



Oxford Cambridge and RSA

**Cambridge National**

**Creative iMedia**

**R093/01: Creative iMedia in the media industry**

Level 1/2 Cambridge National Certificate/Award

**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 10 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.
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.)*

**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 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

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

Annotation	Meaning
	Tick
	Cross
	Blank page (mandatory for all units)
	Benefit of doubt
	Too vague
	Noted but no credit given
	No example
	Benefit of doubt not given
	Not answered question
	Level 3
	Level 2
	Level 1
	Repeat

<b>Annotation</b>	<b>Meaning</b>
 IRRL	Irrelevant
	Unclear

## 12. Subject Specific Marking Instructions

Question		Answer	Mark	Guidance
<b>Section A</b>				
1		<p><b>One</b> from e.g.:</p> <ul style="list-style-type: none"> <li>• Products created using non-digital methods (1)</li> <li>• Industry/sectors that existed before the use of computers/internet (1)</li> <li>• Older forms of media (1)</li> </ul> <p><b>Award credit for any other appropriate response</b></p>	<b>1</b>	<p>Allow examples of traditional media:</p> <ul style="list-style-type: none"> <li>• Film</li> <li>• Television</li> <li>• Radio</li> <li>• Print publishing</li> </ul>
2		<ul style="list-style-type: none"> <li>• Graphic novel (1)</li> </ul>	<b>1</b>	<p>Correct answer only</p> <p>Two boxes ticked = TV</p>
3		<p><b>Two</b> from e.g.:</p> <ul style="list-style-type: none"> <li>• Pre-production / Planning (1)</li> <li>• Post-production (1)</li> <li>• Distribution/Release (1)</li> </ul>	<b>2</b>	
4		<p><b>One</b> from e.g.:</p> <ul style="list-style-type: none"> <li>• Income (1)</li> <li>• Salary/Wages (1)</li> </ul>	<b>1</b>	
5		<p><b>One</b> from e.g.:</p> <ul style="list-style-type: none"> <li>• Green (1)</li> <li>• Orange (1)</li> <li>• Pink (1)</li> <li>• Red (1)</li> <li>• Yellow (1)</li> </ul>	<b>1</b>	



6			<p><b>Two</b> from e.g.:</p> <ul style="list-style-type: none"> <li>• CD (1)</li> <li>• DVD (1)</li> <li>• Blu-ray (1)</li> <li>• Memory stick (1)</li> <li>• Paper based (1)</li> </ul>	2	<p>Accept examples such as:</p> <ul style="list-style-type: none"> <li>• USB Stick</li> <li>• Magazine</li> <li>• Book</li> <li>• Newspaper</li> <li>• Leaflets</li> </ul> <p>Allow more than one example from same category</p>
7			<ul style="list-style-type: none"> <li>• Diamond (1)</li> </ul>	1	Correct answer only
8			<ul style="list-style-type: none"> <li>• Bit depth (1)</li> </ul>	1	<p>Correct answer only</p> <p>Two boxes ticked = TV</p>

## Section B

9	(a)		<p><b>Up to two</b> marks for description e.g.:</p> <ul style="list-style-type: none"> <li>• Digital based programme (1) allowing communication between users (1)</li> <li>• Online website/app/account (1) where users express opinions (1)</li> <li>• A method of advertising/sharing information (1) using an online app/account (1)</li> </ul> <p><b>Award credit for any other appropriate response</b></p>	2	<p><b>Read whole response and award:</b></p> <ul style="list-style-type: none"> <li>• <b>One</b> mark for what a platform is (accept brand names)</li> <li>• <b>One</b> mark for use</li> </ul>
	(b)		<p><b>Up to two</b> marks for explaining <b>one</b> way e.g.:</p> <ul style="list-style-type: none"> <li>• Persuasive language (1) so that the readers will feel that they want to contribute/donate (1)</li> <li>• Informative language (1) that can clearly explain the issues faced by elephants (1)</li> <li>• Informal language (1) because the social media posts need to be short and easy to understand (1)</li> <li>• Serious/formal tone of language (1) to gain peoples attention for the cause (1)</li> <li>• <b>Award credit for any other appropriate response</b></li> </ul>	2	<p><b>Read whole response and award:</b></p> <ul style="list-style-type: none"> <li>• <b>One</b> mark for relevant tone of language used (allow examples of)</li> <li>• <b>One</b> mark for how tone of language <b>used in context</b> (Animal Charity campaign/Elephants)</li> </ul>

