

1.

Question	Answer	Marks	Guidance
8	<p><b>Level 3: 9-12 marks</b> There will be an excellent understanding of the question with a clear <b>discussion</b> of the suitability of the visualisation diagram for <b>use by its target audience (author)</b>.</p> <p>Both strengths <b>and</b> weaknesses of the visualisation diagram are considered in equal weighting.</p> <p>The suggested improvements will be <b>well thought through</b> and in <b>context</b>.</p> <p>Subject specific terminology will be used correctly and there will be few, if any, errors in spelling and punctuation.</p> <p><b>Level 2: 5-8 marks</b> Candidates will provide a good understanding of the question with strengths <b>and/or</b> weaknesses of visualisation diagram being <b>described</b>. This may be one sided.</p> <p>Some improvements <b>will</b> be suggested but some will not be wholly suitable.</p> <p><b>At the top end of the Level 2 the answer will be presented in the context of the Kids-5-A-Day campaign.</b></p> <p>There may be errors in spelling, punctuation and grammar which will <b>not</b> be intrusive.</p> <p><b>Level 1: 0-4 marks</b> Limited understanding of the use of visualisation diagram.</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>	12	<p>Answers may include reference to :</p> <ul style="list-style-type: none"> <li>• Composition (e.g use of images, fonts, text)</li> <li>• Layout</li> <li>• Clarity – contrast, sizes</li> <li>• Use of colours</li> <li>• Use of white space</li> <li>• Fitness for purpose</li> <li>• Suitability for target audience(author)</li> <li>• Suitability for the client</li> </ul> <p>Subject specific terminology covers both terminology related to the creation of visualisation diagrams as well as that related to downloadable information sheets.</p>

2.

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Question	Answer	Marks	Guidance						
8	<table border="1"> <tr> <td>Level 3 9- 12 marks</td> <td> <p>Candidates will provide an excellent understanding of the question with clear <b>explanation</b> of the suitability of the mind map for <b>use by its target audience (graphics department)</b>.</p> <p>The strengths <b>and</b> weaknesses of the mind map are considered in equal weighting.</p> <p>The suggested improvements will be <b>well thought through</b> and explained in <b>context</b>.</p> <p>Subject specific terminology will be used correctly and there will be few, if any, errors in spelling and punctuation.</p> </td> </tr> <tr> <td>Level 2 5- 8 marks</td> <td> <p>Candidates will provide a good understanding of the question with strengths <b>and/or</b> weaknesses of mind map being <b>described</b>. This may be one sided.</p> <p>Some improvements <b>may</b> be suggested but they will not be wholly suitable.</p> <p><b>At the top end of the Level 2 the answer will be presented in the context of the teen fashion magazine .</b></p> <p>There may be errors in spelling, punctuation and grammar which may <b>not</b> be intrusive.</p> </td> </tr> <tr> <td>Level 1 0-4 marks</td> <td> <p>Limited understanding of the use mind map.</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> </td> </tr> </table>	Level 3 9- 12 marks	<p>Candidates will provide an excellent understanding of the question with clear <b>explanation</b> of the suitability of the mind map for <b>use by its target audience (graphics department)</b>.</p> <p>The strengths <b>and</b> weaknesses of the mind map are considered in equal weighting.</p> <p>The suggested improvements will be <b>well thought through</b> and explained in <b>context</b>.</p> <p>Subject specific terminology will be used correctly and there will be few, if any, errors in spelling and punctuation.</p>	Level 2 5- 8 marks	<p>Candidates will provide a good understanding of the question with strengths <b>and/or</b> weaknesses of mind map being <b>described</b>. This may be one sided.</p> <p>Some improvements <b>may</b> be suggested but they will not be wholly suitable.</p> <p><b>At the top end of the Level 2 the answer will be presented in the context of the teen fashion magazine .</b></p> <p>There may be errors in spelling, punctuation and grammar which may <b>not</b> be intrusive.</p>	Level 1 0-4 marks	<p>Limited understanding of the use mind map.</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>	12	<p>Answers may include reference to:</p> <ul style="list-style-type: none"> <li>• Recognisable diagram structure</li> <li>• Content relevant to magazine</li> <li>• Relevance of links between content</li> <li>• Missing links between content</li> <li>• Suitable detail/annotation</li> <li>• Logical sequence of nodes/sub-nodes</li> <li>• Fitness for purpose</li> <li>• Suitability for target audience (graphics department)</li> <li>• Suitability for the target audience of magazine</li> </ul> <p>Subject specific terminology covers both terminology related to the creation of mind map as well as that related to teen fashion magazine.</p>
Level 3 9- 12 marks	<p>Candidates will provide an excellent understanding of the question with clear <b>explanation</b> of the suitability of the mind map for <b>use by its target audience (graphics department)</b>.</p> <p>The strengths <b>and</b> weaknesses of the mind map are considered in equal weighting.</p> <p>The suggested improvements will be <b>well thought through</b> and explained in <b>context</b>.</p> <p>Subject specific terminology will be used correctly and there will be few, if any, errors in spelling and punctuation.</p>								
Level 2 5- 8 marks	<p>Candidates will provide a good understanding of the question with strengths <b>and/or</b> weaknesses of mind map being <b>described</b>. This may be one sided.</p> <p>Some improvements <b>may</b> be suggested but they will not be wholly suitable.</p> <p><b>At the top end of the Level 2 the answer will be presented in the context of the teen fashion magazine .</b></p> <p>There may be errors in spelling, punctuation and grammar which may <b>not</b> be intrusive.</p>								
Level 1 0-4 marks	<p>Limited understanding of the use mind map.</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>								

3.

