



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

Annotation	Meaning
	Irrelevant
	Unclear

12. Subject Specific Marking Instructions

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

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

Section B

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

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

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

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

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

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

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

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

	(e)		Two marks for explaining one way e.g.: <ul style="list-style-type: none">• The faster the frames change (1) the smoother the pictures/actions/movements will appear (1)• Reducing the frame rate (1) can cause the images to be jumpy/stutter on the screen (1)• Video will be slow/jumpy (1) if the frame rate is too slow/low (1) Award credit for any other appropriate response	2	Read whole response and award: <ul style="list-style-type: none">• One mark for identifying what frame rate is/change to frame rate• One mark for effect on video
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Wednesday 10 January 2024 – Afternoon

Level 1/Level 2 Cambridge National in Creative iMedia

R093/01 Creative iMedia in the media industry

Time allowed: 1 hour 30 minutes



No extra materials are needed.



Please write clearly in black ink. **Do not write in the barcodes.**

Centre number

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Candidate number

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First name(s)

Last name

INSTRUCTIONS

- Use black ink. You can use an HB pencil, but only for graphs and diagrams.
- Write your answer to each question in the space provided. If you need extra space use the lined pages at the end of this booklet. The question numbers must be clearly shown.
- Answer **all** the questions.

INFORMATION

- The total mark for this paper is **70**.
- The marks for each question are shown in brackets [].
- This document has **16** pages.

ADVICE

- Read each question carefully before you start your answer.

2
Section A

1 What is meant by **traditional media**?

..... [1]

2 Which media product does **not** use audio?

Tick (✓) **one** box.

- | | |
|---------------|--------------------------|
| Animation | <input type="checkbox"/> |
| Digital game | <input type="checkbox"/> |
| Graphic novel | <input type="checkbox"/> |
| Video | <input type="checkbox"/> |

[1]

3 **Production** is one phase of a work plan.

What are **two** other phases?

1

2 [2]

4 Complete the sentence.

The amount of money that a person earns is known as their This is used as a category of **audience segmentation**. [1]

5 Identify **one** colour that is associated with creating a feeling of energy.

..... [1]

6 Identify **two** physical media used to **distribute** media products or content.

1

2 [2]

7 Which shape is used to show a **decision** on a flow chart?

..... [1]

8 Which of the following is an audio file **property**?

Tick (✓) **one** box.

- Bit depth
- Bitmap
- PPI
- Resolution

[1]

Section B

Progress African Elephant World (PAEW) is a new conservation charity. Its aim is to raise awareness of the issues faced by elephants in Africa.

PAEW is creating a social media digital campaign to raise these issues to a wide target audience. The purpose of the campaign is to motivate people to help conserve the elephants' natural environment.

The style and content of PAEW's social media posts will be important if the campaign is to achieve its purpose.

You are planning and creating the social media digital campaign for PAEW.

9

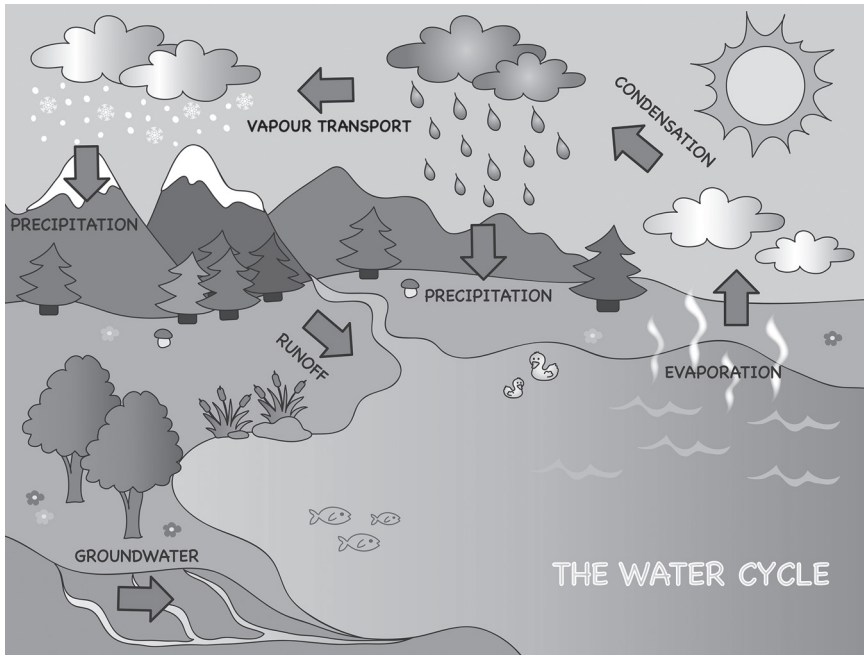
(a) Describe what is meant by a **social media platform**.

.....
.....
.....
..... [2]

(b) Explain **one** way that the tone of language used in PAEW's social media posts could help the campaign achieve its purpose.

.....
.....
.....
..... [2]

12 When researching ideas relating to the environment for the social media digital campaign, you found a diagram demonstrating the water cycle.



(a) Identify **one** purpose of the diagram.

..... [1]

(b) Explain **one** way that the layout of the content meets the purpose of the diagram.

.....
.....
.....
..... [2]

7
BLANK PAGE

TURN OVER FOR QUESTION 13

13 A draft digital mood board is given to the PAEW campaign content creator.



(a) Discuss the suitability of the draft digital mood board for use by the campaign content creator.

Marks will be awarded for:

- Suggesting changes that improve the digital mood board.
- Explaining how the changes you suggest will improve the effectiveness of the digital mood board for the campaign content creator.

[9]

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.....

(b) Identify **three** pieces of **hardware** that could be used to create a digital mood board.

- 1
- 2
- 3

[3]

Some images used on the draft digital mood board included a watermark.

(c) Explain **one** reason for including a **watermark**.

.....

.....

.....

.....

[2]

PAEW will use advertisements as part of the social media digital campaign.

(d) Which organisation is responsible for **regulating** the content of advertisements in the UK?

..... [1]

14 A **content creator** and a **graphic designer** will both be involved in the development of PAEW's social media digital campaign.

(a) One responsibility of a **content creator** is to create content.

Describe **one** other responsibility of a **content creator**.

.....
.....
.....
..... [2]

(b) Describe **one** responsibility of a **graphic designer**.

.....
.....
.....
..... [2]

(c) Explain **one** reason why both **content creator** and **graphic designer** roles are required when developing PAEW's social media digital campaign.

.....
.....
.....
..... [2]

(d) Identify **one** image file format that could be used in a social media digital campaign.

.....
..... [1]

11
BLANK PAGE

TURN OVER FOR QUESTION 15

15 A storyboard will be given to the camera operators filming the promotional video that PAEW will use on social media.

<p>Twilight/Low Light Elephant drinking</p>	<p>Aerial</p>	
	<p>Donate Today:</p> <ul style="list-style-type: none"> • Online • By Phone 	<p>Help Us Today Please</p> <ul style="list-style-type: none"> • Help Save Our Elephants • Help Preserve Their Lands • Help Keep These Wonderful, Majestic Animals Alive
		<p>Green Background - Black text 2 second fade in from 5 15 seconds to end</p>

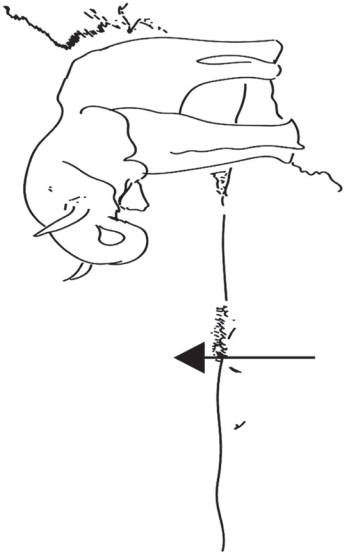


(a) Improve the effectiveness of the storyboard for use by the camera operators.

The storyboard images have been inserted into the template for you on page 13.

Marks will be awarded for:

- Relevant components and conventions used
- Layout
- Annotations that explain how the improvements help the camera operators in their role.

[9]

		
	<p>Donate Today:</p> <ul style="list-style-type: none">• Online• By Phone	<p>Help Us Today Please</p> <ul style="list-style-type: none">• Help Save Our Elephants• Help Preserve Their Lands• Help Keep These Wonderful, Majestic Animals Alive

(b) Explain **one** way that **audio** could be used to convey meaning in the promotional video.

.....
.....
.....
..... [2]

(c) Explain **two** ways that **lighting** could be used to create impact in the promotional video.

1

.....
.....
.....

2

.....
.....
..... [4]

(d)

(i) Identify **one** moving image file format that could be used for the promotional video.

..... [1]

(ii) Explain **one** reason why the **properties** of the file format you have chosen make it suitable for use in the promotional video.

.....
.....
..... [2]

(e) Explain **one** way that **frame rate** can affect the quality of a video product.

.....
.....
..... [2]

END OF QUESTION PAPER

EXTRA ANSWER SPACE

If you need extra space use these lined pages. You must write the question numbers clearly in the margin.

A large area of horizontal dotted lines for writing answers, with a solid vertical line on the left side defining a margin.

A large area of the page is filled with horizontal dotted lines, providing a space for writing answers. A solid vertical line runs down the left side of this area, creating a margin.

