Cambridge National

Creative iMedia

R081/01: Pre-production skills

Level 1/2 Cambridge National Certificate/Award/Diploma

Mark Scheme for January 2024

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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 2024

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. **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.

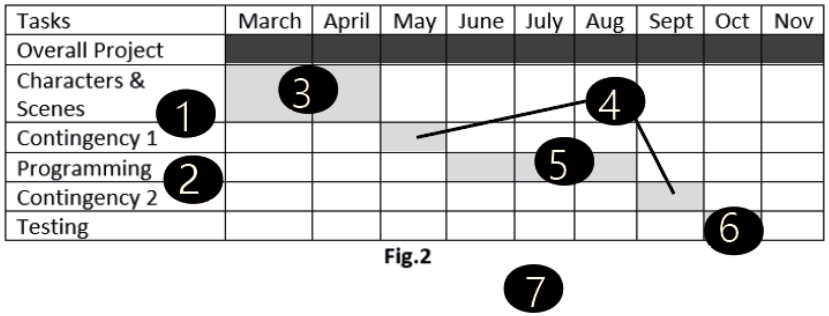
10. For answers marked by levels of response:
    a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
    b. **To determine the mark within the level**, consider the following:

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

Stamp	***Ref No.***	***Annotation Name***	***Description***
	151	Highlight	Highlight (mandatory for all units)
	181	Off Page Comment	Off page comment (mandatory for all units)
BP	1681	BP	Blank page (mandatory for all units)
	11	Tick	Tick
TV	201	TV	Too vague
SEEN	811	SEEN	Noted but no credit given
NE	1121	NE	No example
NBOD	191	NBOD	Benefit of doubt not given
NAQ	501	NAQ	Not answered question
L3	331	L3	Level 3
L2	321	L2	Level 2
L1	311	L1	Level 1
	21	Cross	Cross
BOD	31	BOD	Benefit of doubt
REP	271	REP	Repeat

Question		Answer	Marks	Guidance
1	a	**One** mark for identified purpose **One** mark for expansion in context		
		Up to **two** marks for suitable explanation e.g. • Generate ideas (1) by using existing materials (1) • Visually create ideas (1) from existing content (1) • Generate a 'feel'/look (1) for the game (1) • Generate colour ideas (1) for the characters/set (1) • Credit any other suitable response	2	
	b	This is about a DIGITAL mood board so video, music etc are appropriate Do not accept physical objects such as fabric Use of context allows for same item to be awarded twice e.g., Image of sweets (1), image of shop (1) are both allowed Marks can be awarded once for no context being used e.g., image (1)		
		Up to **three** marks, **one** mark for each correctly identified item: • Animations (1) • Image/Photo/Drawing/Sketch (1) • Video (1) • Audio/Music/Sound (1) • Font (1) • Colour/Colour Schemes/House Style (1) • Title (1) • Annotations/Labels (1) • Blurb/Text/Words (1) • Any other suitable response	3	
2	a	Must be an item not a description of content • Image of sweets ✓ • Sweets X		
		Up to **three** marks, **one** mark for each correctly identified item: • Title (1) • Text/Blurb/Content (1) • Annotations/Labels (1) • Images of sweets (1) • Any other suitable response	3	
	b	**1st mark** identify audience Up to **two** marks for explanation of use in context		
		Up to **three** marks for **one** explanation:	3	

			• Client (1st) who would see the initial designs (1) to approve or ask for changes (1) • Graphic artist (1st) to use initial designs (1) to create the final graphic of the shop (1) • Other suitable response		
3	**a**	This is low level question, but answers must be taken from the brief			
			Up to **two** marks, **one** mark for each requirement from the brief: • Based in a sweet shop (1) • Sweet jars on shelves (1) • Look down from above (1) • 10 players in the game (1) • Each player looks like cartoon animal (1) • Characters wear primary colour tops (1) • Characters have animal style legs (1) • Game is set in a sweet shop (1)	2	CAO- there are no other design requirements in the brief
	b	One mark for each of the correct aspects in the work plan Wording for (1) and (2) may differ but mean the same as on the MS below Ticks to be placed where numbers indicate on diagram below			
			1- Characters/scenes (Graphics) + Contingency (1) 2- Programming + Contingency (1) 3- 2 months for Characters/scenes (Graphics) (1) 4- 1 month for contingencies (BOTH) (1) 5- 3 months for programming (1) 6- Testing 1 month as last carried out (1) 7- No overlap (1)  **Fig.2**	7	

