions • Camera movement • Panel numbers • Colours of film • Suitability for target audience - camera crew (not production team, too vague) • Suitability for the client <p>Subject specific terminology covers both terminology related to the creation of storyboard as well as that related to environmental campaign.</p> <p>NB. If answer is incorrect but 1 mark can still be awarded for quality of written communication.</p>

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