OCR

Oxford Cambridge and RSA

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Cambridge National

Creative iMedia

R093/01: Creative iMedia in the media industry

Level 1/2 Cambridge National Certificate/Award/Diploma

Mark Scheme for June 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

Annotation	Meaning
	Irrelevant
	Unclear

12. Subject Specific Marking Instructions

Question		Answer	Mark	Guidance
1		<ul style="list-style-type: none"> (D) Television (1) 	1	Correct answer only
2		<p>One from:</p> <ul style="list-style-type: none"> Commission (1) Formal (1) Informal (1) Meeting/discussion/spoken (1) Negotiated (1) 	1	<p>Do not accept:</p> <ul style="list-style-type: none"> Written as this is excluded in the question. Digital = TV
3		<p>One from e.g.:</p> <ul style="list-style-type: none"> Allows open discussion (1) Primary research from / Direct from target audience (1) Extended response to question given (1) Extra questions can be asked (1) More detail can be gathered (1) Award credit for any other appropriate response 	1	Accept equivalent terminology
4		<p>Two from e.g.:</p> <ul style="list-style-type: none"> <u>Asset</u> ID (1) <u>Asset*/ File</u> Name (1) <u>Asset</u> type (1) Description (1) Properties* (1) Source*/URL (1) Storage location (1) Legal issues* (1) Use* (1) Award credit for any other appropriate response 	2	<p>Accept equivalent terminology</p> <p>* <i>Indicates on OCR provided template for NEAs</i></p> <p><u>Underlined words</u> must be included in answer to be considered for a mark</p> <p>Do not accept:</p> <ul style="list-style-type: none"> Name =TV on its own Picture/Image- question is about headings not a copy of the asset

Question		Answer	Mark	Guidance
5		<ul style="list-style-type: none"> Defamation (1) 	1	<p>Correct answer only</p> <p>If word is circled / indicated, mark this, unless there is a written answer on dotted lines.</p>
6		<ul style="list-style-type: none"> (B) Frame rate (1) 	1	Correct answer only
7		<ul style="list-style-type: none"> (Camera) Movement (1) 	1	Correct answer only
8		<p>One from e.g.:</p> <ul style="list-style-type: none"> Heavy equipment (1) Kerbs on pavements (1) Loose cables / tripping hazards (1) Overhead cables (1) Traffic danger (1) Award credit for any other appropriate response 	1	<p>Accept equivalent terminology</p> <p>Accept examples of e.g. Cars, Powerlines</p> <p>Allow any suitable hazard that could be found when filming on a street.</p>
9		<p>One from e.g.:</p> <ul style="list-style-type: none"> Risk assessment (1) <u>Location</u> recce (1) 	1	<p><u>Underlined words</u> must be included in answer to be considered for a mark</p> <p>Do not accept</p> <ul style="list-style-type: none"> Recce. - TV

Question		Answer	Mark	Guidance
10	(a)	<p>Four from e.g.:</p> <ul style="list-style-type: none"> • Audio/Podcast (1) • Email (1) • Leaflet (1) • Magazine <u>advert/article</u> (1) • Newspaper <u>advert/article</u> (1) • Posters / Billboards (1) • Radio <u>advert</u>/Jingle (1) • Social media <u>post</u> (1) • Television <u>advert</u> (1) • Video (1) • Website (1) • Award credit for any other appropriate response 	4	<p>Accept equivalent terminology</p> <p><u>Underlined words</u> must be included in answer to be considered for a mark</p> <p>Allow any plausible method of promotion for the context</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • Advert – on its own is TV
11	(a)	<p>Up to two marks for describing one responsibility of a copywriter e.g.:</p> <ul style="list-style-type: none"> • Avoid plagiarism/copyright issues • Plan message to be conveyed • Proofread/edit content • Research the target audience • Work with designer and others to develop a marketing strategy • Write content text • Award credit for any other appropriate response <p>e.g.:</p> <ul style="list-style-type: none"> • Write text for an advert (1) to persuade people to visit (1) • Write persuasive content (1) to use on a social media post (1) 	2	<p>Read whole response and award:</p> <ul style="list-style-type: none"> • One mark for activity • One mark for how/use/impact <p>Do not accept</p> <ul style="list-style-type: none"> • Protecting the copyright of own work

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> Plan exciting content for posters (1) that can be used around the area to inform people (1) To check information for a product (1) so that the audience will understand what is being said (1) To ensure that the team has the permission to use assets (1) to prevent legal issues arising (1) Award credit for any other appropriate response 		
	(b)	<p>Up to two marks for describing one responsibility of a creative director e.g.:</p> <ul style="list-style-type: none"> Assign tasks to team members Developing overall concept/idea Ensure consistency in brand Inspire others in the team/project Interpret client brief Oversee the whole project Award credit for any other appropriate response <p>e.g.:</p> <ul style="list-style-type: none"> Develop the theme for the new ride (1) so that it fits in with the rest of the theme park brand (1) Assess a client brief to see what they require (1) then develop ideas that can be used to promote the product. (1) To give orders/tasks to others (1) so that they know what they need to do (1) Make sure that work is on track (1) so that its is completed by the deadline (1) Award credit for any other appropriate response 	2	<p>Read whole response and award:</p> <ul style="list-style-type: none"> One mark for activity One mark for how/use/impact <p>Do not accept</p> <ul style="list-style-type: none"> Directing actors Directing camera shots

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Tasks	April	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April
Animation 1													
Animation 2													
Animation 3													
Animation 4													
Contingency													

may only fill in the correct number of cells - no different shading etc

Question		Answer	Mark	Guidance
13	(a)	<p>One from e.g.:</p> <ul style="list-style-type: none"> To inform (1) To educate (1) To show who is eligible to go on the ride (1) To tell people the rules of the ride (1) Award credit for any other appropriate response 	1	Linked to image shown
	(b)	<p>Up to two marks for explaining one way how images used meet the purpose of the sign</p> <p>e.g.:</p> <ul style="list-style-type: none"> Catch attention Communicate information Demonstrate/show Entertain Inform people Award credit for any other appropriate response <p>e.g.:</p> <ul style="list-style-type: none"> By using different sizes of people (1) to show who is allowed to go on the ride (1) Stars are used to decorate the poster (1) to make it more appealing to children (1) To catch people's attention (1) so that they see the information needed (1) To replace words when providing information (1) for those who don't understand English (1) Award credit for any other appropriate response 	2	<p>Read whole response and award:</p> <ul style="list-style-type: none"> One mark for image use One mark for how meets purpose

Question		Answer	Mark	Guidance
	(c)	<p>Up to two marks for explaining one way how written media codes are used to meet the purpose of the sign</p> <p>e.g.:</p> <ul style="list-style-type: none"> • Emphasis use • Key information larger font • Positive tone • Short sentences • Style of font • Award credit for any other appropriate response <p>e.g.:</p> <ul style="list-style-type: none"> • The rules are written in short sentences (1) so that they are quick to read (1) • The fonts used are simple is style (1) so that the information can be read easily/quickly (1) • The decisions about being able to ride are written in a positive manner (1) so that those who do not get to ride are not made to feel too negative (1) • Big/bold/ emphasised text in the heading (1) to draw attention to the importance of the information (1) • Rides name is large (1) so that people's attention is drawn to it (1) • Formal descriptions of the rules (1) to emphasise the importance of the rules (1) • Award credit for any other appropriate response 	2	<p>Read whole response and award:</p> <ul style="list-style-type: none"> • One mark for written media code use • One mark for how meets purpose

	(d)	<p>Up to two marks for explaining one way how colour could be used to convey meaning on the sign e.g.:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Colour palette • Contrasts • To highlight warnings • To separate elements from each other • To separate text • Used to emphasise decisions • Award credit for any other appropriate response <p>e.g.:</p> <ul style="list-style-type: none"> • The three people could be coloured differently (1) with red used to show the height that cannot ride and green for those who can (1) • The rules could be placed on a red background (1) to draw people's attention to the important warning information (1) • The rules could use alternate colours on each line (1) to make each rule stand out from the previous/next (1) • Rules section could be in bright, bold colours (1) to make it stand out/emphasise the information (1) • Award credit for any other appropriate response 	2	<p>Read whole response and award:</p> <ul style="list-style-type: none"> • One mark for colour property/use • One mark for how used in context of sign
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14		<p>Indicative content Answers may include reference to how the following aspects are used and how their use could be improved:</p> <ul style="list-style-type: none"> • Annotations • Colours • Typefaces/fonts • Text content • Layout • Clarity of images • Movements • Suitability of images for context/space theme <p>Suitability for use by the animator is required for the highest marks.</p> <p>Subject specific terminology covers both terminologies related to the creation of the visualisation diagram as well as that related to the theme park ride/ augmented reality headset.</p> <p>Award credit for any other appropriate response</p>	9	<p>The descriptors represent the top of the Level Level 3 (high) 7-9 marks A thorough discussion which shows detailed understanding:</p> <ul style="list-style-type: none"> • Discussion shows detailed knowledge and understanding of the suitability of the visualisation diagram for the animator. • A range of strengths and weaknesses are identified. • A range of suggested improvements are identified. • How effectiveness is improved is clearly explained. • Consistently uses appropriate terminology. <p>Level 2 (mid) 4 – 6 marks An adequate discussion which shows sound understanding:</p> <ul style="list-style-type: none"> • Discussion shows sound knowledge and understanding of the suitability of the visualisation diagram for the animator or other users/consumers. • Some strengths and/or weaknesses are identified. • Some suggested improvements are identified. • How effectiveness is improved is adequately explained. • Sometimes uses appropriate terminology. <p>Level 1 (low) 1-3 marks A brief discussion which shows limited understanding:</p> <ul style="list-style-type: none"> • Discussion shows limited knowledge and understanding of the suitability for consumers/users. • Few strengths or weaknesses are identified.
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					<ul style="list-style-type: none"> • Few suggested improvements are identified. • Where improvements to effectiveness are explained, this is done in a limited way. • Use of appropriate terminology is limited. <p>0 marks Response is not worthy of credit</p> <p>NB in line with the requirements of the question, students are not expected to explicitly identify strengths and/or weaknesses when suggesting changes that improve the document. However, students that do, should be credited accordingly.</p>
15			<p>Up to two marks for an explanation of the term mise-en-scene e.g.:</p> <ul style="list-style-type: none"> • Everything in the scene • Combination of the elements • Placement of items • Award credit for any other appropriate response <p>e.g.:</p> <ul style="list-style-type: none"> • The placement of objects for a scene (1) so that they combine to create correct visuals for a project (1) • All the elements are in correct place in a frame/scene (1) so that the space elements appear correctly in the AR headset (1) • The use of props/setting/costumes (1) to create specific imagery/setting/emotion (1) • The focus of a scene (1) created by the placement of props (1) 	2	<p>Read whole response and award:</p> <ul style="list-style-type: none"> • One mark for meaning • One mark use/impact

			<ul style="list-style-type: none"> • Award credit for any other appropriate response 		
16			<p>Four components from e.g.:</p> <ul style="list-style-type: none"> • Annotations/Labels (1) • Colours/Colour scheme/Themes (1) • Diagrams/Drawings/Sketches (1) • Fabrics/Textures (1) • Fonts/ typefaces (1) • Images/Photographs (1) • Shapes/Icons (1) • Text/Content/Keywords (1) • Title (1) • Award credit for any other appropriate response 	4	<p>Do not accept:</p> <ul style="list-style-type: none"> • Digital aspects i.e., sound, video are not acceptable - question is about a physical mood board • Objects = TV