10	(a)	<p><b>Indicative content</b> Answers may include reference to the following aspects:</p> <ul style="list-style-type: none"> <li>• Formal: <ul style="list-style-type: none"> <li>○ Clear written document</li> <li>○ Can include a meeting</li> <li>○ Concise</li> <li>○ Explicit requirements included</li> <li>○ Not legally binding but is a contract of sorts</li> <li>○ What clients want to include</li> <li>○ Timescale</li> <li>○ Not always a contract/legal document</li> </ul> </li> <li>• Commission: <ul style="list-style-type: none"> <li>○ Normally larger company hires a smaller one for product/task</li> <li>○ Can include more than one small company</li> <li>○ Overarching requirements defined</li> <li>○ Able to make some decisions in process</li> <li>○ Legal agreement</li> <li>○ Formal arrangement for piece of work</li> <li>○ Clearly stated contract with budget</li> <li>○ Larger company will have influence over smaller one's work/approach</li> </ul> </li> </ul> <p><b>Award credit for any other appropriate response</b></p>	6	<p><b>Level 3 (high) 5–6 marks</b> A <b>thorough</b> explanation which shows <b>detailed</b> understanding:</p> <ul style="list-style-type: none"> <li>• <b>Two</b> differences explained.</li> <li>• Shows <b>detailed</b> knowledge and understanding of client briefs.</li> <li>• Differences are <b>clearly</b> explained.</li> <li>• <b>Consistently</b> uses appropriate terminology.</li> </ul> <p><b>Level 2 (mid) 3–4 marks</b> An <b>adequate</b> explanation which shows <b>sound</b> understanding:</p> <ul style="list-style-type: none"> <li>• <b>One</b> difference explained</li> <li>• <b>One</b> other point identified about either style of brief.</li> <li>• Shows <b>sound</b> knowledge and understanding of client briefs.</li> <li>• Differences are <b>adequately</b> explained.</li> <li>• <b>Sometimes</b> uses appropriate terminology.</li> </ul> <p><b>Level 1 (low) 1-2 marks</b> A <b>brief</b> explanation which shows <b>limited</b> understanding:</p> <ul style="list-style-type: none"> <li>• Two points made – may not be linked to form an explanation</li> <li>• Shows <b>limited</b> knowledge and understanding of the client briefs.</li> <li>• Use of appropriate terminology is limited.</li> </ul> <p><b>0 marks</b> Response is not worthy of credit</p>
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	<b>(b)</b>	<p><b>Three</b> from e.g.:</p> <ul style="list-style-type: none"> <li>• Budget</li> <li>• Client ethos</li> <li>• Deadline</li> <li>• Delivery method</li> <li>• Format</li> <li>• House style/theme/fonts</li> <li>• Information about company/client/charity</li> <li>• Product details</li> <li>• Purpose</li> <li>• Target Audience</li> <li>• Timescales/Milestone</li> </ul> <p><b>Award credit for any other appropriate response</b></p>	<b>3</b>	<p>These are generic possibilities and <b>not</b> necessarily linked to the context of the question paper.</p> <p>Max one example of each bullet point</p>
11		<p><b>Up to two</b> marks for describing <b>one</b> way e.g.:</p> <ul style="list-style-type: none"> <li>• Books/journals (1) so that historical information about elephant population can be found (1)</li> <li>• Find images of how the habitat of elephants is changing to include in the campaign (1) by using internet sites/research (1)</li> <li>• Television programmes (1) showing how elephants currently live to provide information for their campaign (1)</li> <li>• Gather ideas for their campaign (1) by viewing other organisations websites to see what they did (1)</li> </ul> <p><b>Award credit other suitable response</b></p>	<b>2</b>	<p><b>Read whole response and award:</b></p> <ul style="list-style-type: none"> <li>• <b>One</b> mark for identifying relevant secondary research example</li> <li>• <b>One</b> mark for describing how it could be used <b>in context</b> (Animal Charity campaign/Elephants)</li> </ul>

