

Cambridge **NATIONALS LEVEL 1/2**

# **CREATIVE iMEDIA**



Combined feedback on the June 2015  
Exam Paper

Unit R081: Pre-production skills

Version 1



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## INTRODUCTION

This resource brings together the questions from the June 2015 examined unit (R081), the marking guidance, the examiners comments and the exemplar answers into one place for easy reference.

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

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

<http://www.ocr.org.uk/qualifications/creative-imedia-level-1-2-award-certificate-j807-j817/>

**OCR**  
Oxford Cambridge and RSA

**Wednesday 3 June 2015 – Morning**  
Level 1/2 Cambridge Nationals in Creative iMedia  
R081/01: Pre-production Skills

Candidates answer on the Question Paper.  
OCR supplied materials:  
None  
Other materials required:  
None

Duration: 1 hour 15 minutes

Candidate forename: \_\_\_\_\_ Candidate surname: \_\_\_\_\_  
Centre number: \_\_\_\_\_ Candidate number: \_\_\_\_\_

**INSTRUCTIONS TO CANDIDATES**

- Write your name, centre number and candidate number in the boxes above. Please write clearly and in capital letters.
- Use black ink. HB pencil may be used for graphs and diagrams only.
- Answer all the questions.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Write your answer to each question in the space provided. Additional paper may be used if necessary but you must clearly show your candidate number, centre number and question number(s).
- Do not write in the bar codes.

**INFORMATION FOR CANDIDATES**

- The number of marks is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is 60.
- Quality of Written Communication will be assessed in the question marked with an asterisk (\*).
- This document consists of 12 pages. Any blank pages are indicated.

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**Creative iMedia**

Unit R081: Pre-Production Skills  
Cambridge National Creative iMedia  
Level 1/Level 2 Award/Certificate/Diploma

**Mark Scheme for June 2015**

Oxford Cambridge and RSA Examinations

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**Creative iMedia**

Unit J807: Level 1/2 Cambridge National Award in Creative iMedia  
Unit J817: Level 1/2 Cambridge National Certificate in Creative iMedia  
Unit J827: Level 1/2 Cambridge National Diploma in Creative iMedia

**OCR Report for Centres for June 2015**

Oxford Cambridge and RSA Examinations

## GENERAL EXAMINER COMMENTS ON THE PAPER

A good level of knowledge about what certain pre-production documents are and what they contain was again demonstrated this session. However the understanding of why these documents are used and who the target audience is, for these documents is still weak. This indicated once again that candidates have been taught how to create these documents within specific projects without the understanding of why they are being used at that stage. This was clearly evident in the responses for question 7 where the review of an existing document was assessed.

This paper is vocationally focussed and so is based on a context that runs throughout the entirety of the paper. This session has again seen a rise in the number of candidates answering questions with a generic slant and not applying their knowledge to the context given. This requirement to apply the knowledge to the context is what sets this exam and course apart from a GCSE. Hence general answers were not credited.

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Oxford Cambridge and RSA

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R081/01: Pre-production Skills

Candidates answer on the Question Paper.  
OCR supplied materials:  
None  
Other materials required:  
None

Duration: 1 hour 15 minutes

Barcode: 5 0 8 1 0 1 1 0 3 1 5



## Mark scheme guidance

### 1ai

Do not accept organise ideas.

### 1aii

The mood board is for a magazine advert so do not accept video/sound/animation as not in context.

### 1aiii

Two marks for suitable response with expansion.

For full marks answer must relate to context of the magazine advert.

Digital/media product, etc. is too vague.

### 2a

Answers must be examples of information that could be included.

### 2b

Two marks for suitable response with expansion.

For full marks answer must relate to context of the radio advert.

## Examiner comments

### 1ai

This question was generally answered well. There were however a number of answers that were too vague. For example, ideas or descriptions of what a mood board is, rather than its purpose.

### 1aii

There was a wide variety in the quality of answers for this question. Whilst most candidates responded well there was clear evidence of candidates learning to answer this style of question by completing past papers and then using these memorised responses without considering the context of the question and paper.

### 1aiii

This question was intended to stretch candidates by requiring them to provide specific examples of how a mood board could be used in this context of the paper scenario. The question was poorly answered with many generic answers worth no credit. There were also a high number of answers where candidates referred to a product in general or the magazine and not the adverts for the magazine. This showed a lack of understanding of the context of the question.

### 2a

This was generally answered well; however there were a lot of responses where camera angles and lighting were identified. These were not relevant to the context of the question, a radio advert. Centres are advised to ensure that their candidates identify clearly the context of each question as marks are being lost due to a failure to do this.

### 2b

Once again this was a question that was poorly answered as candidates were required to apply their knowledge of scripts use to the context of the radio advert. There was a large number of responses that contained generic answers related to films, shows and TV rather than the radio advert. To gain the full marks candidates needed to provide more specific answers to the context of the use the script.