17	(a)	<p>Indicative content Answers may include reference to the following aspects:</p> <ul style="list-style-type: none"> • Permission of landowner to take images is required <ul style="list-style-type: none"> ○ Possible trespass ○ Landowner can set rules about how property used/photographed ○ © is owned by the property owner • Permission from individuals/subject of images to have photograph taken is required <ul style="list-style-type: none"> ○ Privacy rights/expectations ○ Consent- gain permission for specific use ○ Implied consent due to expectation of event taking place • How image will be used is stated <ul style="list-style-type: none"> ○ Freedom of expression use covers some use for news, education ○ Commercial/Advertising use requires active consent • Data protection <ul style="list-style-type: none"> ○ Images deleted if not used by organisation taking images. ○ Images are personal data • Health and safety considerations <p>Award credit for any other appropriate response</p>	<p>6</p> <p>The descriptors represent the top of the Level Level 3 (high) 5–6 marks A thorough explanation which shows detailed understanding:</p> <ul style="list-style-type: none"> • Two legal issues are identified - and two explanations are attempted. • Explanation shows detailed knowledge and understanding of the legal issues. • Issues are clearly explained. • Consistently uses appropriate terminology. <p>Level 2 (mid) 3–4 marks An adequate explanation which shows sound understanding:</p> <ul style="list-style-type: none"> • Two legal issues are identified – at least one explanation attempted. • Explanation shows sound knowledge and understanding of the legal issues. • Issue is adequately explained. • Sometimes uses appropriate terminology. <p>Level 1 (low) 1-2 marks A brief explanation which shows limited understanding:</p> <ul style="list-style-type: none"> • At least one issue is identified - at least one explanation is attempted. • Explanation shows limited knowledge and understanding of the legal issue. • Issue is explained in a basic way. • Use of appropriate terminology is limited. <p>0 marks Response is not worthy of credit</p>
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	(b)	<p>Two from e.g.:</p> <ul style="list-style-type: none"> • Computer (1) • Kiosk (1) • Leaflets (1) • Mobile device/Phone (1) • Posters/Billboards (1) • Signs (1) • TV screen (1) • Award credit for any other appropriate response 	2	<p>Must be relevant to use in a park Must be physical platform to view images</p>
	(c)	<p>Up to two marks for an explanation image compression e.g.:</p> <ul style="list-style-type: none"> • Reduction of <u>file</u> size • Removal of data • Award credit for any other appropriate response <p>e.g.:</p> <ul style="list-style-type: none"> • The file/data size of the final image is reduced (1) without losing image quality with lossless compression (1) • The reduction in data included in an image (1) so that it can be stored/transferred more easily (1) • Award credit for any other appropriate response 	2	<p>Read whole response and award:</p> <ul style="list-style-type: none"> • One mark for identifying what compression is • One mark for explaining how it does it/effect of compression <p><u>Underlined words</u> must be included in answer to be considered for a mark</p> <p>Do not accept</p> <ul style="list-style-type: none"> • To make the image smaller- TV

18	(a)	<p>Up to two marks for one explanation of the role of a web designer e.g.:</p> <ul style="list-style-type: none"> • Design/check website meets needs/requirements • Designs look of a website • Plans layout of a web website • Plans/checks user experience/requirements • Award credit for any other appropriate response <p>e.g.:</p> <ul style="list-style-type: none"> • Plans the structure of a website (1) to ensure that the products are shown clearly (1) • Designs the images/colours that will be used (1) to fit with a house style/brand (1) • Designs how the website user will be able to interact with website (1) so that they view the new rollercoaster in different ways (1) • Plan the design of the website (1) so that it is appealing to the audience (1) • Use pre-production documents to design (1) the layout/look/structure of the website (1) • Award credit for any other appropriate response 	2	<p>Read whole response and award:</p> <ul style="list-style-type: none"> • One mark for contribution • One mark for use/impact
	(b)	<p>One from e.g.:</p> <ul style="list-style-type: none"> • Dissolve (1) • Drop down (1) • Fade (1) • Fly (1) • Swipe (1) 	1	Accept equivalent wording

			<ul style="list-style-type: none"> • Award credit for any other appropriate response 		
		(ii)	<p>Two from:</p> <ul style="list-style-type: none"> • AVIF (1) • EPS (1) • GIF (1) • JPEG (1) • PNG (1) • SVG (1) • TIFF (1) • WEBP (1) 	2	<p>Must be suitable for a website</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • PDF <ul style="list-style-type: none"> ○ more relevant for a document / print ○ must be exported from another file type first
		(iii)	<p>Indicative content</p> <p>If the improved document includes sketches of content, this could be a visualisation diagram not a wireframe. Limit to top of Level 2.</p> <p>Marks are awarded for:</p> <ul style="list-style-type: none"> • Relevance of content (format, styles, suitability) • Clarity of idea/ diagram • Components of wire frame used: <ul style="list-style-type: none"> ○ Clear structure of the page ○ Indication of images ○ Indication of interactions ○ Indication of links/navigation ○ Identification of text location ○ Use of white space • Annotations of colours, fonts, headings, sizes, styles etc are possible 	9	<p>Level 3 (high) 7-9 marks A comprehensive document which shows detailed understanding:</p> <ul style="list-style-type: none"> • A range of suggested improvements are identified. • Improvements cover a range of conventions/components. • Conventions/components are effectively/consistently applied. • Most annotations, which may be explanations, show detailed knowledge and understanding of the suitability of the document to meet the web developer's requirements. <p>Level 2 (mid) 4-6 marks An adequate document which shows sound understanding:</p> <ul style="list-style-type: none"> • Some suggested improvements are identified. • Improvements cover some conventions/components

		<ul style="list-style-type: none"> • Explanations for improvements e.g. <ul style="list-style-type: none"> ○ Aids web developer ○ Gives more detail about what they need to create ○ Clarity of elements on webpage <p>Award credit for any other appropriate response</p>	<ul style="list-style-type: none"> • Conventions/components are adequately/consistently applied • Some annotations, which may be descriptive in nature, show sound knowledge and understanding, (of the suitability of the document to meet the web developer's requirements.) <p>Level 1 (low) 1-3 marks A basic document which shows limited understanding:</p> <ul style="list-style-type: none"> • Improvements cover few conventions/components • Conventions components are applied in a limited /inconsistent way • Few/If any annotations show limited knowledge and understanding (of the suitability of the document to meet the web developer's requirements) <p>0 marks Response is not worthy of credit</p>
--	--	--	--

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Oxford Cambridge and RSA

Monday 10 June 2024 – Afternoon

Level 1/2 Cambridge National in Creative iMedia

R093/01 Creative iMedia in the media industry

Time allowed: 1 hour 30 minutes



No extra materials are needed.



Please write clearly in black ink. **Do not write in the barcodes.**

Centre number Candidate number

First name(s) _____

Last name _____

INSTRUCTIONS

- Use black ink. You can use an HB pencil, but only for graphs and diagrams.
- Write your answer to each question in the space provided. If you need extra space use the lined pages at the end of this booklet. The question numbers must be clearly shown.
- Answer **all** the questions.

INFORMATION

- The total mark for this paper is **70**.
- The marks for each question are shown in brackets [].
- This document has **16** pages.

ADVICE

- Read each question carefully before you start your answer.

2
Section A

1 Which is a **traditional media** sector?

Tick (✓) **one** box.

- | | |
|-----------------------------|--------------------------|
| A Digital publishing | <input type="checkbox"/> |
| B Entertainment | <input type="checkbox"/> |
| C Internet | <input type="checkbox"/> |
| D Television | <input type="checkbox"/> |

[1]

2 One **format** of a client brief is **written**.

Identify **one** other client brief format.

..... [1]

3 Identify **one** advantage of focus group research.

..... [1]

4 Identify **two** headings that could be used in an asset log.

1

2 [2]

5 Complete the sentence.

Use a word from the list.

Defamation **Libel** **Slander**

..... is to make a spoken or written statement that is false and hurtful to an individual's reputation. [1]

6 Which is a **property** of a digital moving image file?

Tick (✓) **one** box.

- A Animation
- B Frame rate
- C Raster
- D Video

[1]

7 A camera on a tripod **tilts** up and down to show the height of an object.

Which **camera technique** is this an example of?

..... [1]

8 Identify **one** safety hazard that needs to be considered when filming on a street.

..... [1]

9 Which **document** is used to assess hazards at a filming location?

..... [1]

Section B

Westwood Theme Park has a new ride opening next spring. The new ride is a roller coaster that travels through the history of space exploration. Riders on the new ride wear an augmented reality headset which provides details about space exploration.

10 Identify **four** media products that could be used to **promote** a theme park.

- 1
- 2
- 3
- 4

[4]

11 The development of a media product requires a number of different job roles.

(a) Describe **one** responsibility of a **copywriter**.

-
-
-
-

[2]

(b) Describe **one** responsibility of a **creative director**.

-
-
-
-

[2]

12 A **client brief** is provided by Westwood Theme Park.

The new ride will open in April after a 12-month production schedule. The project needs to be completed by the end of March. The ride will include augmented reality (AR) animations that riders will view by wearing headsets on the ride.

There are four sections to the ride. Each focuses on a different aspect of space exploration:

- Launch Pad: Into Space
- Moon Shot
- Space Shuttle
- Space Station

Each section of the ride needs its own AR animation. Each AR animation will take three months to create, one month to test and requires one month of contingency to resolve any problems.

The budget for the project will only allow you to employ a small team of developers to work on the animations. You will only be able to develop two animations at any one time.

The first two animations must be created, tested and any problems resolved before starting the development of the other two animations.

