



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 2016

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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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1. Annotations

Annotation	Meaning
	Tick – correct, awarding 1 mark
	Cross/Incorrect – 0 mark
BOD	Benefit of doubt, if used DO NOT use a tick as well
NBOD	Benefit of doubt not given
REP	Repetition
TV	Too vague
SEEN	Noted but no credit given and for allocated space where no answer has been written = NR awarded in mark space on Scoris
NAQ	Not answered question
L1	Level 1 (banded response) – no ticks/crosses used
L2	Level 2 (banded response) – no ticks/crosses used
L3	Level 3 (banded response) – no ticks/crosses used

Question			Answer	Marks	Guidance
1	a	i	One mark for suitable statement e.g. <ul style="list-style-type: none"> • Visual plan of the advert (1) • easy to see visual representation of scenes in advert (1) • to provide guidance on how to edit the scenes of the TV advert 	1	Must relate to visual aspect
		ii	Two from e.g. <ul style="list-style-type: none"> • can see advert timeline easily(1) • can see flow of scene into next scene in the advert(1) • can easily see how images/scenes in the advert will look (1) • can also include camera angles (1) • so cameraman know what to film (1) 	2	Do not accept picture as this could be a visualisation diagram not a storyboard. Too vague.
		iii	Four from e.g. <ul style="list-style-type: none"> • advert scene number(1) • timings(1) • camera shot(1) • camera angle (1) • lighting (1) • advert scene content (e.g. characters, scenery, speech) (1) • sound effects (1) 	4	Must be answered in context of TV advert. Text/Image/Description = Too vague as text/image/description make up a storyboard they are not items of a storyboard i.e. text would be a camera shot, picture would be a character, scenery, etc.
2			One from e.g. <ul style="list-style-type: none"> • characters names (1) • dialogue between characters (1) • direction to others(1) • emotion of advert characters (1) • narration/voice over (1) 	1	Do not accept location or sound effects as these are on the storyboard and question asks for items that would NOT be on the storyboard Dialogue is different to speech as is in far more detail than could be included on a storyboard. Do not accept Slugline – content of slugline (int/ext & location) would be on a storyboard.

Question		Answer	Marks	Guidance								
3		<table border="1"> <tr> <td>A</td> <td>Task(1)</td> </tr> <tr> <td>B</td> <td>Milestones(1)</td> </tr> <tr> <td>C</td> <td>Activities(1)</td> </tr> <tr> <td>D</td> <td>Timescale(1)</td> </tr> </table>	A	Task(1)	B	Milestones(1)	C	Activities(1)	D	Timescale(1)	4	
A	Task(1)											
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4	a	<p>Two marks for suitable point with expansion e.g.</p> <ul style="list-style-type: none"> • Can discuss your first ideas(1) and suggest next steps(1) • Can stop any issues developing(1) before any more work is carried out(1) • Can make the design brief clearer (1) by explaining adjustments of what they require(1) 	2	<p>Benefit must be to ZetaLevel</p> <p>Question is about first draft of ideas not initial ideas being given to you to create product. Any suggestions from client must be based on seeing first draft not setting out what they want.</p>								
	b i	<p>Two marks for suitable point with expansion e.g.</p> <ul style="list-style-type: none"> • Can discuss any issues that have developed(1) before you go any further(1) • By asking questions(1) you can be clearer about what is required(1) • Can discuss the project (1) and make your own suggestions (1) • ZetaLevel can review your work (1) and provide you will suggestions to help you further (1) 	2	<p>Benefit must be to YOU the designer and how it's a benefit BEYOND the client brief details.</p> <p>This question is about the benefit of having a face to face meeting/discussion.</p> <p>Benefit can be from company view point but will help the developer.</p>								
	b ii	<p>Three from:</p> <p>e.g.</p> <ul style="list-style-type: none"> • assignment brief from ZetaLevel(1) • list of questions(1) • work plan/production schedule(1) • copy of pre-production design documents (1) (Max 2) • means of recording information (e.g. notepad, pen, smartphone, dictaphone) (1) (Max 2) 	3	<p>Maximum of 2 marks for design pre-production documents. Maximum of 2 marks for items to record information.</p> <p>Do not accept visualisation diagram as this is about a TV advert not a static document.</p> <p>Tendering process is complete and this meeting context is in the design phase so examples of what you did before are not appropriate.</p>								

Question		Answer	Marks	Guidance
5	a	<p>Two marks for suitable point with expansion e.g</p> <ul style="list-style-type: none"> • look at the location(1) and see what needs to be filmed in the factory • to look at film location(1) to check camera shots in the factory(1) • to check noise levels(1) from factory machinery(1) • to look at lighting issues (1) to know what equipment is needed(1) • check for hazards (1) so that the risk assessment can be completed (1) 	2	
	b	<p>Two marks for suitable point with expansion e.g</p> <ul style="list-style-type: none"> • to check what safety issues(1) there may be when filming in the factory(1) • to identify measures to be taken(1) to minimise risks in the factory(1) 	2	<p>This is about identifying issues at the location and how to reduce them. So not accept STOP/PREVENT accidents – you can't stop you can only reduce chances.</p>
	c	<p>Two marks for suitable point with expansion e.g</p> <ul style="list-style-type: none"> • film crew need to be safe(1) when filming in the factory(1) • employer is responsible for the safety of worker (1) so they need to check that where they work is safe (1) 	2	<p>Answers must be in context of the filming of the TV advert. This is about the implication/ why the risk assessment has to take place.</p> <p>Do not accept secondary issues such as “could sue the company if hurt” - could do this even if Risk Assessment has been done.</p>
6	a	<p>Two marks for suitable point with expansion e.g</p> <ul style="list-style-type: none"> • primary colours(1) as these appeal to younger audience(1) • bright colours(1) as they stand out for the younger target audience 	2	Target audience age (1) colours (1)

