

# **Cambridge Technicals Digital Media**

## **Unit 2: Pre-production and planning**

Level 3 Cambridge Technical in Digital Media  
**05843 - 05846 & 05875**

## **Mark Scheme for January 2024**

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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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**MARKING INSTRUCTIONS****PREPARATION FOR MARKING****RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor, 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 RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**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 RM Assessor 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.  
50% deadline 14<sup>th</sup> February 2024  
Final deadline: 20<sup>th</sup> February 2024
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor 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.)*

**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.)*

**Medium 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 RM Assessor **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 RM Assessor messaging system, or e-mail.
9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths 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:

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

## 11. Annotations

Annotation	Meaning
	Unclear
<b>BOD</b>	Benefit of Doubt
<b>BP</b>	Blank page
	Cross
	Not relevant to specific question
<b>REP</b>	Repeat
<b>TV</b>	Too vague
	Tick
<b>NAQ</b>	Not answered question
<b>SEEN</b>	SEEN
<b>L1</b>	L1
<b>L2</b>	L2
<b>L3</b>	L3
<b>L4</b>	L4

Question		Answer	Marks	Guidance
<b>Section A</b>				
1	(a)	<p>One mark for each revenue stream, e.g. (max 3 marks)</p> <ul style="list-style-type: none"> <li>• Collaborating on sponsorship (1)</li> <li>• Securing finance from Cony (1)</li> <li>• Ticket sales to a live promo event (1)</li> <li>• Launching as a franchise (1)</li> <li>• Other suitable response</li> </ul>	<p>3</p> <p>1.1</p>	<p>Must be relevant to the brief/gaming</p> <p>Accept:</p> <ul style="list-style-type: none"> <li>• Patronage</li> <li>• Donations</li> <li>• Loans</li> <li>• Crowdfunding</li> <li>• Fundraising</li> <li>• Profit from previous games</li> </ul> <p>DO NOT ACCEPT:</p> <ul style="list-style-type: none"> <li>• Advertising – as the question is asking about funding the marketing campaign</li> </ul>
1	(b)	<p>One mark for a marketing strategy, two marks for suitable expansion e.g.</p> <ul style="list-style-type: none"> <li>• Social media teaser trailer of the game (1st) would build excitement and buzz (1) with influencers making their own a review to share (1).</li> <li>• Competition to win a Cony console and free game (1st). This means people become aware of the game name (1) and are likely to buy if they don't win the competition (1).</li> <li>• Other suitable response</li> </ul> <p><b>Synoptic to U1, U6</b></p>	<p>3</p> <p>1.1</p> <p>3.1</p>	<p>Credit should be given for answers that demonstrate understanding of potential strategies that could be used to market the game.</p> <p>Basically, we are looking for a strategy provided to promote and sell the game.</p> <p>Accept:</p> <ul style="list-style-type: none"> <li>• Social media marketing campaigns, using Facebook, TikTok, Instagram, snapchat</li> <li>• Burst marketing (intense advertising at a specific moment in time)</li> <li>• Celebrity endorsement</li> </ul> <p>DO NOT ACCEPT:</p> <ul style="list-style-type: none"> <li>• Social media as a standalone, there must be some link to a method of advertising and marketing. i.e. trailer, competition.</li> <li>• House style and colour is too vague unless in expansion to the initial point.</li> </ul>

Question	Answer	Marks	Guidance
2	<p>One mark per method of appeal/primary research, two marks for expansion, (max 6 marks) e.g.</p> <ul style="list-style-type: none"> <li>• Game needs to appeal to a diverse audience (1) this means there needs to be a variety of characters from different ethnic groups (1) in order to appeal to a wider market. (1).</li> <li>• Character personalities and special skills need to be suitable for 16 year olds (1) so Charlie will need to ensure that characters are not able to use weapons (1) that allow them to promote graphic violence more suited to an 18+ game (1).</li> <li>• Charlie might send out a questionnaire to the 16-30 year olds (1) to ask them what they would like (1) which ensures that they are having a say in the design (1)</li> <li>• Other suitable response</li> </ul>	<p>6</p> <p>2.1</p>	<p>Credit should be given for answers that demonstrate understanding of the methods of appeal or methods of primary research in relation to the brief.</p> <p>Accept:</p> <ul style="list-style-type: none"> <li>• Diverse characters</li> <li>• Appropriateness for audience – language, colours, character designs.</li> <li>• Appropriate diverse clothing</li> <li>• Ethnicity</li> <li>• Interview/survey/ people to find out what they want</li> <li>• Research age related designs on the Internet</li> </ul> <p>DO NOT ACCEPT:</p> <ul style="list-style-type: none"> <li>• Methods which suggest personalisation of the avatar</li> </ul>