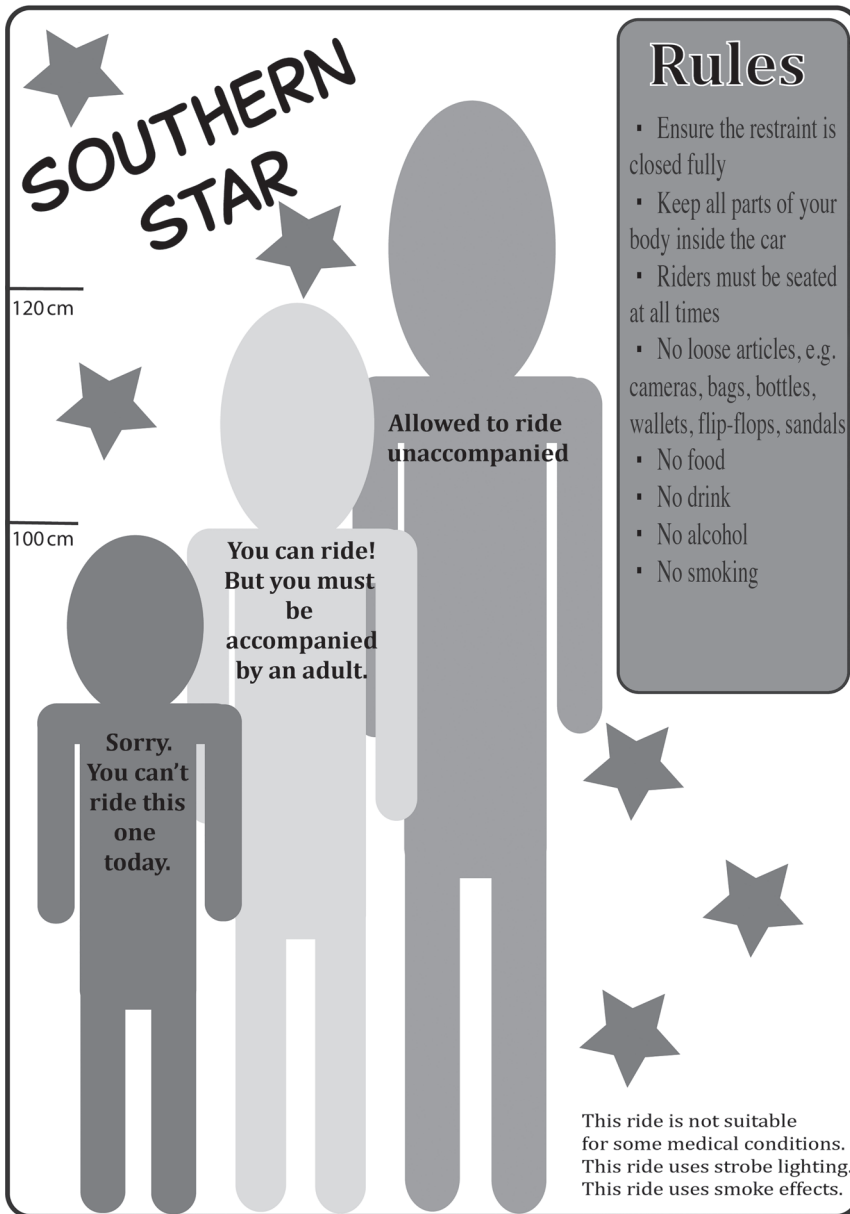
There needs to be two months' contingency before the ride opens to resolve any final problems.

Using the information in the **client brief**, create a **work plan** to meet the client requirements.

Tasks	April	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April

[6]

13 When researching signs to use for the new ride, an existing sign is found in use at Westwood Theme Park.



(a) What is the **purpose** of the sign?

.....
..... [1]

(b) Explain **one way images** are used to meet the **purpose** of the sign.

.....
.....
..... [2]

(c) Explain **one** way **written media codes** are used to meet the **purpose** of the sign.

.....

.....

.....

..... [2]

(d) Explain **one** way **colour** could be used to convey meaning on the sign.

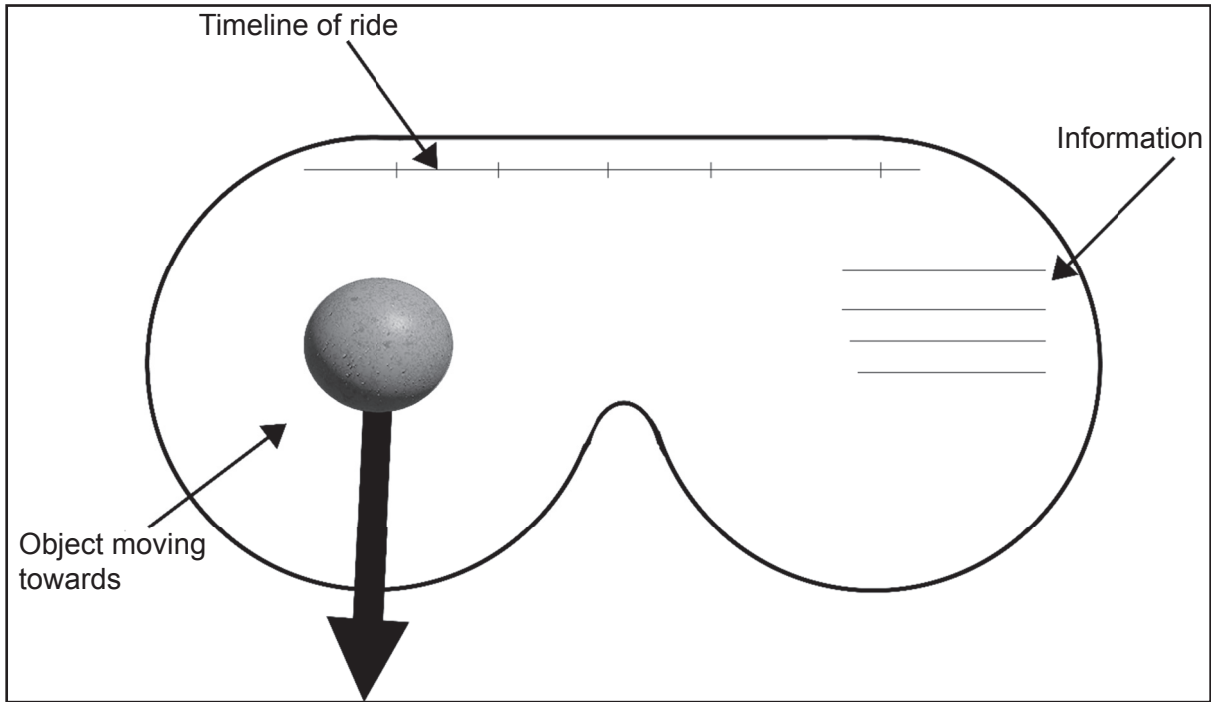
.....

.....

.....

..... [2]

14 A **visualisation diagram** of the view that riders will see in the augmented reality headset is given to an **animator** to develop the interface.



Discuss the suitability of the **visualisation diagram** for use by the **animator**.

Marks will be awarded for:

- Suggesting changes that improve the visualisation diagram
- Explaining how the changes you suggest will improve the effectiveness of the visualisation diagram for the **animator**.

[9]

.....

.....

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.....

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.....

.....

15 The animator needs to consider the **mise-en-scene**.

Explain what is meant by **mise-en-scene**.

.....

.....

.....

..... [2]

16 The animator is given a **physical mood board**.

Identify **four** components of a **physical mood board**.

1

2

3

4 [4]

18 Westwood Theme Park is updating its website to include a web page for the new ride.

(a) Explain **one** way a **web designer** contributes to the development of a website.

.....
.....
.....
..... [2]

(b) The new web page will include images of the new ride that will change automatically.

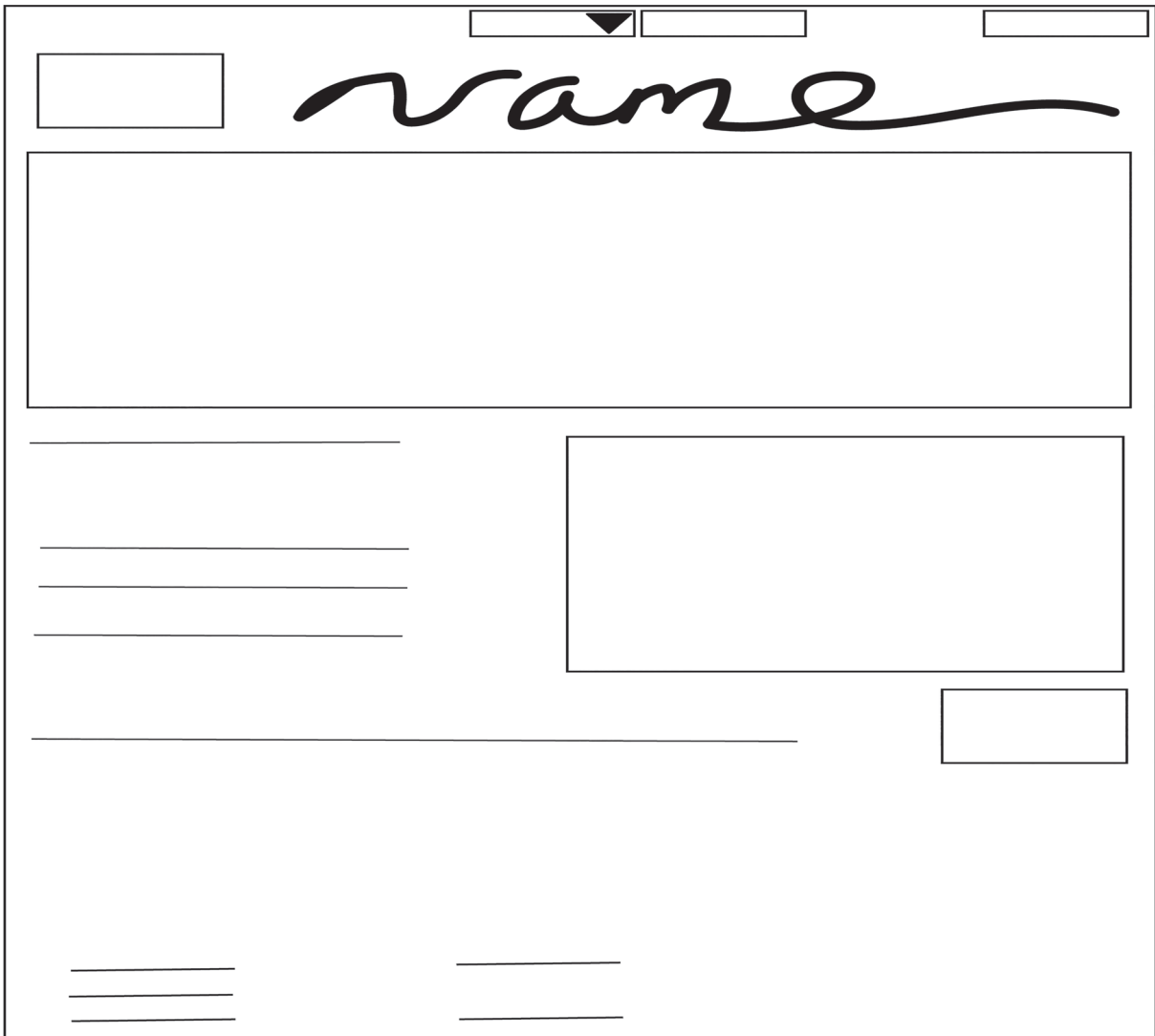
(i) Identify **one** type of **transition** that could be used when the images change.

