



# **Cambridge Technicals Digital Media**

Unit 2: Pre-production and Planning

Level 3 Cambridge Technical in Digital Media  
**05843 - 05846**

## **Mark Scheme for June 2017**

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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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Question		Answer	Mark	Guidance
<b>Section A</b>				
1	(a)	Two marks from: e.g. <ul style="list-style-type: none"> <li>• David has video production skills (1)</li> <li>• Ismail can work to deadlines (1).</li> </ul>	2	Candidates may use other examples from the specific brief. Inclusion of person's name is not required for a mark.
1	(b)	One mark for the client requirement identified, two marks for impact and suitable expansion e.g. <ul style="list-style-type: none"> <li>• The promotional video will feature examples of people using the new services (1) this will mean filming a lot of different people (1) which means contacting and arranging external stakeholders as extras (1)</li> <li>• The target audience is will be of a variety of age groups and cultures (1) this means content must appeal to a wide range of interested parties (1) and so a variety of actors of different age groups will be needed (1)</li> </ul>	3	Credit should be given for attempts that demonstrate understanding of the brief.

Question		Answer	Mark	Guidance
<b>Section A</b>				
<b>2</b>		<p><b>Level 3 (6-8 marks)</b> There is an excellent discussion that covers the different project management tools that Ismail might use part of planning the specific brief. The way in which the tools might be used will be explained fully.</p> <p><b>Level 2 (3-5 marks)</b> There is a good discussion that covers the different project management tools that Ismail might use part of planning the specific brief. The way in which the tools might be used may not always be explained fully.</p> <p><b>Level 1 (1-2 marks)</b> The answer may only be a basic description the project management tools that Ismail might use to plan the brief. The answer will feature few, if any, suggestions about the way the tools are used.</p> <p>0 marks for responses not worthy of credit</p>	8	<p>Read answer as a whole and then award marks.</p> <p>Points that may be covered:</p> <p>Ismail might use</p> <ul style="list-style-type: none"> <li>• Spreadsheets to create an overall Gantt chart so that the team understand deadlines.</li> <li>• Project management software so that changes to documents made by team members can be tracked by him.</li> <li>• Production schedules/work plans can be used for each of the products being produced, so he can micro manage the activities for the individual products.</li> <li>• A call sheet or daily planner so that he can track the equipment, resources and personnel being used for each task.</li> <li>• SWOT analysis for initial planning.</li> <li>• 'Blue Sky Thinking' as a means of initial planning.</li> </ul>
<b>3</b>	<b>(a)</b>	<p>One mark per issue, two marks per suitable expansion. e.g.</p> <ul style="list-style-type: none"> <li>• A risk assessment needs completing for the locations (1) to check if the venues and outdoor areas are safe (1) to prevent harm to the film personnel (1)</li> <li>• Power supplied needs to be checked when completing a recce (1) so that any cables will not cause a trip hazard (1) and equipment can be positioned safely(1)</li> </ul>	6	Maximum three marks per health and safety issue identified.

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<b>Section A</b>				
<b>3</b>	<b>(b)</b>	<p>One mark from.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Images sourced online may be subject to copyright law (1)</li> <li>• Any actors or models used will need a release form (1)</li> </ul>	1	Candidates may refer to other production work they have completed to explain their example
<b>4</b>		<p>One mark for the revenue source identified, two marks for suitable expansion.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Sponsorship from local businesses (1) allows for links between companies to be made (1) and offers exposure for the sponsor too for audiences (1).</li> <li>• The brochure may feature advertisements or special offers (1) from linked businesses such as film download websites (1) which will reach a captive yet wide market (1).</li> </ul>	6	Credit should be given for a range of creative potential sources of revenue. For example, this may include use of pop up advertising and banners. Maximum three marks per revenue source identified.
<b>5</b>		<p>One mark for the reason identified, two marks for suitable expansion.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Different ages have different interests (1) which means it may lack a specific style (1) and therefore fails to attract attention or have a USP (1).</li> <li>• A range of actors/models will be needed (1) which will push budgets up (1) and take longer to organise (1).</li> </ul>	6	Maximum three marks for each reason identified.

Question		Answer	Mark	Guidance
<b>Section A</b>				
6		<p>One mark for the method identified, two marks for suitable expansion.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• The team could run a focus group (1) to gain a range of feedback (1) from a selected sample (1).</li> <li>• The team could send initial drafts out in an online survey (1) which allows for a range of viewpoints (1) and instant data analysis (1).</li> </ul>	3	This question is synoptic content link to Unit 1 (LO5).
7	(a)	<p>One mark for the activity identified, two marks for suitable expansion.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• David needs to plan what images will be used on the brochure (1) so that each of the new services are shown visually (1) and suitable assets can be sourced or created (1).</li> <li>• Michelle needs to design the layout of the brochure (1) by drawing a flat plan (1) so the house style is clear at the design stage.</li> </ul>	6	An activity for both David and Michelle <b>must</b> to be given for maximum marks.
7	(b)	<p>One mark for how the candidate would help, two mark for the suitable expansion.</p> <p>Three marks max.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Helping David source the images by looking on Creative Commons websites (1) to cut down the production costs (1) because models and actors will not need to be paid to be in a photoshoot (1)</li> <li>• Helping Michelle draw a flat plan by completing a rough draft on digital software (1) so that colour scheme is clear (1) and sample text can be manipulated to show relevant sizing needed (1)</li> </ul>	3	There will be a range of responses based on the activity chosen.