Question		Answer	Marks	Guidance
3	(a)	<p>One mark for each correct online tool: e.g.</p> <ul style="list-style-type: none"> <li>• Microsoft Office Cloud/365 (1)</li> <li>• Asana (1)</li> <li>• Trello (1)</li> <li>• Other suitable response</li> </ul>	<p>3</p> <p>3.1</p>	<p>Tools used should be those used to save work online.</p> <p>Accept:</p> <ul style="list-style-type: none"> <li>• Google Drive</li> <li>• Microsoft OneDrive</li> <li>• iCloud</li> <li>• Monday.com</li> <li>• Apollo</li> </ul> <p>BOD:</p> <ul style="list-style-type: none"> <li>• MS Project</li> <li>• MS Teams</li> <li>• The 'Cloud'/ cloud storage - generalised</li> </ul> <p>DO NOT ACCEPT:</p> <ul style="list-style-type: none"> <li>• Word processing, presentation, DTP, spreadsheet software.</li> <li>• On the computer</li> <li>• Shared files on internal network.</li> </ul>
3	(b)	<p>One mark for suitable method, two marks for expansion, e.g.</p> <ul style="list-style-type: none"> <li>• Could do a MS Teams call (1) so both parties can see each other (1) and work can be shared from both devices (1).</li> <li>• Could schedule a meeting in professional management software such as WorkCast (1). (1). These are private and password protected (1) meaning meetings aren't easily hackable. (1).</li> <li>• Other suitable response</li> </ul>	<p>3</p> <p>3.1</p>	<p>Credit any reasonable method, such as Skype or use of video calls.</p> <p>Accept:</p> <ul style="list-style-type: none"> <li>• WhatsApp video call</li> <li>• Google Meet</li> <li>• Video call</li> </ul> <p>BOD:</p> <ul style="list-style-type: none"> <li>• Telephone call</li> <li>• Conference call</li> </ul> <p>Expansion: Screenshare, real-time, cost effectiveness, convenience,</p>

Question	Answer	Marks	Guidance
4	<p>One mark for legal issue, two marks for expansion: (Max 6 marks), e.g.</p> <ul style="list-style-type: none"> <li>• Copyright (1). All graphics should be original in the game (1) so Progress Games do not end up getting sued for using intellectual property without permission (1).</li> <li>• Defamation/slander/libel (1) Producers may be inspired by images gathered online (1) careful selection of images not to defame a person's character.</li> <li>• Data Protection Act (1) Anika needs to have registered with the ICO to ensure that she keeps customers data safe and secure (1) in case of hacking (1)</li> <li>• Other suitable response</li> </ul>	<p>6</p> <p><b>1.1</b></p>	<p>Must be relevant to the brief.</p> <p>Must be related to legislation.</p> <p>If the identification is not clear, but there is understanding of a relevant legal issue, then up to two marks can be awarded for explanation.</p> <p>Accept:</p> <ul style="list-style-type: none"> <li>• Trademark – the use of logos in the launch of the game.</li> <li>• Intellectual Property Rights – if the idea is too similar to something that already exists.</li> <li>• Lack of consent forms in relation to IP could result in the delay in launch of the product.</li> </ul> <p>DO NOT ACCEPT:</p> <ul style="list-style-type: none"> <li>• PEGI – this is regulation.</li> <li>• GDPR – they are not collecting data at this point.</li> <li>• Freedom of Information Act is not relevant.</li> <li>• Actors Consent forms</li> <li>• Location release forms</li> </ul>