..... [1]

(ii) Identify **two** static image **file formats** that are suitable for use on a website.

1
2 [2]

(iii) A **wireframe layout** of the web page for the new ride is given to the **web developer**.



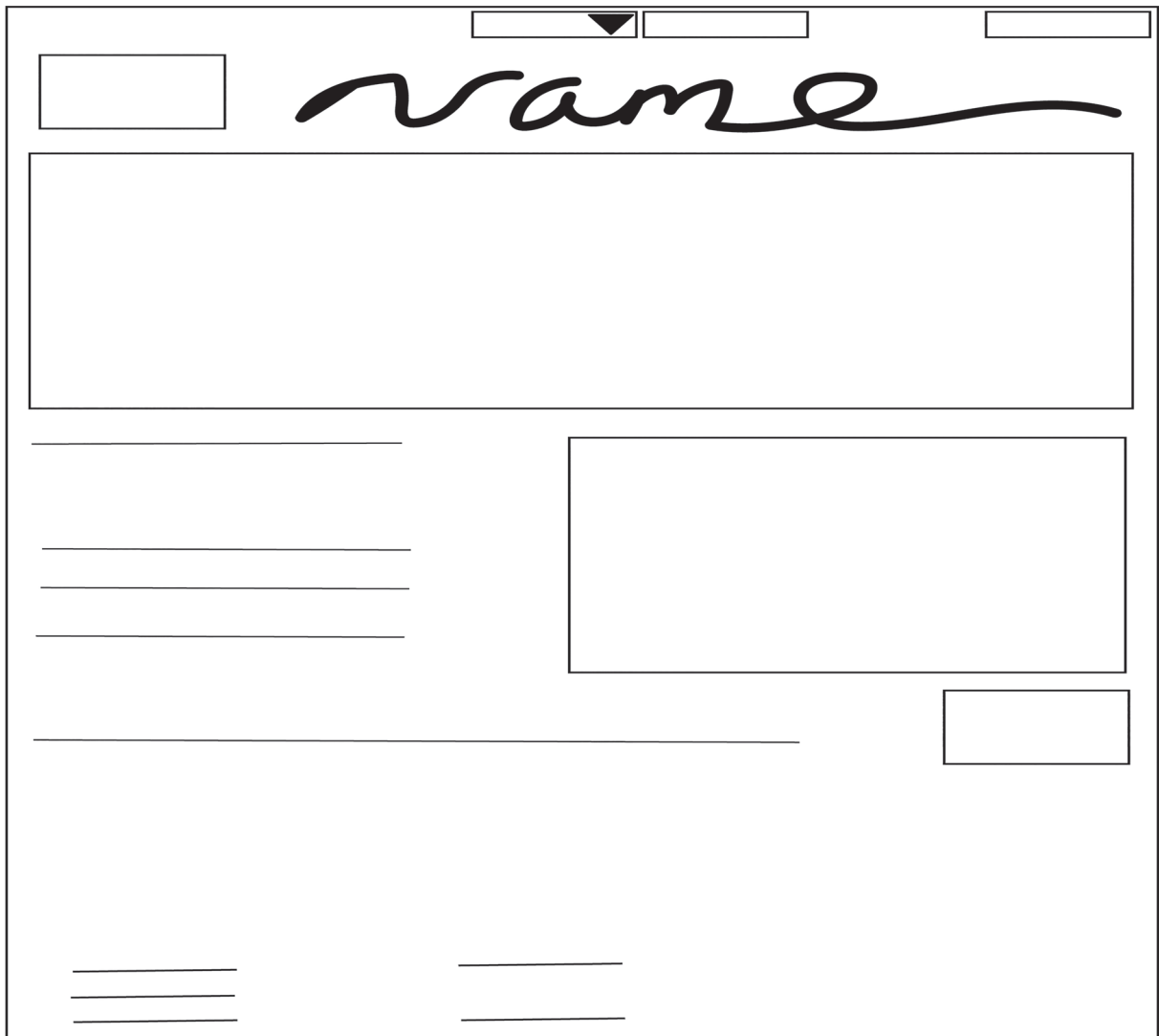
Improve the effectiveness of the **wireframe layout** for use by the **web developer**.

The wireframe layout has been inserted into the answer space for you to use in your response.

Marks will be awarded for:

- Relevant components and conventions used
- Layout
- Annotations that explain how the improvements help the **web developer** in their role.

[9]



END OF QUESTION PAPER

EXTRA ANSWER SPACE

If you need extra space use these lined pages. You must write the question numbers clearly in the margin.

A large area of the page is filled with horizontal dotted lines, intended for writing answers. A vertical solid line runs down the left side of this area, creating a margin for writing question numbers.

A large area of the page is reserved for writing, featuring a vertical solid line on the left side and horizontal dotted lines extending across the page.

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<<Date>> – <<Morning/Afternoon>>

OCR Level 1/Level 2 Cambridge National in Creative iMedia

R093/ 01 Creative iMedia in the media industry

Sample Assessment Material (SAM)

Time allowed: 1 hour 30 minutes

No extra materials are needed.

Calculators are not required in this exam.



Write clearly in black ink. **Do not write in the barcodes.**

Centre number

--	--	--	--	--

Candidate number

--	--	--	--

First name(s) _____

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INSTRUCTIONS

- Use black ink.
- Write your answer to each question in the space provided.
- If students require additional answer space, lined paper may be available at the end of the answer booklet in a live question paper. Remember the question number(s) must be clearly shown.
- Answer **all** the questions.

INFORMATION

- The total mark for this paper is **70**.
- The marks for each question are shown in brackets [].
- This document has **16** pages.

ADVICE

- Read each question carefully before you start your answer.

Section A

1 Identify **one** product produced by the digital publishing sector.

..... [1]

2 Identify **one** category of audience segmentation, other than **age** and **gender**.

..... [1]

3 A mind map is shown in **Fig.1**.

Identify the parts of the mind map labelled **A** and **B**.

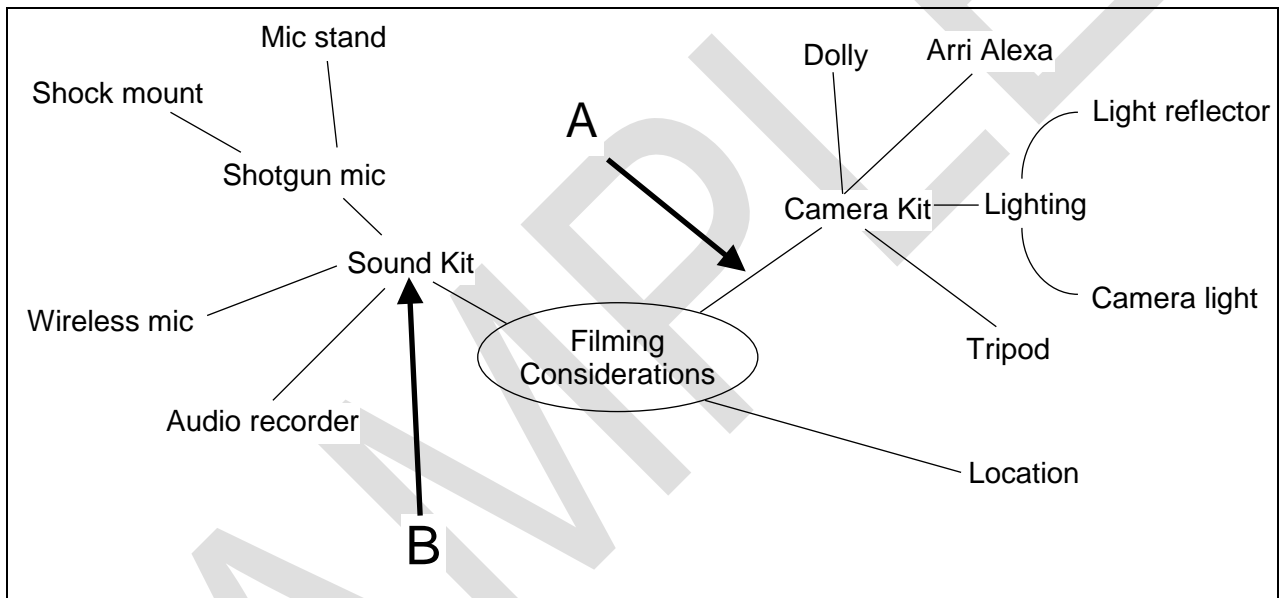


Fig.1

A

B

[2]

4 PEGI is a digital game content rating system. What does PEGI stand for?

Tick (✓) the correct box.

- A Pan English Game Information
- B Pan European Game Information
- C Pan European Games Internet
- D Pre-Employment Game Internet

[1]

5 Complete the sentence.

In video resolution, SD stands for S..... D

[1]

6 Which of the following roles is responsible for creating engaging text for printed advertisements?

Tick (✓) the correct box.

A animator

B copy writer

C graphic designer

D script writer

[1]

7 Identify **one** type of audio that is used to engage audiences in digital games.

.....

[1]

8 Identify **two** ways websites use interaction to engage audiences.

1.

2.

[2]

- 10 Quixsport’s high-end clothing range will be targeted at 18 to 30-year olds who are serious about their health and fitness.

Describe **one** way the target audience for the clothing range will influence the content of Quixsport’s promotional campaign.

.....

.....