### 2c

This was generally answered well; however there were far more incorrect answers than expected. This showed a lack of understanding of the use of different file types.

### Question 3

**Question 3**

3 Three Oaks has provided you with a written client brief for the Summer Bank Holiday Sale advertising campaign. In this client brief, Three Oaks has set out its requirements for the campaign.

(a) (i) The client brief has defined the colour scheme. Identify **three other** pieces of information that you could expect to find in this client brief.

- |   |                          |                                       |       |
|---|--------------------------|---------------------------------------|-------|
| 1 | Timescale (1 mark)       | Alternative answers:                  |       |
| 2 | Target audience (1 mark) | Content (information/images) (1 mark) | ..... |
| 3 | Purpose (1 mark)         | Style/genre (1 mark)                  | ..... |
|   |                          | Location (1 mark)                     | ..... |
|   |                          | Type of advert required (1 mark)      | ..... |
|   |                          | Budget (1 mark)                       | ..... |
|   |                          |                                       | [3]   |

(ii) Explain one reason why Three Oaks would state the colour scheme to be used in the advertising campaign.

Their use of the summer colours (1 mark) will combine with the supermarket house style (1 mark)

Alternative answers:

- Supermarket has own house style (1 mark) that is used in all their documents (1 mark) .....
- Their house style is unique (1 mark) so makes their products easy to identify (1 mark) . [2]

The income of the target audience of the supermarket advertising campaign needs to be considered during pre-production.

(b) (i) Explain one way that the income of the campaign's target audience will affect the content of the adverts used.

The products on sale (1 mark) will be those that the target audience can afford (1 mark)

Alternative answer: A low income audience (1 mark) will only buy lower priced products in the sale (1 mark) [2]

(ii) The target audience can be categorised by income. Identify **two other** ways that the supermarket's target audience can be categorised. For each category provide an example to illustrate your point.

Category Age (1 mark)  
 Category .....  
 Example Wide range of ages will need wide range of products (1 mark)  
 Example .....  
 Alternative example: 30 – 40 years (1 mark)

Category Gender (1 mark)  
 Category .....  
 Example Sale will appeal to both so products need to appeal to all genders (1 mark)  
 Example .....  
 Alternative example: male or female (1 mark)

Alternative answers: [4]

- Location (1 mark)
  - sale may only occur in certain stores/places (1 mark)
  - the target audience may live a distance from the store (1 mark)
- Interest/lifestyle (1 mark)
  - sale products targeted to their interest (1 mark)

## Mark scheme guidance

### 3ai

“What they want” is too vague.

Do not accept colour as this is stated in the question.

### 3aii

Two marks for suitable response with expansion.

### 3bi

Two marks for point with suitable expansion.

### 3bii

Two paired marks awarded for category and matching example.

Second mark in each response must relate to the category answer.

Read each answer as a whole, as category may be vague but example provided might clarify point made.

Two marks may be awarded for each response.

If category is wrong then do not mark example.

Do not accept answers about income as this is stated in the question.

## Examiner comments

### 3ai

This was generally answered well showing candidates were well-versed in using client briefs in other units of the specification.

### 3aii

This question was intended to stretch candidates in their understanding of why an organisation would stipulate the use of certain colours in their advertising. This was to test the candidates' knowledge of how house styles are used. This was generally poorly answered with a large number of responses seen where candidates discussed why colours were needed in the advertising campaign generally. The understanding of why a house style would be stipulated with the intended consequence of the use of a house style being omitted.

### 3bi

This question was answered poorly with a large number of candidates providing generic unrelated answers about other target audience factors seen in previous sessions. Too many candidates also missed the relevance of target audience income on the content of the advert, focussing on the relationship between the 'Three Oaks' having enough money to make a good quality advert. These marks were generally lost due to poor exam technique and candidates not reading the question properly.

### 3bii

This question had a mixture of responses. Candidates failed to gain full marks by not identifying a category, which are stated in the unit specification, using an example to show the category instead. There was also a large number of repeated answers for one category provided by candidates. This again indicated a lack of exam technique in how to apply knowledge to the paper context.

## Question 4

Question 4

- 4 A video campaign will be used to launch the Summer Bank Holiday Sale. This will involve a large team working together to produce a number of video adverts.

To support this you have been asked to draw up a work plan for the production of these video adverts.

- (a) (i) Explain one purpose of a work plan.

To plan out what order the tasks (1 mark) need to happen in (1 mark)

Alternative answers:

- .... - To allow the project to meet the final deadline (1 mark) by using checkpoints to stay on track (1 mark) .....
- .... - To provide timescales for parts (1 mark) so that you don't spend too long on one thing (1 mark) .....

[2]

- (ii) Identify three items that would be included on a work plan.