Question	Answer	Marks	Guidance
5	<p><b>Level 3 (6-8 marks)</b> There is an excellent discussion of two secondary methods that could be used. There is a balanced discussion of advantages and disadvantages of each. There is also a thorough explanation of why both are suitable for each of tasks in relation to the brief. <i>(At the top of this level there must be reference to specific examples, i.e. gaming websites, gaming magazines)</i></p> <p><b>Level 2 (3-5 marks)</b> There is some discussion of two secondary methods that could be used, although this may not be balanced. There may be some explanation of why at least one tool is suitable for each of tasks in relation to the brief.</p> <p><b>Level 1 (1-2 marks)</b> There is a basic discussion of two secondary methods. Only one method may be discussed and there may not be explanation. The brief may not be mentioned.</p> <p><b>0</b> - marks for responses not worthy of credit</p>	8  2.1, 3.1, 4.1, 4.2	<p>Read answer as a whole and then award marks. Highlight the methods. Please add the Level to this response.</p> <p>Be aware of generic answers. They might identify a method, with an advantage and a disadvantage – but may not mention in the context of the brief. 3 marks for each can be awarded.</p> <p>Also be aware of primary methods, such as playing and watching other people play games, as this is research by observation.</p> <p>For top Level 3, we would expect reference to specific examples i.e. gaming magazines, game review website, gaming forums.</p> <p>Secondary methods that may be covered:</p> <ul style="list-style-type: none"> <li>- Documentaries on famous games</li> <li>- Newspaper articles/reviews</li> <li>- Magazine articles / reviews</li> <li>- Gaming blogs and influencer vlogs</li> <li>- Walkthroughs</li> <li>- Completed Surveys and Q/A with reviews.</li> </ul> <p><b>Advantages/disadvantages of secondary methods may include:</b></p> <ul style="list-style-type: none"> <li>• Developer experts in documentaries.</li> <li>• Reviews are written by specialist gaming journalists.</li> <li>• Influencers are popular and know their subjects well/ may be paid to endorse games.</li> <li>• May be biased.</li> <li>• Blogs may not be written by professionals.</li> </ul>

6	Question	Answer	Marks	Guidance
		<p>One mark for equipment, two marks for expansion, (Max 6 marks) e.g.</p> <ul style="list-style-type: none"> <li>• Microphone with windshield (1). The audio needs to be clear and distinctive (1) so players know who different characters are. (1).</li> <li>• Software such as Adobe Audition (1) so sound effects added are professional (1) and the mix exported can be high quality and lossless (1).</li> <li>• Other suitable response</li> </ul>	<p>6  1.1</p>	<p>It is likely that candidates will select a microphone and software.</p> <p>Accept:</p> <ul style="list-style-type: none"> <li>• Computer for editing audio</li> <li>• Firewire/USB cable to connect the microphone to the computer</li> <li>• Headphones/audio jack</li> <li>• Voice recorder/Audio Recorder</li> <li>• Audio recorder app on smartphone</li> <li>• Sound Mixer/ mix effects (ideally should have microphone connected to it)</li> <li>• Pop filter</li> </ul> <p>BOD:</p> <ul style="list-style-type: none"> <li>• Video editing software, could be used to edit audio</li> <li>• Sound board to change voice</li> <li>• Audio Foam – to remove echo when recording</li> </ul> <p>DO NOT ACCEPT:</p> <ul style="list-style-type: none"> <li>• Recording Studio</li> <li>• Sound Booth</li> </ul>

Question		Answer	Marks	Guidance
7		<p>One mark for suitable disadvantages, one mark for expansion, (max 4 marks) e.g.</p> <ul style="list-style-type: none"> <li>• Users may dislike the prototype (1) which means they may not buy the game (1)</li> <li>• A prototype can be a basic, unfinished version (1) which may mean users are disappointed (1)</li> <li>• Other suitable response</li> </ul>	<p>4</p> <p>4.1, 4.2</p>	<p>The question is asking for a disadvantage of an early launch of the game.</p> <p>Accept disadvantages which relate to the target audience and/or Progress Games.</p>

Question		Answer	Marks	Guidance
<b>Section B</b>				
<b>8</b>		<p><b>Content (max 3 marks)</b> e.g.</p> <p>Decisions related to product brief the Avatar(1) Decisions related to items in a survival pack (1) Logical flow of decisions (1) Other suitable response</p> <p><b>Fitness for purpose (max 2 marks)</b> e.g.</p> <p>Shows the decisions (1) Can be clearly read by the client (1) Other suitable response</p> <p><b>Annotations (max 3 marks)</b> e.g.</p> <p>Relevant to the brief (1) Decisions and flow explained (1) Usefulness to the audience (Anika) (1)</p> <ul style="list-style-type: none"> <li>• Other suitable response</li> </ul>	<p>8</p> <p><b>2.1,</b> <b>3.1,</b> <b>4.1</b></p>	<p>Please place ticks for C/FFP/A at the top next to the bullets</p> <p>Students seem to have picked up on the words Create Avatar and Select survival pack and have created visualisation diagrams.</p> <p><b>If not a Site Structure Diagram – cap at 3 marks.</b> Award for content and annotations.</p> <ul style="list-style-type: none"> <li>• 1 for content (Avatar and/or survival pack)</li> <li>• 1 annotation in relation to the brief</li> <li>• 1 annotation usefulness to the audience</li> </ul> <p>Some things to look for:</p> <p>Select Avatar</p> <ul style="list-style-type: none"> <li>• Pick gender</li> <li>• Pick clothes</li> <li>• Remove clothes</li> <li>• Change appearance</li> </ul> <p>Select Survival Pack</p> <ul style="list-style-type: none"> <li>• Select items</li> <li>• Remove items</li> </ul>