.....

.....

[2]

SAMPLE

- 11 Fig.2 shows a graphic promoting a new gym that you found when researching ideas for the campaign.

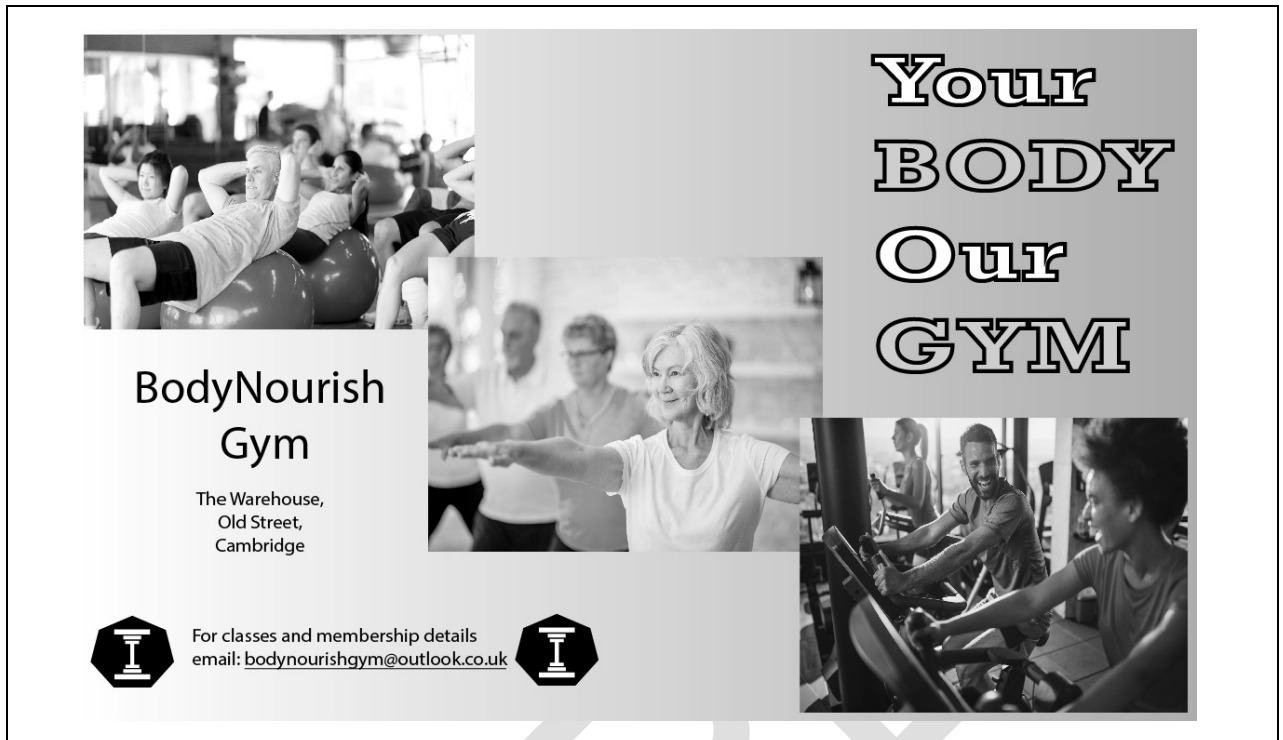


Fig.2

The new gym wants to appeal to a range of people.

- (a) Describe **one** way the graphic achieves this.

.....
.....

[1]

- (b) Describe **one** way the text has been formatted to emphasise some of the information.

.....
.....

[1]

- (c) Explain **one** way in which the images used might encourage people to join the Body Nourish gym.

.....
.....
.....
.....

[2]

12 You create a workplan for the Quixsport promotional campaign. The workplan is shown in Fig.3.

Tasks	Activities	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
Plan promotional campaign	Research target audience platform use										
	Schedule social media posting										
Write campaign content	Write messaging content for adverts										
	Review advert text content										
Plan/Design campaign content	Design graphical assets for adverts										
	Design graphical adverts										
	Design TV advert										
	Review campaign content designs										
Create campaign content	Create graphical assets										
	Create graphical adverts										
	Review graphical adverts										
	Film TV advert										
	Edit TV advert										
	Review TV advert										
Campaign launch											

Fig.3

(a) Explain **one** way in which the promotional campaign workplan (Fig. 3) demonstrates **workflow**.

.....

.....

.....

.....

[2]

(b) Identify the workplan component which is represented by the blank month 'July'.

.....

[1]

(c) Explain **one** way in which adding **milestones** to a workplan makes work planning more effective.

.....

.....

.....

.....

[2]

.....

.....

.....

.....

.....

.....

.....

Location reces are recommended before filming TV adverts.

(b) Explain **one** benefit of carrying out a location recce before filming starts.

.....

.....

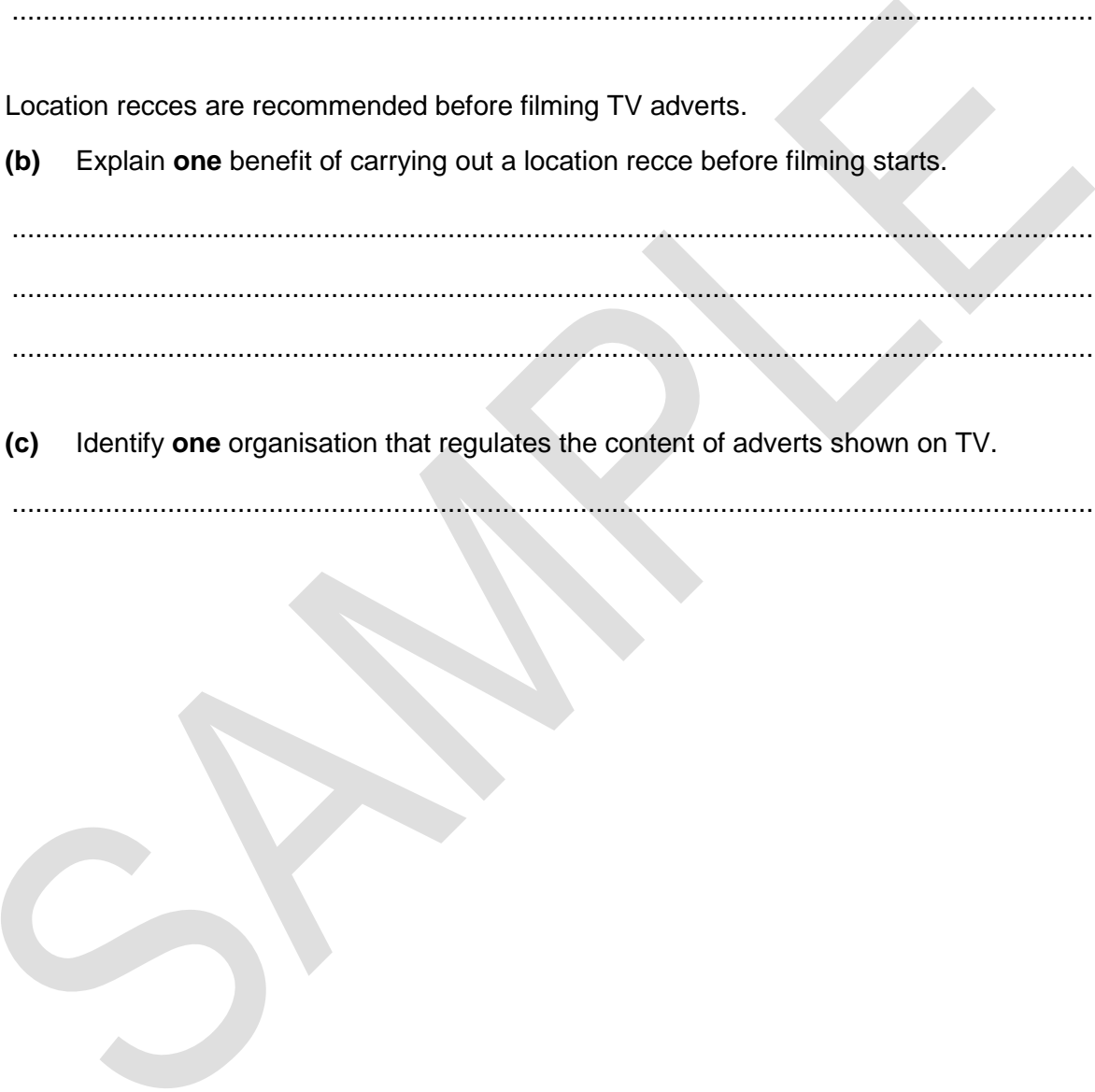
.....

[2]

(c) Identify **one** organisation that regulates the content of adverts shown on TV.

.....

[1]



14 (a) Quixsport wants to research how successful the new TV advert is likely to be before it is shown.

(i) Identify **one** possible **primary** method of carrying out this research, other than an **online survey**.

..... [1]

(ii) Describe how this method is used to carry out research.

.....
.....
.....
.....
.....
.....
..... [2]

The research information is required urgently, to ensure the shoot for the TV advert keeps to the workplan schedule.

An online survey will be used to gather the research information.

(b) (i) Describe **two** advantages for Quixsport of using an online survey.

Advantage 1
.....
.....

Advantage 2
.....
.....

[4]

(ii) Describe **one** possible disadvantage of using online surveys.

.....

.....

.....

.....

[2]

SAMPLE

Social media and email will be used as part of the Quixsport promotional campaign.
People will need to sign up to receive news and promotional materials.

- 15 (a) Explain **one** reason why organisations protect the personal data of people who sign up to promotional campaigns.

.....

.....

.....

.....

[2]

- (b) Describe **one** way that organisations must comply with data protection legislation when storing the personal data of people who sign up to promotional campaigns.

.....

.....

.....

.....

[2]

- 16 Some of the assets that you find for the promotional content have symbols attached to them. Identify the meaning of the **two** symbols.

Symbol	Meaning



[2]

- 17 **Fig.5** is a draft of a visualisation diagram for a static digital advert that will be used in a social media campaign.

The static digital advert will be used to promote the clothing range on social media and websites.

The visualisation diagram will be shown to Quixsport for approval.