12	(a)		<p><b>One</b> from e.g.:</p> <ul style="list-style-type: none"> <li>• Educate (1)</li> <li>• Inform (1)</li> </ul> <p><b>Award credit for any other appropriate response</b></p>	1	<p>Allow examples of e.g.:</p> <ul style="list-style-type: none"> <li>• To show how the water cycle works (educate)</li> <li>• To show the water cycle (inform)</li> </ul>
	(b)		<p><b>Up to two</b> marks for explaining <b>one</b> way e.g.:</p> <ul style="list-style-type: none"> <li>• Arrows are used to show direction of the movement (1) showing the process of the water cycle (1)</li> <li>• The sky elements are at the top (1) so that water can be shown falling down (1)</li> <li>• The arrows move up and down on different sides of the diagram (1) so that a cycle can be created across the whole of the diagram (1)</li> </ul> <p><b>Award credit for any other appropriate response</b></p>	2	<p><b>Read whole response and award:</b></p> <ul style="list-style-type: none"> <li>• <b>One</b> mark for identifying relevant <b>layout</b></li> <li>• <b>One</b> mark for explaining how used in context (<b>Diagram showing water cycle</b>)</li> </ul> <p><i>NB: Be aware of listed content that does not talk about its layout</i></p>
13	(a)		<p><b>Indicative content</b></p> <p>Answers may include reference to how the following aspects are used and how their use can be improved:</p> <ul style="list-style-type: none"> <li>• Number of images</li> <li>• Lack of some content - only two elephants, they are included but could be added too</li> <li>• Suitability of images <ul style="list-style-type: none"> <li>○ Some good – elephants, leaves,</li> <li>○ Some poor - vintage font, children</li> </ul> </li> <li>• Overlapping images</li> <li>• Does not provide much detail on colours</li> <li>• Does not provide much idea/detail on fonts</li> <li>• Digital mood board can include: <ul style="list-style-type: none"> <li>○ Audio</li> <li>○ Video</li> <li>○ Animation</li> </ul> </li> </ul> <p><b>Award credit for any other appropriate response</b></p>	9	<p><b>Level 3 (high) 7- 9 marks</b> A <b>thorough</b> discussion which shows <b>detailed</b> understanding:</p> <ul style="list-style-type: none"> <li>• Discussion shows <b>detailed</b> knowledge and understanding of the suitability of the mood board diagram for <b>the content creator</b></li> <li>• A <b>range</b> of strengths <b>and</b> weaknesses are identified</li> <li>• A <b>range</b> of suggested improvements are identified.</li> <li>• How effectiveness is improved is <b>clearly</b> explained.</li> <li>• <b>Consistently</b> uses appropriate terminology.</li> </ul> <p><b>Level 2 (mid) 4 – 6 marks</b> An <b>adequate</b> discussion which shows <b>sound</b> understanding:</p> <ul style="list-style-type: none"> <li>• Discussion shows <b>sound</b> knowledge and understanding of the suitability of the mood</li> </ul>

					<p>board for the <b>content creator or other consumers/users.</b></p> <ul style="list-style-type: none"> <li>• <b>Some</b> strengths <b>and/or</b> weaknesses are identified.</li> <li>• <b>Some</b> suggested improvements are identified.</li> <li>• How effectiveness is improved is <b>adequately</b> explained.</li> <li>• <b>Sometimes</b> uses appropriate terminology.</li> </ul> <p><b>Level 1 (low) 1-3 marks</b> A <b>brief</b> discussion which shows <b>limited</b> understanding:</p> <ul style="list-style-type: none"> <li>• Discussion shows <b>limited</b> knowledge and understanding of the suitability for <b>consumers/users.</b></li> <li>• <b>Few</b> strengths <b>or</b> weaknesses are identified.</li> <li>• <b>Few</b> suggested improvements are identified.</li> <li>• Where improvements to effectiveness are explained, this is done in a <b>limited</b> way.</li> <li>• Use of appropriate terminology is <b>limited.</b></li> </ul> <p><b>0 marks</b> Response is not worthy of credit</p>
	<b>(b)</b>		<p><b>Three</b> from e.g.:</p> <ul style="list-style-type: none"> <li>• Camera (1)</li> <li>• Computer/laptop/tablet/smart phone (1)</li> <li>• Graphics tablet (1)</li> <li>• Keyboard(1)</li> <li>• Microphone (1)</li> <li>• Monitor (1)</li> <li>• Mouse (1)</li> <li>• Photocopier (1)</li> <li>• Scanner (1)</li> </ul> <p><b>Award credit for any other appropriate response</b></p>	<b>3</b>	<p>Do not accept printer. Do not accept phone (TV)</p>