4	**a**	Low demand question Answers must be taken from the script			
			Up to **two** marks, **one** mark for each correctly identified location: • (INT/EXT) Doorway of shop (1) • (INT)Storeroom (1) • (INT) Sweetshop (1) • (EXT)Back of shop (1) • (EXT)lorry (1)	2	CAO as only answers in the script
	b	Mid to high demand question			
			Up to **three** marks, **one** mark for each correctly identified stage direction: • Walks through door (1) • Turns away (1) • Swim arms wide (1) • Vanishes (1) • Carries boxes (1) • Jumps into lorry (1) • Smashes jars (1)	3	CAO as only answers in the script
	c	High demand question			
			Up to **two** marks for **one** explanation e.g.: • Spelling could be improved (1) so that the people know what is said (1) • INT/EXT should be in capitals (1) so that they stand up to see where setting changes (1) • Character speech should be centre aligned consistently (1) so the content is easy to read (1) • Any other suitable response	2	

<table>
<tr><td>5</td><td></td><td colspan="4">Storyboard question</td></tr>
<tr><td></td><td></td><td></td><td>
<table>
<tr><td>Level 3
7-9
marks</td><td>Clear structure with logical progression which can be easily followed.

3 or more of technical (t) aspects covered.
Must be consistent appropriate use for top of mark band

Content is fully relevant to the game script.

Detail is clear and understandable.</td></tr>
<tr><td>Level 2
4- 6
marks</td><td>Structure of storyboard is clear but may not be totally logical.

Max 2 technical (t) aspects covered- must be consistent use for top of mark band

Content not fully relevant to the game script.

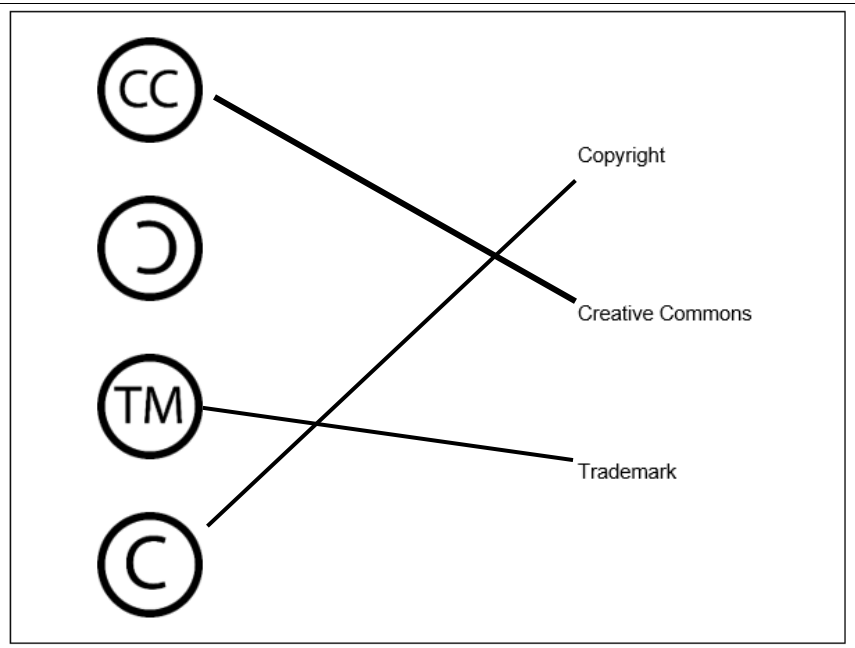
Some required detail is missing.</td></tr>
<tr><td>Level 1
0-3
marks</td><td>Storyboard has basic structure (may not be clear).

No technical (t) aspects covered

Content may not be wholly appropriate/complete in context.