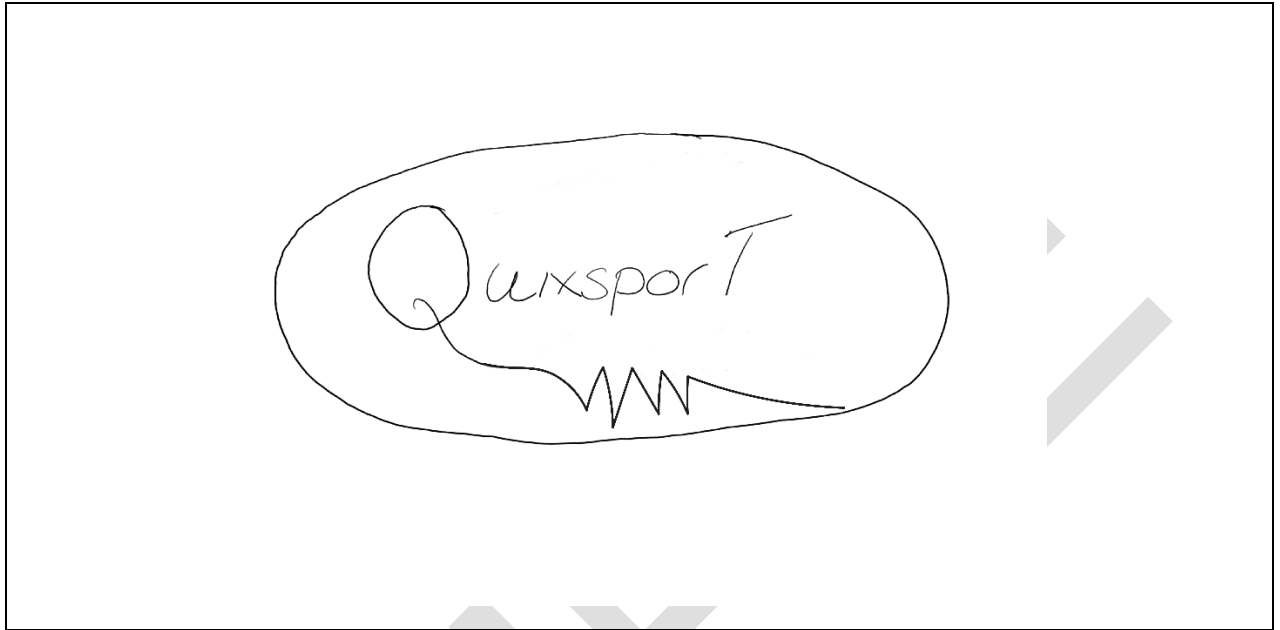


Fig.5

- (a) (i) Identify **one** user of the visualisation diagram, other than the client (Quixsport).

.....

[1]

- (ii) Describe how this user might use the diagram

.....

.....

.....

[1]

(b) Create an improved version of the draft visualisation diagram in **Fig.5**.

Marks will be awarded for:

- Relevant components and conventions used
- Layout
- Annotations that explain how the improvements better meet Quixsport's requirements.

[9]



END OF QUESTION PAPER

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SAMPLE

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Sample Assessment Material (SAM)

OCR Level 1/Level2 Cambridge National in Creative iMedia

R093/01 Creative iMedia in Industry

MARK SCHEME

Duration: 1 hour 30 minutes

MAXIMUM MARK 70

Version: 2

Last updated: 15/07/2021

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This document consists of 15 pages

Crossed Out Responses

If a student has crossed out a response and written a clear alternative response, then the crossed out response is not marked. If no alternative is given, examiners will give students the benefit of the doubt and mark the crossed out response if it is legible.

Multiple Choice Question Responses

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

Contradictory Responses

When a student provides contradictory responses, no mark will be awarded, even if one of the answers is correct.

Short Answer Questions (usually worth only one mark per response)

If a student needs to give a set number of short answer responses, but gives more, only the set number of responses will be marked. The response space will be marked from left to right on each line and then line by line until the required number of responses have been marked. The remaining responses will not be marked.

Short Answer Questions (worth two or more marks)

If a student is required to provide a description of, say, three items or factors and four items or factors are provided, then marking will be similar to the above example (but downwards).

Longer Answer Questions

If a student provides two (or more) responses to a medium or high tariff question which only needs a single (developed) response, and does not cross out the first response, the first response will be marked.

Levels of response marking

- a. **To determine the level** – examiners will start at the highest level and work down until they reach the level that matches the answer
- b. **To determine the mark within the level**, they will 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
--	-----------------

Question		Answer	Marks	Guidance
1		<p>One from e.g.:</p> <ul style="list-style-type: none"> • eBook • Digital signage • Web banner • Icon <p>Award credit for any other appropriate response</p>	1	
2		<p>One from e.g.:</p> <ul style="list-style-type: none"> • Education • Income • Interests • Lifestyle • Occupation • Location <p>Award credit for any other appropriate response</p>	1	<p>This is the full list (minus age and gender – see below) from the specification.</p> <p>Other possible acceptable answers would be, marital status, etc.</p> <p>Do not accept: Age (stated in question) Gender (stated in question)</p>
3		<p>A- Connector/Branch (1) B- Node (1)</p>	2	<p>1 mark for each correct label</p> <p>Do not accept: Line for A</p>
4		B - Pan European Game Information	1	Correct answer only.
5		Standard Definition	1	Correct answer only
6		B - copy writer	1	Correct answer only

Question	Answer	Marks	Guidance
7	<p>One from e.g.:</p> <ul style="list-style-type: none"> • Music • Silence • Sound effects • Voice <p>Award credit for any other appropriate response</p>	1	
8	<p>Two from e.g.</p> <ul style="list-style-type: none"> • Button (1) • Click (1) • Drag and drop (1) • Hotspot (1) • Navigation bars (1) • Rollover (1) • Web form (1) <p>Award credit for any other appropriate response</p>	2	One mark for each correct answer

Question		Answer	Mark	Guidance
9	(a)	<p>Two from e.g.:</p> <ul style="list-style-type: none"> • Film • Television • Radio • Print publishing • Interactive media • Internet 	2	<p>One mark for each correct/appropriate sector identified</p> <p>These are the only relevant answers for a promotional campaign</p> <p>Do not accept: Digital publishing (stated in question)</p>
	(b)	<p>Three from e.g.:</p> <ul style="list-style-type: none"> • Audio • Billboard advert • Digital image • Music • Podcast • Social media post <p>Award credit for any other appropriate response</p>	3	<p>One mark for each relevant product identified</p> <p>Only credit advert once unless qualified as shown in e.g. list</p> <p>Do not accept: static digital advert (stated in question) TV advert (stated in question)</p>
	(c)	<p>Indicative content Answers may include reference to how the following responsibilities contribute to the creation of a promotional campaign:</p> <ul style="list-style-type: none"> • Allocating roles • Client liaison • Deciding on adverts • Managing resources • Organising activities/tasks • Tracking project progress <p>Award credit for any other suitable response</p>	6	<p>Level 3 (high) 5–6 marks A thorough explanation which shows detailed understanding:</p> <ul style="list-style-type: none"> • Two responsibilities are identified – and two explanations attempted. • Explanation shows detailed knowledge and understanding of the role. • Contribution is clearly explained. • Consistently uses appropriate terminology. <p>Level 2 (mid) 3–4 marks An adequate explanation which shows sound understanding:</p> <ul style="list-style-type: none"> • Two responsibilities are identified – at least one explanation attempted.

					<ul style="list-style-type: none"> • Explanation shows sound knowledge and understanding of the role. • Contribution is adequately explained. • Sometimes uses appropriate terminology. <p>Level 1 (low) 1-2 marks A brief explanation which shows limited understanding:</p> <ul style="list-style-type: none"> • At least one responsibility is identified - at least one explanation is attempted. • Explanation shows limited knowledge and understanding of the role. • Contribution is explained in a basic way. • Use of appropriate terminology is limited. <p>0 marks Response is not worthy of credit</p>
10			<p>Up to two marks for describing one way e.g.:</p> <ul style="list-style-type: none"> • Content should be age relevant • Content should be interest relevant • Content should be lifestyle relevant • Content should be income/occupation relevant <p>e.g.</p> <ul style="list-style-type: none"> • The content should appeal to adults between 18 and 30. (1) One way to do this is to use imagery/music/a theme/etc. that is popular in the 18 to 30 age group. (1) • The content should appeal to fit and healthy adults. (1) For example, it might show them taking part in serious sport/fitness activities like marathons/spin classes/road cycling/downhill MTB/etc (1). <p>Award credit for any other appropriate response</p>	2	<p>One mark for identifying a valid way up to a maximum of one way.</p> <p>One mark for describing how the way might influence content.</p>

11	(a)	<p>Up to one mark for describing one way e.g.:</p> <ul style="list-style-type: none"> • Gender • Age <p>e.g.</p> <ul style="list-style-type: none"> • The images show both younger and older people exercising. • The images show females and males exercising together. <p>Award credit for any other appropriate response</p>	1	<p>One mark for a valid way described.</p>
	(b)	<p>Up to one mark for describing one way e.g.:</p> <ul style="list-style-type: none"> • Capitalisation • Contrast • Emphasis • Font type • Shading • Size • Underlining <p>e.g.</p> <ul style="list-style-type: none"> • A large font size is used for the slogan, drawing readers' eyes to the text. • The colour contrasts with the background, so that the text stands out. (1) <p>Award credit for any other appropriate response</p>	1	<p>One mark for a valid way described.</p> <p>Response could conceivably combine reference to font size/colour/capitalisation</p>
	(c)	<p>Up to two marks for explaining one way e.g.:</p> <ul style="list-style-type: none"> • Modern/new/clean facilities/equipment/etc. • Group activities/classes/social interaction/etc. • Smiling/relaxed/friendly/positive atmosphere/safe environment/etc. 	2	<p>One mark for identifying a valid way up to a maximum of one way</p> <p>One mark for the way explained.</p>

