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| **Tuesday 9 January 2018 – Morning** |  | |
| **LEVEL 1/2 CAMBRIDGE NATIONAL IN CREATIVE iMEDIA** | | |
| **R081/01** Pre-production skills | | |
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| **MARK SCHEME** | |  |
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|  | | |
|  | **Duration**: 1 hour 15 minutes | |
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**MAXIMUM MARK 60**

STANDARDISED

Completed: 20/01/18

**This document consists of 11 pages**

**MARKING INSTRUCTIONS**

**PREPARATION FOR MARKING**

**SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.

2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal http://www.rm.com/support/ca

3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses

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

**TRADITIONAL**

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

**MARKING**

1. Mark strictly to the mark scheme.

2. Marks awarded must relate directly to the marking criteria.

3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.

4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.

5. **Crossed Out Responses**

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

**Rubric Error Responses – Optional Questions**

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

**Multiple Choice Question Responses**

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

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

**Contradictory Responses**

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

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

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

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

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

**Longer Answer Questions** (requiring a developed response)

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

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:

* there is nothing written in the answer space

Award Zero ‘0’ if:

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

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

8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.

9. Assistant Examiners will send a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. The Assistant Examiner’s Report Form (AERF) can be found on the RM Cambridge Assessment Support Portal (and for traditional marking it is in the *Instructions for Examiners*). Your report should contain notes on particular strength displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. For answers marked by levels of response:

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 |

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| ***Annotation Name*** | ***Description*** | ***What it means to you the AE on this paper*** |
| Highlight | Highlight (mandatory for all units) | Can use this to show areas on diagram or long response which you think is important. |
| Off Page Comment | Off page comment (mandatory for all units) | Not needed |
| BP | Blank page (mandatory for all units) | ON extra pages with no writing – needed on AOs |
| Tick **** | Correct mark |  |
| Cross **X** | In correct mark |  |
| TV | Too vague | Not enough in your opinion to award the mark |
| SEEN | Noted but no credit given | Use on questions where there is NO RESPONSE |
| NE | No example | Not needed |
| BOD | Benefit of doubt | In your professional opinion you can see what they are saying and award the mark. |
| NBOD | Benefit of doubt not given | In your professional opinion you don’t think they meant the answer |
| NAQ | Not answered question |  |
| L3 | Level 3 | Only to be used on Questions 8 & 9 |
| L2 | Level 2 |
| L1 | Level 1 |
| REP | Repeat | The candidate has already said this, so they don’t get it a second credit. |
| FA | First answer seen and marked. Incorrect answer given | Not needed |