- |   |                           |  |       |
|---|---------------------------|--|-------|
| 1 | Project duration (1 mark) | Alternative answers:                       | ..... |
|   | .....                     | - Contingencies (1 mark)                   | ..... |
| 2 | Time/date (1 mark)        | - Tasks (1 mark)                           | ..... |
|   | .....                     | - Activities (1 mark)                      | ..... |
| 3 | Milestones (1 mark)       | - Resources/staff/items/locations (1 mark) | ..... |
|   | .....                     | - Costs/budget (1 mark)                    | ..... |

[3]

- (iii) Explain one reason why using the work plan would help when working with a large team to produce the video adverts.

Allows the project leader to track (1 mark) that all the parts are being completed on time (1 mark) ....

Alternative answers:

- Allows different members of the teams (1 mark) to know when they can expect parts they require for the advert (1 mark) .....
- So that team members know what to do (1 mark) to help finish the advert (1 mark) .. [2]

## Mark scheme guidance

### 4ai

Two marks for suitable response with expansion.  
This is all about project management.

### 4aii

Do not accept progress tracking because this is setting up the work plan not using it during the project.

### 4aiii

Two marks for suitable response with expansion.  
This is about the use of a work plan for a team not just an individual so the answer must be related to **context of a team**.

## Examiner comments

### 4ai

This question was answered poorly showing that candidates' understanding of work plans still needs to be developed. Centres are advised to develop this aspect as they are key documents when carrying out any media production and are included in a number of other units in the specification.

### 4aii

This again referred to the contents of work plans and was not answered well, with candidates often referring to contents of other pre-production documents. Where correct answers were seen candidates were clear about what makes up a work plan using the specific terminology used in the specification.

### 4aiii

The answers provided in the responses seen for this question were generally not specific enough to gain full marks. Candidates did not apply the use of the work plan to the context, nor provide clear examples of how it helps the process of working in a large team.

## Question 5

### Question 5

#### Section B

- 5 Three Oaks has asked to see your ideas about how the magazine advert will look for the Summer Bank Holiday Sale. In the sale it will be offering discounts on its summer sun products including sun cream, barbecues and ice cream.

Create a visualisation diagram for the magazine advert for the Summer Bank Holiday Sale.

Marks will be awarded for:

- content
- layout
- fitness for purpose.

[7]

#### Level 3: 6 – 7 marks

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

Colour scheme is shown and appropriate to the context.

The visualisation diagram is **wholly suitable** for purpose of advertising the summer bank holiday sale.

#### Level 2: 4 – 5 marks

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

Content is mostly relevant to the context and/or the advert.

Fitness for purpose of the visualisation diagram may not be fully clear for advertising the summer bank holiday sale.

#### Level 1: 1 – 3 marks

Layout is simplistic in structure and may be limited in suitability for use as an advert.

Content has limited relevance to context and/or advert.

The visualisation diagram will be weak in its fitness for purpose of advertising the summer bank holiday sale.

### Mark scheme guidance

Marks are awarded for the visualisation diagram considering the following points:

- Content relevant to bank holiday summer sale
- Content relevant to a magazine advert
- Suitability of layout
- Promotional style including persuasive language.
- Content relevant to Three Oaks supermarket
- Use of white space
- Colour schemes

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

### Examiner comments

This question was generally answered well, with candidates showing that report comments from previous sessions have been taken on board. Candidates are clearly indicating the colour schemes being used and annotating the diagrams well. There were a number of candidates; however who did not understand the term visualisation diagram, producing a mind map instead.

## Question 6

**Question 6**

- 6 A video will be created and used as a pop-up advert on various websites. Fig. 1 below contains the first draft of a script for part of the advert.

EXT. (EXTERIOR) – GARDEN

In bright sunshine.

Children playing in the garden laughing and chasing each other.

INT. (INTERIOR) – KITCHEN

Male parent looking into cupboard.

MALE PARENT

Aah.

EXT. (EXTERIOR) – PARK

Long shot

Four people sitting down on rug and talking, listening to music, with a disposable barbecue.

Female in group reaches into bag and finds it's empty.

FEMALE IN GROUP

Aah.

FEMALE VOICE-OVER (VO)

Don't let the Bank Holiday turn into a disappointment.

Remember this Bank Holiday to stock up on food to make the last days of Summer go out with a swing.

EXT. (EXTERIOR) – SUPERMARKET SHOP

Long shot

FEMALE VOICE-OVER (VO)

This week only: 20% off all fresh meat.

20% off all bread rolls.

25% off all disposable barbecues.

Offers end Sunday.

**Fig. 1**

(a) (i) Identify **two** visual characters from the script.

1	Children (1 mark)	Alternative answers:	..
	.....	- Four people (1 mark)	
2	Male parent (1 mark)	- Female in group/park (1 mark)	
	.....		

