

Wednesday 6 June 2018 – Morning
Level 1/2 Cambridge Nationals in Creative iMedia
R081/01 Pre-production skills

MARK SCHEME

Duration: 1 hour 15 minutes

MAXIMUM MARK 60

Version: Standardised
Last updated: 18/06/2018
(FOR OFFICE USE ONLY)

This document consists of 11 pages

MARKING INSTRUCTIONS

PREPARATION FOR MARKING SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

TRADITIONAL

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will

select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
- there is nothing written in the answer space.

Award Zero '0' if:















- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. The Assistant Examiner's Report Form (AERF) can be found on the RM Cambridge Assessment Support Portal (and for traditional marking it is in the *Instructions for Examiners*). Your report should contain notes on particular strength displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

<i>Stamp</i>	<i>Ref No.</i>	<i>Annotation Name</i>	<i>Description</i>	<i>Guidance</i>
	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 	3 (1p)	<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 	2 (1d, 2p)	For both marks should reflect visual aspect AND context of a mood board/style/ look.
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 	2 (2p, 2m)	Answer can be non- context based but for full marks must show the concept of different scenes being viewed.

	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 (1) • 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 	<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>
	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</p> <p>(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 marks 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>							
5		<table border="1"> <tr> <td data-bbox="297 767 495 903">Level 3 7 – 9 marks</td> <td data-bbox="495 767 1135 903"> <p>ALL 6 images are relevant Good justifications for all images Suitable layout/collage structure for the mood board</p> </td> </tr> <tr> <td data-bbox="297 903 495 1007">Level 2 4- 6 marks</td> <td data-bbox="495 903 1135 1007"> <p>4 or more images are relevant Justifications may lack detail Layout is not wholly suitable</p> </td> </tr> <tr> <td data-bbox="297 1007 495 1142">Level 1 1 – 3 marks</td> <td data-bbox="495 1007 1135 1142"> <p>May only contain 1 relevant image Justifications may be weak/non-existent Mood board has a poor layout (may not be clear)</p> </td> </tr> </table>	Level 3 7 – 9 marks	<p>ALL 6 images are relevant Good justifications for all images Suitable layout/collage structure for the mood board</p>	Level 2 4- 6 marks	<p>4 or more images are relevant Justifications may lack detail Layout is not wholly suitable</p>	Level 1 1 – 3 marks	<p>May only contain 1 relevant image Justifications may be weak/non-existent Mood board has a poor layout (may not be clear)</p>	<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>
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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.										
7	a	i	<p>One from:</p> <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	<p>One from:</p> <ul style="list-style-type: none"> • Presenter (1) • Brown bear (1) 	1 (1p)							
		iii	<p>One from:</p> <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	<p>One from e.g.</p> <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		<p>Marks awarded in threes with file format being first mark, e.g.</p> <p>Poster:</p> <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 <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 	6 (1p X3, 2p, 2d, 2d*)	<p>Do not award marks if file format is not clearly stated.</p> <p>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.</p>

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>	<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>
			<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>		
			<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>		