		<p>e.g.</p> <ul style="list-style-type: none"> • Images show that the gym has good/modern/new/clean facilities/equipment/etc. (1) Environment/equipment/facilities/etc. is/are likely to be one of the most important factors when choosing a gym. (1) • Images show people enjoying group activities/classes/social interaction/etc. (1) The availability of group activities/classes/etc. at the gym present opportunities to make/meet up with friends. (1) 		
12	(a)	<p>Up to two marks for explaining one way e.g.:</p> <ul style="list-style-type: none"> • Dependency of tasks/activities • Order of tasks • Order of activities <p>e.g.</p> <ul style="list-style-type: none"> • The tasks are listed in the order in which they will be carried out. Planning tasks are before design or create tasks. (1) This means that the chance of Quixsport missing out a key aspect of the project is reduced. (1) • A review is scheduled after the activities in each task. (1) This is to check Quixsport is happy to proceed to the next task/set of activities. (1) • Activities are planned to run concurrently. (1) This shortens the duration of the campaign/means that the campaign is more likely to be ready for the launch. (1) <p>Award credit for any other appropriate response</p>	2	<p>One mark for identifying a valid way up to a maximum of one way</p> <p>One mark for the way explained.</p>
	(b)	Contingency	1	Correct answer only

	(c)	<p>Up to two marks for explaining one way e.g.:</p> <p>e.g.:</p> <ul style="list-style-type: none"> • Identify key points in time/important dates • Measure progress • Monitor deadlines/keep project on track <p>e.g.:</p> <ul style="list-style-type: none"> • Milestones establish key markers in the progress of a project. (1) This means that it is easier to identify all the important/critical dates/deadlines. (1) • Milestones specify interim project completion deadlines. (1) This means that progress is monitored on an ongoing basis and should help ensure that a project completes on time. (1) <p>Award credit for any other appropriate response</p>	2	<p>One mark for identifying a valid way up to a maximum of one way</p> <p>One mark for the way explained.</p>
13	(a)	<p>Indicative content</p> <p>Answers may include reference to how the following aspects are used and how they use could be improved:</p> <ul style="list-style-type: none"> • Clarity • Consistency of information • Effects added • Fitness for purpose • Layout of storyboard • Numbering of panels • Order of boards/panels/scenes • Timings • Transitions <p>Suitability for use by for target audience – video editor is required for the highest mark band</p> <p>Subject specific terminology covers both terminology related to the creation of storyboard as well as that related to advert.</p>	9	<p>Level 3 (high) 7-9 marks</p> <p>A thorough discussion which shows detailed understanding:</p> <ul style="list-style-type: none"> • A range of strengths and weaknesses are identified. • Discussion shows detailed knowledge and understanding of the suitability of the storyboard for the video editor. • A range of suggested improvements are identified. • How effectiveness is improved is clearly explained. • Consistently uses appropriate terminology. <p>Level 2 (mid) 4 – 6 marks</p> <p>An adequate discussion which shows sound understanding:</p> <ul style="list-style-type: none"> • Some strengths and/or weaknesses are identified.

		Other relevant points and examples should be credited.		<ul style="list-style-type: none"> • Discussion shows sound knowledge and understanding of the suitability of the storyboard for the video editor or other users/consumers. • Some suggested improvements are identified. • How effectiveness is improved is adequately explained. • Sometimes uses appropriate terminology. <p>Level 1 (low) 1-3 marks A brief discussion which shows limited understanding:</p> <ul style="list-style-type: none"> • Few strengths or weaknesses are identified. • Discussion shows limited knowledge and understanding of the suitability for consumers/users. • Few suggested improvements are identified. • Where improvements to effectiveness are explained, this is done in a limited way. • Use of appropriate terminology is limited. <p>0 marks Response is not worthy of credit</p>
	(b)	<p>Up to two marks for explaining one benefit e.g.:</p> <ul style="list-style-type: none"> • Access requirements • Availability of resources • Safety • Suitability <p>e.g.:</p> <ul style="list-style-type: none"> • Ensuring there is enough space to set up a camera. (1) This means that the shots required can be captured. (1) • Checking the location will be safe for both actors and crew. (1) This will determine whether a full risk assessment is required. (1) <p>Award credit for any other appropriate response</p>	2	<p>One mark for identifying a benefit up to a maximum of one benefit</p> <p>One mark for the benefit explained.</p>

	(c)		<p>One mark from e.g.:</p> <ul style="list-style-type: none"> • ASA • Ofcom <p>Award credit for any other appropriate response</p>	1	
14	(a)	(i)	<p>One mark from e.g.:</p> <ul style="list-style-type: none"> • Focus groups • Interviews <p>Award credit for any other appropriate response</p>	1	
		(ii)	<p>Up to two marks for a description of the method identified e.g.:</p> <p>Focus groups</p> <ul style="list-style-type: none"> • Group discussion/give feedback • Shown 'live' content • Small groups/hand-picked/face to face <p>e.g.:</p> <ul style="list-style-type: none"> • The campaign content is shown to small groups from the target audience. (1) Individuals then give feedback in a group discussion. (1) <p>Award credit for any other appropriate response</p> <p>Interview e.g.:</p> <ul style="list-style-type: none"> • Clarification of comments/views/etc can be sought • Face to face • Individuals' reactions witnessed/gathered as well as responses • Personal views of targeted individuals sought • Scripted questions • Shown 'live' content <p>e.g.:</p> <ul style="list-style-type: none"> • Selected individuals could be asked scripted questions by an interviewer about the campaign to get their views. (1) Further questions can then 	2	One mark for each relevant point relating to the method identified in (a)(i) up to a maximum of two marks

			be asked to clarify their thoughts/views/opinions. (1)		
			Award credit for any other appropriate response		
	(b)	(i)	Up to two marks for each advantage described . Advantages <ul style="list-style-type: none"> • Easier to collect/collate/present results • Less resourcing/organising required • Quicker to gather data/information • Sent directly to target audience <p>e.g.:</p> <ul style="list-style-type: none"> • It's quicker for Quixsport to collect the information than if using focus groups or interviews. (1) Both focus groups and interviews take more time and resource to organise - and Quixsport needs the information urgently. (1) • Quixsport can more easily ensure better coverage of the target audience than by using focus groups or interviews. (1) They can quickly send out a large numbers of surveys to the target audience across a wide geographical area. (1) Award credit for any other appropriate response	4	One mark for a valid advantage identified up to a maximum of two advantages. Up to one mark for each advantage described.
		(ii)	Up to two marks for describing a disadvantage e.g.: <ul style="list-style-type: none"> • Device compatibility • May not be seen by recipient • Requires internet connection <p>e.g.:</p> <ul style="list-style-type: none"> • Respondents need an internet connection/device (1). Potential respondents 	2	One mark for identifying a valid disadvantage Up to one mark for the disadvantage described.

		<p>without access to the internet/device are excluded and this may skew results (1).</p> <ul style="list-style-type: none"> The invitation to complete the online survey may not be seen by the user. (1) If its emailed, the invitation may go into users' spam message boxes. (1) <p>Award credit for any other appropriate response</p>		
15	(a)	<p>Up to two marks for explaining one reason e.g.:</p> <ul style="list-style-type: none"> Comply with the law Customer confidence Reputational damage <p>e.g.</p> <ul style="list-style-type: none"> Organisations must protect customers' data by law (1). If they fail to do so they will be prosecuted. (1) Organisations must protect customers' data to protect their reputation. (1) If they fail to do so, customers may choose not to deal with them. (1) <p>Award credit for any other appropriate response</p>	2	<p>One mark for a valid reason identified up to a maximum of one reason</p> <p>One mark for reason explained.</p>
	(b)	<p>Up to two marks for describing one way e.g.:</p> <ul style="list-style-type: none"> Keep as required Only ask for what is needed Secure storage <p>e.g.:</p> <ul style="list-style-type: none"> Data is stored securely using passwords/encryption. (1) Only authorised staff should be able to access the data. (1) Data is only kept for as long as is needed. (1) Once it has been used, it is then destroyed securely (1) <p>Award credit for any other suitable response</p>	2	<p>One mark for a valid way identified up to a maximum of one way</p> <p>One mark for the way described.</p>

16			<p>One mark each for:</p> <ul style="list-style-type: none"> • Creative Commons (1) • Trademark (1) 	2	Correct answers only
17	(a)	(i)	<p>One mark from e.g.:</p> <ul style="list-style-type: none"> • Graphic designer • Web designer • Web developer 	1	
		(ii)	<p>Up to one mark for a description of use for user identified e.g.:</p> <ul style="list-style-type: none"> • Web designer - plan the content for the web advert • Web developer - to realise the image asset they will need to code • Graphic designer - as an outline of the image assets they will need to create <p>Award credit for any other suitable response</p>	1	<p>One mark for describing how the user identified in 17(a)(i) might use the diagram.</p>
	(b)		<p>Indicative content</p> <p>Students will produce an improved version of the visualisation diagram that should better meet the client's requirements. The diagram needs to show that the static digital graphic will promote the clothing (purpose) and will allow Quixsport to clearly see how this will happen.</p> <p>Marks are awarded for:</p> <ul style="list-style-type: none"> • Clarity of idea • Relevance of content (format, styles, suitability) • Components of visualisation diagram used <ul style="list-style-type: none"> ○ Images ○ Shapes ○ Colours/Colour scheme – by the use of annotations/hatching/shading ○ Font styles 	9	<p>Level 3 (high) 7-9 marks A comprehensive document which shows detailed understanding:</p> <ul style="list-style-type: none"> • A range of suggested improvements are identified. • Improvements cover a range of components • Conventions are effectively applied • Justifications show detailed knowledge and understanding of the suitability of the document to meet the client's requirements. <p>Level 2 (mid) 4-6 marks An adequate document which shows sound understanding:</p> <ul style="list-style-type: none"> • Some suggested improvements are identified. • Improvements cover some components • Conventions are adequately applied

			<ul style="list-style-type: none"> ○ Font sizes ○ Positioning/Layout information ○ Text – slogan, branding • Justifications for improvements e.g. <ul style="list-style-type: none"> ○ Promotes products ○ Appearance of static digital graphic ○ Use of a house style for company ○ Consideration of distribution channels ○ Consideration of devices for viewing 	<ul style="list-style-type: none"> • Justifications show sound knowledge and understanding of the suitability of the document to meet the client's requirements. <p>Level 1 (low) 1-3 marks A basic document which shows limited understanding:</p> <ul style="list-style-type: none"> • Few suggested improvements are identified. • Improvements cover few components • Conventions are applied in a limited way • Justifications show limited knowledge and understanding of the suitability of the document to meet the client's requirements. <p>0 marks Response is not worthy of credit</p>
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