Question	Answer	Marks	Guidance
9	<p><b>Content (max 4 marks)</b> e.g.</p> <p>Plausible activities identified (1) Personnel identified (1) Milestones/equipment/resources identified (1) Enough activities to go over 4 weeks - 6 activities as minimum (1) Other suitable response</p> <p><b>Layout (max 3 marks)</b> e.g.</p> <p>Shows four weeks of planning (1) Sections clearly labelled (1) i.e. task, personnel, date, timings (must be more than 3 labels) Shows areas of dependencies (shading) (1) Other suitable response</p> <p><b>Fitness for purpose (max 3 marks)</b> e.g.</p> <p>Are tasks relevant to the specific brief (2)</p> <ul style="list-style-type: none"> <li>• Give 1 mark if generic</li> <li>• Give 2 marks if specific to the brief</li> </ul> <p>Relevant to audience requirements – could personnel use it? (1)</p> <ul style="list-style-type: none"> <li>• Other suitable response</li> </ul>	<p>10</p> <p><b>1.1,</b> <b>2.1,</b> <b>3.1,</b> <b>4.1</b></p>	<p>Please highlight to show areas where marks are being awarded.</p> <p>Please place ticks at the top for C/L/FFP next to the bullets</p> <p>Because there is a period of 4 weeks, candidates may produce evidence in a Gantt chart format. This is acceptable.</p>

Question	Answer	Marks	Guidance
<p>10*</p>	<p><b>Level 4 - 16 - 20 marks</b>                      An <b>excellent</b> evaluation about creating a SWOT analysis part of the planning and pre-production process for the game. A wide range of <b>wholly appropriate</b> suggestions will be made in relation to the brief and will be <b>fully justified</b>.                      Specialist terms will be used correctly and appropriately. There will be few, if any, errors in grammar, punctuation and spelling.  <i>Responses at this level will be fully contextualised within the content of the brief, extracting specific references to evaluate the effectiveness of SWOT analysis.</i></p> <p><b>Level 3 - 11-15 marks</b>                      A <b>good</b> evaluation about creating a SWOT analysis part of the planning and pre-production process for the game. A range of <b>appropriate</b> suggestions will be made in relation to the brief and will be <b>sometimes justified</b>.                      There will be some errors of spelling, punctuation and grammar but these are unlikely to be intrusive or obscure meaning.  <i>Responses at this level will use some content from the brief to evaluate the effectiveness of SWOT analysis.</i></p> <p><b>Level 2 - 6-10 marks</b>                      A <b>basic</b> evaluation about creating a SWOT analysis part of the planning and pre-production process for the game. Suggestions made are <b>sometimes appropriate</b> in relation to the brief.                      There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.  <i>Responses at this level will be generalised, only sometimes referring to the brief to evaluate the effectiveness of SWOT analysis.</i></p>	<p>20</p> <p>2.1, 3.1, 4.1, 4.2</p>	<p>Please highlight the words Strengths, Weaknesses, Opportunities, Threats as they appear and are discussed.</p> <p>Please add the Level to this response.</p> <p>The number of ticks must reflect the final mark awarded.</p> <p><i>Be aware the question is asking for evaluation at the Pre-Production and planning stage.</i></p> <p>If it feels generic, i.e., applicable to any document or product, consider level 2 as the maximum.</p> <p>If the response lacks evaluative focus, place it in the appropriate band and then award a mark at the bottom of that band.</p> <p>The question tests a candidate's ability to <b>evaluate</b> and <b>apply</b> SWOT analysis in the <b>planning and pre-production of a video game</b> (Black Portal).                      Candidates should prioritise evaluating SWOT as their primary goal, avoiding making the entire response centered around proposing alternative documents/processes.</p> <p><b>Indicative Content</b>  <i>This indicative content is intended to demonstrate relevant examples that may feature in candidates' responses. It is not prescriptive, nor is it exclusive; examiners must carefully reward original but focused responses and implicit as well as explicit responses.</i></p> <p>Candidates could explain what SWOT analysis is (planning tool used to assess and evaluate their current</p>