	(c)		<p><b>Up to two</b> marks for explaining <b>one</b> reason e.g.:</p> <ul style="list-style-type: none"> <li>To protect the intellectual property (1) by making the image unusable without permission (1)</li> <li>To show which company owns the image (1) so that it cannot be used without permission (1)</li> <li>To protect an asset from being used (1) without payment/permission being made/granted (1)</li> <li>To make an image unusable (1) by placing unrelated text/symbol across it (1)</li> </ul> <p><b>Award credit for any other appropriate response</b></p>	<b>2</b>	<p><b>Read whole response and award:</b></p> <ul style="list-style-type: none"> <li><b>One</b> mark for identifying a reason</li> <li><b>One</b> mark for the effect of watermark</li> </ul> <p>Do not accept:</p> <ul style="list-style-type: none"> <li>Prevents image from being taken/stolen on its own</li> </ul>
	(d)		<p>One from:</p> <ul style="list-style-type: none"> <li>Advertising Standards Authority (1)</li> <li>ASA (1)</li> </ul>	<b>1</b>	<p>Bullet point 1: Spelling does not impact awarding of mark</p> <p>Bullet point 2 CAO</p>
14	(a)		<p><b>Up to two</b> marks for describing <b>one</b> other responsibility e.g.:</p> <ul style="list-style-type: none"> <li>To influence an audience (1) with images/video (1)</li> <li>To upload posts (1) to inform a campaigns audience (1)</li> <li>Manage social media account (1) to develop a brand/identity/campaign (1)</li> <li>To generate messages (1) that meet the clients' needs (1)</li> <li>To promote the content (1) needed for a campaign message (1)</li> </ul> <p><b>Award credit for any other appropriate response</b></p>	<b>2</b>	<p><b>Read whole response and award:</b></p> <ul style="list-style-type: none"> <li><b>One</b> mark for identifying a responsibility</li> <li><b>One</b> mark for the described expansion</li> </ul> <p>Do not accept</p> <ul style="list-style-type: none"> <li>Create content</li> <li>Generate ideas (TV)</li> </ul>
	(b)		<p><b>Up to two</b> marks for describing <b>one</b> responsibility e.g.:</p> <ul style="list-style-type: none"> <li>To use (computer) software (1) to create imagery for use in a product (1)</li> </ul>	<b>2</b>	<p><b>Read whole response and award:</b></p> <ul style="list-style-type: none"> <li><b>One</b> mark for identifying a responsibility</li> <li><b>One</b> mark for the described expansion</li> </ul>

		<ul style="list-style-type: none"> <li>Combine fonts/illustrations/photos/shapes (1) for use in a logo/website/poster (1)</li> <li>To produce assets (1) that will be need for campaign (1)</li> <li>Follow the clients brief (1) and create suitable graphics to meet their need (1)</li> <li>Create pre-production documents (1) for use by others (1)</li> </ul> <p><b>Award credit for any other appropriate response</b></p>		
	<b>(c)</b>	<p><b>Up to two</b> marks for explaining <b>one</b> reason why e.g.:</p> <ul style="list-style-type: none"> <li>The content creator will understand how to reach the campaign audience (1) using the images created by the graphic designer (1)</li> <li>The graphic artists will create the imagery (1) whilst the content creator will increase campaign awareness through their posts (1)</li> <li>To share responsibility for creating content (1) so that if one person is not there, work can carry on (1)</li> </ul> <p><b>Award credit for any other appropriate response</b></p>	<b>2</b>	<p><b>Read whole response and award:</b></p> <ul style="list-style-type: none"> <li><b>One</b> mark for identifying a reason for requiring both roles</li> <li><b>One</b> mark for the reason explained / linking <b>in context</b> (Animal Charity campaign/elephants)</li> </ul>
	<b>(d)</b>	<p><b>One</b> from e.g.:</p> <ul style="list-style-type: none"> <li>SVG (1)</li> <li>JPG/JPEG (1)</li> <li>PNG (1)</li> <li>PDF (1)</li> </ul> <p><b>Award credit for any other appropriate response</b></p>	<b>1</b>	