Question		Answer	Marks	Guidance
	b	Two marks for suitable point with expansion e.g. <ul style="list-style-type: none"> • text needs to be brief(1) for young audience(1) • simple words needed (1) as young audience have difficulty reading properly(1) 	2	For full marks must refer to age affecting reading ability Do not accept answers regarding profanity as this would not be used on an advert so not in context.
7	a	Two from: e.g. <ul style="list-style-type: none"> • dialogue(1) • music(1) • noise effects (snore, feet) (1) 	2	Must be in the script
	b	One from: e.g. <ul style="list-style-type: none"> • director(1) • production people (1) 	1	Do not accept post production Do not accept narrator as there is no narration in THIS script

Question	Answer	Marks	Guidance						
8	<table border="1"> <tr> <td data-bbox="376 252 524 555">Level 3 8-10 marks</td> <td data-bbox="524 252 1048 555"> <p>Clear structure with logical progression which can be easily followed. Content is relevant to context and TV advert.</p> <p>3 or more of technical (t) aspects covered</p> <p>Detail is clear and understandable.</p> </td> </tr> <tr> <td data-bbox="376 555 524 898">Level 2 5- 7 marks</td> <td data-bbox="524 555 1048 898"> <p>Structure of storyboard is clear but may not be totally logical. Speech and direction separated.</p> <p>Content not fully relevant to context and/or TV advert.</p> <p>Max 2 technical (t) aspects covered</p> <p>Some required detail is missing</p> </td> </tr> <tr> <td data-bbox="376 898 524 1273">Level 1 0-4 marks</td> <td data-bbox="524 898 1048 1273"> <p>Storyboard has basic structure (may not be clear) Copied script with no separation of speech and direction.</p> <p>Content may not be wholly appropriate/complete in context.</p> <p>No technical (t) aspects covered</p> <p>Lack of detail in the information provided.</p> </td> </tr> </table>	Level 3 8-10 marks	<p>Clear structure with logical progression which can be easily followed. Content is relevant to context and TV advert.</p> <p>3 or more of technical (t) aspects covered</p> <p>Detail is clear and understandable.</p>	Level 2 5- 7 marks	<p>Structure of storyboard is clear but may not be totally logical. Speech and direction separated.</p> <p>Content not fully relevant to context and/or TV advert.</p> <p>Max 2 technical (t) aspects covered</p> <p>Some required detail is missing</p>	Level 1 0-4 marks	<p>Storyboard has basic structure (may not be clear) Copied script with no separation of speech and direction.</p> <p>Content may not be wholly appropriate/complete in context.</p> <p>No technical (t) aspects covered</p> <p>Lack of detail in the information provided.</p>	10	<p>Marks are awarded for storyboard in the context of the script provided, considering the following points:</p> <ul style="list-style-type: none"> • number of scenes • scene content • scene numbers (t) • timings (t) • camera shots (e.g. close up, mid, long) (t) (<i>Can be inferred from the drawing</i>) • camera angles (e.g. over the shoulder, low angle, (t) aerial) (<i>Can be inferred from the drawing</i>) • camera movement (e.g. pan, tilt, zoom or using a track and dolly) (t) • lighting (e.g. types, direction) (t) • sound (e.g. dialogue, sound effects, ambient sound, music) (t) • locations (e.g. indoor studio or other room, outdoor) • camera type (t) <p>The diagram should be viewed as a whole and then graded appropriately.</p>
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9	a	<p>Two from</p> <p>e.g.</p> <ul style="list-style-type: none"> • reduce resolution(1) • compress file(1) (e.g. lossy, lossless) • save as different file format (1) 	2	
	b	<p>Two sets of paired marks (One mark for file format and one for reason)</p> <p>e.g.</p> <ul style="list-style-type: none"> • HD1080(1) as it has high resolution for use on large screen (1) • HD720(1) as compatible with existing TV standards (1) • MPEG4 (1) compatible with browsers and computers (1) small file size (1) • Avi (1) playable on internet browsers (1) • Mov (1) high quality from digital cameras (1) <p>Internet only</p> <ul style="list-style-type: none"> • Gif (1) playable in internet browsers (1) • RealG2(1) easily downloadable (1) 	4	<p>This is a technical question where file types must be applicable to medium being viewed upon.</p> <p>NB. SMART TV – would use a browser so not TV file format is not appropriate it is an internet based format.</p>

Question	Answer	Marks	Guidance
10	<p>Level 3: 9 – 12 Marks There will be an excellent understanding of the question with clear explanation of the suitability of the visualisation diagram for the target audience of the document, graphic artist.</p> <p>The strengths and weaknesses of the visualisation diagram are considered in equal weighting.</p> <p>The suggested improvements will be well thought out 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 following areas for the advert should be considered in the answer:</p> <ul style="list-style-type: none"> • Composition (e.g. use of images, fonts, text) • Layout • Clarity • Use of colours • Use of white space • Fitness for purpose • Suitability for target audience – graphic audience • Suitability for the client
	<p>Level 2: 5 – 8 Marks There will be a basic understanding of the question with strengths and/or weaknesses of the visualisation diagram being identified. This may be one sided.</p> <p>The improvements suggested may be limited in their detail and may not be wholly suitable to the context.</p> <p>There will be some use of subject specific terminology and there may be occasional errors in spelling and punctuation.</p>		
	<p>Level 1: 0 -4 Marks Limited understanding of the use of visualisation diagram. 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>		

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