Question	Answer	Marks	Guidance
	<p><b>Level 1 - 1-5 marks</b>  <b>Limited</b> understanding about creating a SWOT analysis as part of the planning and pre-production process for the game is demonstrated.            The examples used may be general and not linked to the context.  <i>Responses at this level will be vague and/or not use any references from the brief to evaluate the effectiveness of SWOT analysis.</i></p> <p><b>0</b> – no response or no response worthy of credit.</p>		<p>situation or project) and how the team (Anika, Charlie and Li) could use it in planning the video game.</p> <p>Candidates may discuss the <b>advantages</b> of SWOT analysis by applying it to the brief, for example:</p> <p>SWOT analysis is cheap to produce and as the project has the strong commercial backing of Cony, it's also a quick way of assessing if their ideas will work.</p> <p>SWOT analysis helps the team and other stakeholders gain a clear understanding of the internal and external factors that can impact the game's success.</p> <p>By discussing the <b>strengths</b>, such as:</p> <ul style="list-style-type: none"> <li>• The video game has a strong storyline (set in 2080 – futuristic setting) which is its USP and could be potentially timeless.</li> <li>• The game has the backing of an international computing company (Cony) so potentially large budget.</li> <li>• The team is skilled in particular areas of expertise.</li> </ul> <p>By discussing the <b>weaknesses</b>, such as:</p> <ul style="list-style-type: none"> <li>• The target audience is “culturally diverse” so it may be challenging to create characters which are relatable to all audiences.</li> <li>• The target audience is relatively broad (16-30 year-olds) so creating gameplay content, and marketing strategies that effectively resonate with such a diverse age group may be challenging.</li> </ul>

Question			Answer	Marks	Guidance
					<p>By discussing the <b>opportunities</b>, such as:</p> <ul style="list-style-type: none"> <li>• Good critical reception is likely going to lead Progress Games developing further games.</li> <li>• Recognising niche markets / gaps in the RPG market.</li> <li>• Leveraging the opportunities for global release / expansion since Cony is an international computing company.</li> <li>• Utilising new and emerging technologies in the development of the game (VR / mobile gaming).</li> </ul> <p>By discussing the <b>threats</b>, such as:</p> <ul style="list-style-type: none"> <li>• The sci-fi RPG video game market is saturated meaning that there is a lot of competition for market share.</li> <li>• Since the game needs to target “culturally diverse gamers”, Charlie (concept artist) must be careful not to be culturally insensitive.</li> <li>• Audience preferences are constantly changing / shifting so game content can become outdated very quickly.</li> <li>• High PEGI 16 rating meaning that the audience being targeted is considerably smaller than a lower PEGI rating, i.e., PEGI 12.</li> </ul>

Question	Answer	Marks	Guidance
			<p>Candidates may discuss the <b>disadvantages</b> of SWOT analysis by suggesting it is not effective because:</p> <ul style="list-style-type: none"> <li>• It only provides a snapshot of the initial situation and does not adapt organically with the project so may become obsolete very quickly.</li> <li>• It's a method for identifying the strengths, weaknesses, opportunities, and threats but does not offer any spotlight on addressing these.</li> <li>• It initially only involves the team working on the game and so it does not consider the broader range of stakeholders that may be involved in the later stages of the video game development.</li> </ul> <p>Candidates may discuss <b>alternative planning and pre-production documents</b>, such as:</p> <ul style="list-style-type: none"> <li>• <b>Gantt charts and project plans</b> may be useful in conjunction with a SWOT analysis to effectively manage the project from its inception to its November launch and to prioritise tasks, ensuring that all deadlines are met.</li> <li>• <b>Market research</b> may be useful in understanding the potential threats facing the project and reveal opportunities to meet the preferences of the target audience.</li> <li>• <b>Prototyping</b> can be valuable in understanding opportunities related to audience preferences and guiding iterations in the initial stages of planning to ensure that the final product has high production values.</li> <li>• Creating <b>budget plans</b> will serve as a tool for risk management by setting aside contingency funds or reserves to address potential threats.</li> </ul>

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### Alternatively, you can email us on

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