Question	Answer	Marks	Guidance
7	<p><b>Level 3: 9 - 12 Marks.</b> Candidates will provide an excellent understanding of the question with clear <b>explanation</b> of the suitability of the mood board <b>use by its target audience</b>.</p> <p>The strengths <b>and</b> weaknesses of the mood board are considered in equal weighting in relation to its audience and purpose</p> <p>The suggested improvements will be <b>well thought through</b> and explained in <b>context</b>.</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 mood board should be considered in the answer:</p> <ul style="list-style-type: none"> <li>• Suitability for target audience of <b>designer</b> NOT people viewing the advert</li> <li>• Layout</li> <li>• Clarity/Relevance of content</li> <li>• Use of different elements</li> <li>• Annotations</li> <li>• Fitness for purpose</li> <li>• Suitability for the client</li> </ul>
	<p><b>Level 2: 5 – 8 Marks.</b> Candidates will provide a good understanding of the question with strengths <b>and/or</b> weaknesses of the mood board being <b>described</b>. This may be one sided.</p> <p>Some improvements <b>may</b> be suggested but they will not be wholly suitable and only focus on the content of the document itself.</p> <p><b>At the top end of the Level 2 the answer will be presented in the context of the Three Oaks advertising campaign.</b></p> <p>There may be errors in spelling, punctuation and grammar which may <b>not</b> be intrusive.</p>		

Question	Answer	Marks	Guidance
	<p><b>Level 1: 0 -4 Marks</b> Limited understanding of the use of mood board. 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>		

10		Level 3 9- 12 marks	Candidates will provide an excellent understanding of the question with clear <b>explanation</b> of the suitability of the mood board for <b>use by its target audience (production team)</b> .	12	Answers may include reference to: <ul style="list-style-type: none"> <li>• Suitability of images</li> <li>• Relevance to a ride</li> </ul>
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			<p><b>team).</b> The strengths <b>and</b> weaknesses of the mood board are considered in equal weighting.</p> <p>The suggested improvements will be <b>well thought through</b> and explained in <b>context</b>.</p> <p>Subject specific terminology will be used correctly and there will be few, if any, errors in spelling and punctuation.</p>		<ul style="list-style-type: none"> <li>• Relevance to Victorian era</li> <li>• Suitable detail/annotation</li> <li>• Fitness for purpose</li> <li>• Suitability for target audience (<b>production team</b>)</li> <li>• Suitability for the target audience of ride</li> </ul> <p>Subject specific terminology covers both terminology related to the creation of mood board as well as that related to Victorian era of the ride.</p>
		Level 2 5- 8 marks	<p>Candidates will provide a good understanding of the question with strengths <b>and/or</b> weaknesses of mood board being <b>described</b>. This may be one sided.</p> <p>Some improvements <b>may</b> be suggested but they will not be wholly suitable.</p> <p><b>At the top end of the Level 2 the answer will be presented in the context of the Victorian era section of the ride.</b></p> <p>There may be errors in spelling, punctuation and grammar which may <b>not</b> be intrusive.</p>		
		Level 1 0-4 marks	<p>Limited understanding of the use mood board. 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>		

5.

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Question	Answer	Marks	Guidance
10	<p><b>Level 3: 9 – 12 Marks</b> There will be an excellent understanding of the question with clear explanation of the suitability of the visualisation diagram for the <b>target audience of the document, graphic artist</b>.</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"> <li>• Composition (e.g. use of images, fonts, text)</li> <li>• Layout</li> <li>• Clarity</li> <li>• Use of colours</li> <li>• Use of white space</li> <li>• Fitness for purpose</li> <li>• Suitability for target audience – graphic audience</li> <li>• Suitability for the client</li> </ul>
	<p><b>Level 2: 5 – 8 Marks</b> There will be a basic understanding of the question with strengths <b>and/or</b> 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><b>Level 1: 0-4 Marks</b> 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>		

Question	Answer	Marks	Guidance
9	<p>Candidates will provide an excellent understanding of the question with clear <b>explanation</b> of the suitability of the storyboard for <b>use by its target audience (animators)</b>.</p> <p>The strengths <b>and</b> weaknesses of the storyboard are considered in <b>equal weighting</b>.</p> <p>The suggested improvements will be <b>well thought through</b> and explained in <b>context</b>.</p> <p>Subject specific terminology will be used correctly and there will be few, if any, errors in spelling and punctuation.</p> <p>Candidates will provide a good understanding of the question with strengths <b>and/or</b> weaknesses of storyboard being <b>described</b>. This may be one sided.</p> <p>Some improvements <b>may</b> be suggested but they will not be wholly suitable.</p> <p><b>At the top end of the Level 2 the answer will be presented in the context of the Velocity Girl animation.</b></p> <p>There may be errors in spelling, punctuation and grammar which may <b>not</b> be intrusive.</p> <p>Limited understanding of the use of a 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>	12	<p>Answers may include reference to :</p> <ul style="list-style-type: none"> <li>• Composition</li> <li>• Layout</li> <li>• Clarity</li> <li>• Use of colours</li> <li>• Fitness for purpose</li> <li>• Font type &amp; styles</li> <li>• Order of boards</li> <li>• Transitions</li> <li>• Virtual Camera movement</li> <li>• Suitability for target audience (animators)</li> <li>• Suitability for the client</li> </ul> <p>Subject specific terminology covers both terminology related to the creation of storyboard as well as that related to Velocity Girl animation.</p>