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| Question | | | Answer | Marks | Guidance |
| **1** | **a** |  | Four from  e.g.   * Colours (1) * Textiles/Textures (1) * Text/ Words (1) * Images/Picture/Photos (1) * Graphics (1) * Title (1) * Existing hero characters (1) * Annotations/Labels (1) * Fonts (1) | **4** | This is an initial planning document, so the answers do not need to be in context.  It is also physical, so textiles can be included  Allow Images/Picture/Photos more than once if different uses mentioned (e.g. image car AND image girl both allowed). |
|  | **b** |  | Two marks for point with suitable context based expansion  e.g.   * To develop a visual look (1) for the comic colour scheme(1) * It allows the look (1) of Velocity Girl to be developed (1) * Produce a feel (1) for the comics style (1) * Provides a range of ideas (1) for the characters look (1) | **2** | Full marks only awarded if answer is in context  Question asks for one reason.  DO not accept product = Too vague |
|  | **c** |  | Two marks for a full description of method.  e.g.   * A photograph(1) can be taken using a digital camera(1) * It can be scanned(1) using a scanner / photocopier (1) | **2** | Read whole response and award method (1) equipment (1) in the description |
| **2** | **a** |  | |  |  | | --- | --- | | Terminology | Letter | | Task | D | | Timescales | A | | Contingencies | B | | Milestones | E | | Activities | C | | **4** | Letters must be in the table |
|  | **b** |  | Three marks for a fully developed explanation.  e.g.   * With the front cover (1) the title and images need to be created before (1) they can be put together to create draft 1 (1). * In the main story (1) the artwork and storyline need to be created (1) before draft 1 can be made (1) | **3** | First mark is for example from work plan  Max 2 marks for explanation with no example from work plan.  If two tasks are used, only credit the first – list marking |
| **3** |  |  | Marks to be awarded in pairs for two good descriptions  e.g.   * Animators will need a supportive chair (1) to protect their back when working at the computer(1) * Animators can suffer with RSI (1) when they are working at a computer for a number of hours drawing the animations(1) * The animators may develop eye problems/strain (1) so they will need to be able to enlarge their screens to look at/take regular breaks (1) * Cables could be tripped over (1) so they need to be covered / protected (1) * No drinks/liquid near computer (1) so do not short the computer/electrical devices (1) | **4** | One mark for issue and one for expansion of description  Max two per description  Do not accept ‘classroom rules’  Do not accept liquid causes fire |
| **4** | **a** | **i** | Two marks from  e.g.   * Mouse (1) * Computer (1) * Graphics tablet (1) * Keyboard (1) * Video Camera (1) * Camera (1) | **2** | Accept answers related to animation context.  Camera is allowed as Stop Motion Animation is a possible option.  Do not accept tablet on own – too vague  Do not accept Desktop or Tower – too vague |
|  |  | **ii** | Two marks from:   * Graphics/Image editing package (1) * Word processor (1) * Project management (1) * Spreadsheet (1) * Desktop Publishing (DTP) (1) * Audio production/editing (1) | **2** | **These answers only.**  Brand names can be credited.  This is about the whole production process, so answer can relate to all aspects, but this is about an ANIMATION not the comic. |
|  | **b** |  | Two marks for suitable point and explanation  e.g.   * Allows the animators (1) to see a visual representation of the storyline (1) * Allows the different scenes (1) of the animation to be seen to check that they fit together (1) * Plan the duration of the scene (1) so that the animation can be the correct length (1) * Know the order (1) in which to create the scenes (1) | **2** | Full marks only awarded if answer is in context |
| **5** | **a** |  | Two marks for the following:   * Copyright, Designs and Patents Act (1) * Health & Safety at Work Act (1) | **2** | **Correct Answer Only**  Candidates may Tick and Cross in any number of ways, read carefully  If candidate enters more than two ticks, mark first two only |
|  | **b** |  | Two marks for a full explanation  e.g.   * Stops any other animation company (1) using/copying the character without permission (1) * Prevents any merchandising company (1) producing products based on that character without permission (1) * Prevents any organisation or individual (1) from profiting or misusing the character (1) | **2** | Do not accept anything regarding copyright |
| **6** |  |  | Two marks for appropriate file types for documents.  e.g.   * Velocity Girl Comic: PDF (1), jpeg (1), doc (1), TIFF (1), PNG (1) * Velocity Girl webisode: swf (1), mov (1), html5(1), flv(1), mp4(1) | **2** | Allow suitable file types.  Do not accept:   * MPV – this is a player not file format * GIF – does not fit the context, would not create webisode in a GIF |
| **7** |  |  | |  | | --- | | **Mark Band 3 (7- 9 Marks)**  Suitable layout for the visualisation diagram with **wholly relevant** content for the context.  Colour scheme is shown and appropriate to the context. Justifications are relevant to the context  The visualisation diagram is **wholly suitable** for purpose of a comic front cover. | | **Mark Band 2 (4 – 6 Marks)**  Layout is mostly suitable although there may be weaknesses in its structure.  Content is mostly relevant to the context and/or the comic. Justifications may not be wholly relevant to the context.  Fitness for purpose of the visualisation diagram may not be suitable for the purpose of a comic front cover. | | **Mark Band 1 (1 – 3 marks)**  Layout is simplistic in structure and may be limited in suitability for use as a front cover.  Content has limited relevance to context and/or comic. Justifications are weak or missing.  The visualisation diagram will be weak in its fitness for the purpose of a comic front cover. | | **0 marks**  No indication that this is a visualisation diagram of a front cover so it is not worthy of credit. | | **9** | Marks are award for the visualisation diagram considering the following points:   * Content – suitable for a comic front cover   e.g.   * Title * Images of Velocity Girl * Price * Other images * Other text * Layout: Suitable for Comic Front Cover   e.g.   * Use of space * Colour scheme * Fitness for Purpose   e.g.   * Size of visualisation relevant to front cover of Comic * Stylisation * Annotations to justify decisions.   The diagram should be viewed as a whole then graded appropriately. |
| **8** | **a** | **i** | One from   * Street(s) (1) * Marina (1) | **1** |  |
|  |  | **ii** | Two from   * Long shot (1) * Mid shot (1) * Close up (1) | **2** |  |
|  |  | **iii** | Two from  e.g.   * fast (1) * Jewel thief smiles (1) * Jewel thief jumps into boat (1) * Jumps (1) | **2** | Credit is awarded for an action/direction that is attributed to a character in the script.  OR  Just the action/direction |
|  | **b** |  | Three marks for example with well-developed explanation of impact  e.g.   * Include intonation for the characters (1), so the animators will know how to draw the faces (1) of the characters when they speak (1) * Descriptions of characters facial expressions (1) so animator can the comic (1) most efficiency. * Add time of day (1) so animators now time of day setting. (1) * Include intonation for the characters (1), so the voice actors will know how to speak (1) when recording the webisode (1) | **3** | First mark is for example omitted from script that should be added.  The improvement must aid the animators not change the storyline contents.  This script is for an animation NOT a live film. |

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| **9** |  |  | |  |  | | --- | --- | | Level 3  9- 12 marks | Candidates will provide an excellent understanding of the question with clear **explanation** of the suitability of the storyboard for **use by its target audience (animators).**    The strengths **and** weaknesses of the storyboard 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. | | Level 2  5- 8 marks | Candidates will provide a good understanding of the question with strengths **and**/**or** weaknesses of storyboard 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 the Velocity Girl animation.**  There may be errors in spelling, punctuation and grammar which may **not** be intrusive. | | Level 1  1-4 marks | Limited understanding of the use of a storyboard.    Answers will be vague and not necessarily linked to the context of the question.  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. | | **12** | Answers may include reference to :   * Composition * Layout * Clarity * Use of colours * Fitness for purpose * Font type & styles * Order of boards * Transitions * Virtual Camera movement * Suitability for target audience (animators) * Suitability for the client   Subject specific terminology covers both terminology related to the creation of storyboard as well as that related to Velocity Girl animation. |