Lack of detail in the information provided.</td></tr>
</table>
0 marks – no work worthy of credit
</td><td>9</td><td>Marks are awarded for storyboard in the context of the game script , considering the following points:
number of scenes
scene content
scene numbers (t)
timings (t)
camera shots (e.g., close up, mid, long) (Can be inferred from the drawing) (t)
camera angles (e.g., over the shoulder, low angle, aerial) (Can be inferred from the drawing) (t)
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 or other room, outdoor) (t)
technical direction (t)
camera type (t)
visual effects (e.g., fade, hide) (t)
interactive features (t)
The diagram should be viewed as a whole and then graded appropriately</td></tr>
</table>

6		Low to mid demand question **One** mark per issue identified **One** mark per description in context			
			Up to **two** marks for **each** description of an issue: • tripping over cables (1) which are used to power the cameras (1) • jumping at heights (1) can cause injury (1) • Actors could bump into each equipment (1) so need to create safe spaces (1) • PAT tested equipment (1) to ensure its safe to use (1) • Any other suitable response	4	
7		High demand question **One** mark for the issue identified **One** mark for the expansion of explanation in context – must be about how the classification is affected			
			Up to **two** marks for **one** explanation: • Violence (1) cannot frighten young children (1) • There should be no swearing (1) as this is not appropriate for young children (1) • There cannot be any adult themes (1) as these are not appropriate for young children (1) • Any other suitable response	2	
8		Low demand question CAO			
			Up to **three** marks, **one** mark for each correctly identified symbol	3	

					
9		Low demand question			
			Up to **three** marks, **one** mark for **each** suitable file format Video format e.g. • Mpg (1) • Mp4 (1) • Avi (1) Audio format e.g. • Mp3 (1) • Wav (1) • Ogg vorbis (1) Poster e.g. • Jpg (1) • Tiff (1) pdf (1) • Png (1)	3	Will update at SSU based on file formats in existence at that time
10		The mind map is about creating the game and is about ideas at a planning meeting.			

<table>
<tr><td></td><td></td><td colspan="4">The mind map will be used by the game developer
L3 The candidate has explained how useful the mind map is for the game developer and how to make it more useful
L2 The candidate has described the mind map with no linking it to the correct audience – this is what the mind map is this is what is missing etc
L1 The candidate just makes points about how the content suitable for a mind map

Annotate with LEVEL ONLY.</td></tr>
<tr><td></td><td></td><td></td><td>
<table>
<tr><td>Level 3
9- 12 marks</td><td>Candidates will provide an excellent understanding of the question with a clear explanation of the suitability of the mind map for use by its target audience (game developer).

The strengths and weaknesses of the mind map are considered in equal weighting.

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.</td></tr>
<tr><td>Level 2
5- 8 marks</td><td>Candidates will provide a good understanding of the question with strengths and/or weaknesses of mind map being described. This may be one sided.

Some improvements may be suggested but they will not be wholly suitable.

At the top end of the Level 2 the answer will be presented in the context of developing the game.

There may be errors in spelling, punctuation and grammar which may not be intrusive.</td></tr>
<tr><td>Level 1
0-4 marks</td><td>Limited understanding of the use a storyboard. Answers will be vague and not necessarily linked to the context of the question.</td></tr>
</table>
</td><td>12</td><td>Answers may include reference to:
• Structure
• Layout
• Clarity
• Fitness for purpose
• Font type & styles
• Colours
• Shapes/buttons
• Interactivity
• Nodes
• Sub nodes
• Central theme
• Suitability for target audience (game developer)

Subject specific terminology covers both terminologies related to the creation of mind map as well as that related to game development.
NB.
If answer is incorrect, 1 mark can still be awarded for quality of written communication.</td></tr>
</table>

				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.		

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on

01223 553998

Alternatively, you can email us on

support@ocr.org.uk

For more information visit

ocr.org.uk/qualifications/resource-finder

ocr.org.uk

Twitter/ocrexams

/ocrexams

/company/ocr

/ocrexams

CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT

OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2024 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA.

Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up-to-date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please contact us.

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our Expression of Interest form.

Please get in touch if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.