15	(a)	<p><b>Indicative content</b></p> <p>Candidates will produce an improved version of the storyboard that should better meet the camera operators' requirements.</p> <p>Marks are awarded for:</p> <ul style="list-style-type: none"> <li>• Relevance of content (format, consistency of use)</li> <li>• Clarity of content</li> <li>• Components of storyboard used <ul style="list-style-type: none"> <li>○ Camera angles</li> <li>○ Camera movement</li> <li>○ Camera shots</li> <li>○ Durations</li> <li>○ Equipment used</li> <li>○ Lighting</li> <li>○ Location details</li> <li>○ Movement of scene content</li> <li>○ Scene numbers</li> <li>○ Transitions</li> </ul> </li> <li>• Consistency of use in panels</li> <li>• Justifications for improvements e.g. <ul style="list-style-type: none"> <li>○ Aids filming</li> <li>○ Clarifies what camera operator needs to do</li> <li>○ Exclude content not needed by camera operator – scenes 5 &amp; 6 are graphics not filming</li> <li>○ Consistency of use so all needed scenes can be filmed</li> </ul> </li> </ul> <p>Improved use of technical elements and justifications are required for this response.</p> <p><b>Award credit for any other appropriate response</b></p>	9	<p><b>Level 3 (high) 7- 9 marks</b> A <b>comprehensive</b> document which shows <b>detailed</b> understanding:</p> <ul style="list-style-type: none"> <li>• A <b>range</b> of suggested improvements are identified.</li> <li>• Improvements cover a <b>range</b> of conventions/components</li> <li>• Conventions/components are <b>effectively/consistently</b> applied</li> <li>• <b>Most</b> annotations, which may be explanations, show <b>detailed</b> knowledge and understanding of the suitability of the document to meet the <b>camera operators'</b> requirements.</li> </ul> <p><b>Level 2 (mid) 4 – 6 marks</b> An <b>adequate</b> document which shows <b>sound</b> understanding:</p> <ul style="list-style-type: none"> <li>• <b>Some</b> suggested improvements are identified.</li> <li>• Improvements cover <b>some</b> conventions/components</li> <li>• Conventions/components are <b>adequately/consistently</b> applied</li> <li>• <b>Some</b> annotations, which may be descriptive in nature, show <b>sound</b> knowledge and understanding, (of the suitability of the document to meet the <b>camera operators'</b> requirements.)</li> </ul> <p><b>Level 1 (low) 1-3 marks</b> A <b>basic</b> document which shows <b>limited</b> understanding:</p> <ul style="list-style-type: none"> <li>• <b>Few</b> suggested improvements are identified.</li> <li>• Improvements cover <b>few</b> conventions/components</li> </ul>
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					<ul style="list-style-type: none"> <li>Conventions components are applied in a <b>limited</b> /inconsistent way</li> <li><b>Few/If</b> any annotations show <b>limited</b> knowledge and understanding (of the suitability of the document to meet the <b>camera operators'</b> requirements.)</li> </ul>
	<b>(b)</b>		<p><b>Up to two</b> marks for explaining <b>one</b> way e.g.</p> <ul style="list-style-type: none"> <li>To evoke emotional response (1) to emphasise the reason for the charity (1)</li> <li>African <u>music</u> could be added (1) to emphasise where the PAEW is focused on (1)</li> <li>To describe to you what the elephants do (1) by using a voice over (1)</li> <li>Vocals as a voice over could be added (1) to appeal to viewers of the PAEW video (1)</li> <li>Sound effects of the elephants (1) can be used to emphasise the charity's work (1)</li> </ul> <p><b>Award credit for any other appropriate response</b></p>	<b>2</b>	<p><b>Read whole response and award:</b></p> <ul style="list-style-type: none"> <li><b>One</b> mark for identifying how audio used</li> <li><b>One</b> mark for explaining how this conveys meaning in context /effect of audio <b>in context</b> (Animal Charity campaign promo video)</li> </ul>
	<b>(c)</b>		<p><b>Up to four</b> marks for explaining <b>two</b> ways e.g.:</p> <ul style="list-style-type: none"> <li>Low/Dark light levels (1) can make the scenery look darker as if sunlight is diming in the evening (1)</li> <li>Bright light levels (1) to emphasise how elephants are being helped (1)</li> <li>Create a smoky look in the atmosphere as if the land has been burnt (1) by using diffused lights (1)</li> <li>Primary light/Highlight the main subject of the shot (1) to show vulnerability of elephant (1)</li> <li>Lighting from behind an elephant (1) to create silhouette of a shape coming towards you (1)</li> </ul>	<b>4</b>	<p><b>Read whole response and award:</b></p> <ul style="list-style-type: none"> <li><b>One</b> mark for identifying a way up to a maximum of <b>two</b> ways</li> <li><b>One</b> mark for explaining how each way creates impact <b>in context</b> (Animal Charity campaign promo video)</li> </ul>