Question		Answer	Mark	Guidance
<b>Section B</b>				
<b>8</b>		<p><b>Content (max 3 marks)</b>  e.g.  Images of the service (e.g. groups of students, equipment) (1)  Title of activity (1)  Space for text, design of text boxes (1)</p> <p><b>Fitness for purpose (max 3 marks)</b>  e.g.  Information relates to a specific service from brief (1)  Layout is relevant for a print based product (e.g. position of title at top, images with captions) (1)  Draft can be followed by the designer (Michelle) (1)</p> <p><b>Annotations to justify decisions (max 4 marks)</b>  e.g.  Justification against audience requirements (1)  Justifications against specific brief (1)  Annotations to clearly demonstrate purpose of content choices (1)  Annotations clearly demonstrate understanding of print conventions (e.g. house style)</p>	10	<ul style="list-style-type: none"> <li>• The question is about the creation of the pre-production document.</li> <li>• Main focus is the ability to create a suitable document for the development of one page of the brochure so that it meets the client brief.</li> </ul>

Question		Answer	Mark	Guidance
<b>Section B</b>				
<b>9</b>		<p><b>Content (max 4 marks)</b>  e.g.  Appropriate dialogue and voiceover (e.g. use of Raven Cinema and new services) (1)  Character/speaker names  Intonation of dialogue/voiceover (1)  Synopsis (e.g. purpose of the promotional video and understanding of location) (1)  Editing information (1)  Use of sound (1)  SFX annotation (1)</p> <p><b>Layout (max 2 marks)</b>  e.g.  Script follows industry layout conventions (1)  Use of capitalisation and abbreviations to demonstrate full understanding (1)</p> <p><b>Fitness for purpose (max 4 marks)</b>  e.g.  Chronological structure of first 20 seconds (1)  Relevant to the brief (1)  Relevant to audience requirements (e.g. audience will be able to understand the message) (1)  Content choices follow audio-visual conventions (1)</p>	10	<ul style="list-style-type: none"> <li>• The question is about the creation of the pre-production document.</li> <li>• Main focus is the ability to create a suitable script that would be suitable for use for the first 20 seconds of the promotional video.</li> <li>• Timings should be included on the script to show understanding of chronological order of dialogue.</li> </ul>

Question	Answer	Mark	Guidance
<b>Section B</b>			
10*	<p><b>Level 4 -12 - 16 marks</b> An <b>excellent</b> evaluation about the effective use of storyboards to aid the production of a promotional video. A wide range of <b>wholly appropriate</b> storyboard techniques and uses will be covered using context based examples to <b>fully justify</b> the points made. Specialist terms will be used correctly and appropriately. There will be few, if any, errors in grammar, punctuation and spelling.</p> <p><b>Level 3 - 8-11 marks</b> A <b>good</b> evaluation about the use of storyboards to aid the production of a promotional video. Storyboard techniques and uses are <b>context-based, appropriate and sometimes justified</b>. There will be some errors of spelling, punctuation and grammar but these are unlikely to be intrusive or obscure meaning.</p> <p><b>Level 2 - 4-7 marks</b> A <b>basic</b> evaluation about the use of storyboards to support the production of a promotional video. Storyboard techniques and uses are <b>mostly appropriate and linked to the context</b>. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.</p> <p><b>Level 1 - 1-3 marks</b> <b>Limited</b> understanding of the use of storyboards is demonstrated. The examples used are sometimes appropriate and may be general and not linked to the context</p> <p><b>0</b> – no response or no response worthy of credit.</p>	16	<p>The following points may be covered:</p> <ul style="list-style-type: none"> <li>• Storyboards provide key information about written scene content (e.g. action, location).</li> <li>• Storyboards provide key information about drawn scene content (e.g. shot types such as close up, long shot).</li> <li>• Storyboards can be used to demonstrate camera movements and therefore are useful to the film crew.</li> <li>• Storyboards are a good way of demonstrating ideas to get feedback on running order and they are adaptable and can be developed.</li> <li>• Storyboards can be used to demonstrate key scenes and the editing techniques between them.</li> <li>• May not be always useful for all involved in production process such as the actors where a script would be more relevant.</li> <li>• If the storyboard is not annotation according to convention, then it may not be useable or fit for purpose.</li> <li>• Ideas on storyboards will not take into consideration health and safety risks of filming a drawn scene/shot so all content may not be achievable.</li> </ul>

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