[2]

(ii) Identify **two** locations used in the script.

1	Garden (1 mark)	Alternative answers:	.....
	.....	- Park (1 mark)	
2	Kitchen (1 mark)	- Supermarket (1 mark)	
	.....		

[2]

(b) Explain **one** reason why an **exterior long shot** of the supermarket is used.

Allows the customer to identify the advert (1 mark) with the supermarket (1)

.....

Alternative answer: .....

Will allow good view of supermarket to be seen (1 mark) so that viewers will know exactly where the sale is (1 mark) .....

[2]

(c) Explain **two** aspects of the script that require more detail so that it becomes more useful as a pre-production document.

1 .. The female voice has no visual element (1 mark) which means that you don't know what is appearing on the screen when the voice over is happening (1 mark) .....

.....

.....

.....

2 .. The camera movement (1 mark) because there is no indication of how the camera pans in the scenes (1 mark) .....

.....

.....

.....

[4]

(d) The finished advert will be used as a pop-up advert on various websites.

Identify a suitable file format for the finished advert. Give a reason to support your choice.

Format	MP4 (1 mark)	Alternative answers:	.....
	.....	- F.ly (1 mark) – compression means that its small in file size (1 mark)	
Reason	Can be viewed wide range of different devices (1 mark) .....	- AVI (1 mark) – small file size means it will load quickly (1 mark)	.....
	.....		

[2]

## Mark scheme guidance

### 6ai

'People' is too vague.

Male/Female is too vague.

### 6aii

'House' is too vague.

### 6b

Two marks for suitable response with expansion.

For full marks answer must relate to context of the supermarket video advert.

### 6c

This question is about improving the script as a pre-production document not the content of the advert itself.

Do not accept:

- Dialogue/speech/words as this is already written in the script and does not improve the script only the content.

### 6d

Do not accept GIF as question refers to video not an animation.

## Examiner comments

### 6ai

This was a generally well-answered question; however a number of candidates identified non-visual characters such as the 'female voice over' or were not specific in their identification of the character, for example, male or female.

### 6aii

This question was generally well-answered.

### 6b

This question was intended to test candidates understanding of why camera shots are used in the context of the advert. There was a wide variety in the quality of the responses seen, with full marks not being awarded as often as would be expected. Candidates again did not explain the impact of the view of the whole shop and its relationship to the advert in the mind of the viewer.

### 6c

This question was answered poorly with a large number of candidates answering about the content of the scenes themselves, not the quality of the pre-production document itself. Instead of focussing upon aspects such as no clear direction, lack of camera angles and timing candidates referred to 'say more than "aah"' or 'say "Three Oaks supermarket" more'.

### 6d

This question saw a wide variety in the quality of answers provided. There were far more responses than expected that indicated that candidates did not know the difference between graphic and video file types. When the correct file types were identified full marks were not often gained due to not applying the answer to context of a pop-up advert online.

## Question 7

**Question 7**

Question 7 is based on Fig. 2

Fig. 2 is the first draft of a pre-production mood board for a television advert for the Summer Bank Holiday Sale. The advert will be shown on national television channels between programmes at prime-time viewing, before 9pm in the evening.



Fig. 2

- 7\* Discuss the suitability of the mood board in Fig. 2 for the television advert. You should include any areas for improvement. [12]

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

**Level 3: 9 – 12 marks**

Candidates will provide an excellent understanding of the question with clear **explanation** of the suitability of the mood board **use by its target audience**.

The strengths **and** weaknesses of the mood board are considered in equal weighting in relation to its audience and purpose.

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 the mood board being **described**. This may be one sided.

Some improvements **may** be suggested but they will not be wholly suitable and only focus on the content of the document itself.

**At the top end of the Level 2 the answer will be presented in the context of the Three Oaks advertising campaign.**

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

**Level 1: 0 – 4 marks**

Limited understanding of the use of mood board.

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.

**Mark scheme guidance**

The following areas for the mood board should be considered in the answer:

- Suitability for target audience of **designer** NOT people viewing the advert
- Layout
- Clarity/Relevance of content
- Use of different elements
- Annotations
- Fitness for purpose
- Suitability for the client.

**Examiner comments**

This question was answered poorly in general. The level of understanding regarding the use of the mood board was low, with very few candidates able to relate the use of a mood board to its correct audience and purpose.

The vast majority of the answers seen were based upon providing a critique of the strengths and weaknesses of the specific items on the mood board rather than the document as a whole.

A large number of candidates also did not read the question correctly referring to the mood board as being the advert itself and how it would be used to promote the sale. This supports the view that this unit of work and the pre-production documents it refers to are being taught mainly through work in other units.

There are very few references to mood boards in other units; hence the understanding of this pre-production document is poor. It is suggested that centres develop candidates' understanding of this pre-production document for future sessions.



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