			<ul style="list-style-type: none"> <li>Using a light angled at a high level/45-degree (1) to create a feeling for the elephant so that the viewer cares more (1)</li> </ul> <p><b>Award credit for any other appropriate response</b></p>		
	<b>(d)</b>	<b>(i)</b>	<p><b>One</b> from e.g.:</p> <ul style="list-style-type: none"> <li>MP4</li> <li>WMV</li> <li>AVI</li> </ul> <p><b>Award credit for any other appropriate response</b></p>	<b>1</b>	File type must be a for an <b>internet video</b> (content) and not animation.
		<b>(ii)</b>	<p><b>Up to two</b> marks for explaining <b>one</b> reason e.g.:</p> <p>MP4</p> <ul style="list-style-type: none"> <li>Small file size for final video (1) which means it can be streamed easily (1)</li> <li>Web standard file type (1) which makes it compatible with different devices used by viewers (1)</li> <li>Combines sound and video (1) allowing an effective message to be shown (1)</li> </ul> <p><b>Award credit for any other appropriate response</b></p> <p>WMV</p> <ul style="list-style-type: none"> <li>Is a good quality video format (1) which will show the footage of the elephants well (1)</li> <li>Has a high compression rate (1) which will use up less data when steaming (1)</li> </ul> <p><b>Award credit for any other appropriate response</b></p> <p>AVI</p> <ul style="list-style-type: none"> <li>When compressed keeps good quality (1) which will broadcast a high-quality promotional video</li> </ul> <p><b>Award credit for any other appropriate response</b></p>	<b>2</b>	<p><b>If d (i) incorrect – mark (ii) as incorrect</b></p> <p><b>Read whole response and award:</b></p> <ul style="list-style-type: none"> <li><b>One</b> mark for identifying a property</li> <li><b>One</b> mark for explaining how this makes it suitable for internet video</li> </ul> <p>Explanation must link to the file format identified in part <b>(d)(i)</b></p>

	<b>(e)</b>		<b>Two</b> marks for explaining <b>one</b> way e.g.: <ul style="list-style-type: none"><li>• The faster the frames change (1) the smoother the pictures/actions/movements will appear (1)</li><li>• Reducing the frame rate (1) can cause the images to be jumpy/stutter on the screen (1)</li><li>• Video will be slow/jumpy (1) if the frame rate is too slow/low (1)</li></ul> <b>Award credit for any other appropriate response</b>	<b>2</b>	<b>Read whole response and award:</b> <ul style="list-style-type: none"><li>• <b>One</b> mark for identifying what frame rate is/change to frame rate</li><li>• <b>One</b> mark for effect on video</li></ul>
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