

Cambridge Technicals Digital Media

Unit 2: Pre-production and Planning

Level 3 Cambridge Technical in Digital Media
05843 - 05846

Mark Scheme for June 2019

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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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Annotations

| Annotation | Meaning |
|----------------------------|-----------------------------------|
| Tick | Tick |
| Double Tick | Excellent point |
| Cross | Cross |
| ? | Unclear |
| ^ | Omission mark |
| T | Terminology/Theory |
| EG | Use of examples |
| A | Explanation, analysis, argument |
| Vertical wavy line | Not relevant to specific question |
| REP | Repetition |
| CONT | Continuation on extra paper |
| BOD | Benefit of doubt |
| TV | Too vague |
| Diagonal line/line through | Blank page |

| Question | | Answer | Marks | Guidance |
|------------------|------------|--|-------|--|
| Section A | | | | |
| 1 | (a) | <p>Four marks from: e.g.</p> <ul style="list-style-type: none"> • Create a kiosk game that teaches about Solar System (1) • Must contain tasks and quizzes (1) • Test key information (such as names and distances) (1) • Feature an astronaut as the main character/avatar (1) • Contain embedded short reviews at end of levels (1) • Include images and sound effects/speech (1) • Have an engaging house style (1) • Appeal to 7-13 year olds (1). | 4 | Reward any suitable answer. Do not reward 'budget'. |
| 1 | (b) | <p>One mark for explanation and one mark for suitable expansion e.g.</p> <ul style="list-style-type: none"> • The team could ensure that the game appeals to 7-13 year olds by using simple language in the questions (1) this means children will be able to understand the instructions (1). • Give another example • Any other suitable response | 2 | <p>Credit should be given for attempts that demonstrate understanding of how to achieve client requirements in relation to the brief.</p> <p>Response must be based on a correct answer provided in part 1a.</p> |

| Question | | Answer | Marks | Guidance |
|----------|--|---|-------|--|
| 2 | | <p>One mark per correct resource identified, one mark per suitable expansion: e.g.</p> <ul style="list-style-type: none"> • A resource that that the team will need is game or interactive presentation software, such as Unity (1st) owing to the fact that both tasks can quizzes can be made in the software (1). • The team will need a planning software, such as Microsoft Project (1st) in order to plan their workflow and deadlines (1). • The team will require a camera (1st), such as a Canon 650D DSLR, to take photographs of real backdrops that can be used in the game (1) • Any other suitable response | 4 | <p>Maximum four marks. Equipment or software are expected answers but art based equipment may also be covered. Resources identified must be appropriate for the brief and target audience.</p> |
| 3 | | <p>One mark per pre-production document: e.g.</p> <ul style="list-style-type: none"> • Moodboard (1). • Sitemap (1). • Visualisation diagram (1) • Storyboard (1) • Concept art (1) • Prototype (1) • Any other suitable response | 3 | <p>Maximum three marks per suggestion identified.</p> <p>Planning documents identified must be appropriate for the brief and target audience.</p> <p>Do not accept SWOT analysis or legal and ethical documentation.</p> |

| Question | | Answer | Marks | Guidance |
|----------|-----|---|-------|--|
| 4 | (a) | <p>Three elements of a wireframe: e.g.</p> <ul style="list-style-type: none"> • Logo placeholder (1st). This is required so that the client can see the initial size and space of the game title (1). • Button paths (1st). These are required so that the team can show which content will appear when users get right or wrong answers to questions (1). • Annotations (1st). These are needed to help display colour scheme and house style for each page (1). • Any other suitable response | 6 | <p>Suggestions must reference content on a wireframe in the context provided.</p> <p>Content of wireframes includes:</p> <ul style="list-style-type: none"> • Logo placeholder • Header and Footer placeholder • Primary image placeholder • Secondary image placeholder • Sample text/ copy • Navigation bar content • Button paths and sequence / flow of navigation • Annotations to justify and explain content • Hex codes for colour scheme |
| 4 | (b) | <p>One mark for the asset, two marks for expansion: e.g.</p> <ul style="list-style-type: none"> • Button graphics (1st). These are needed so that it is clear how the children provide their answers to questions (1) or navigate to next section (1). • Main character avatar (1st). This is required because the children will be playing a game as an astronaut so the team need an avatar asset designing (1) that is engaging to children (1) Any other suitable response | 6 | <p>Suggestion of an assets should be suitable to brief and audience.</p> <p>Accept copy text as an asset needed in the game.</p> |

| Question | | Answer | Marks | Guidance |
|----------|-----|--|-------|---|
| 5 | (a) | <p>One mark for suitable pre-production document that could be used to show the answer sequence of a question, two marks for expansion e.g.</p> <ul style="list-style-type: none"> • Card sort structure diagram (1) could be used to show the answer sequence of a question because the cards can be labelled (1) to show the outcomes of response choices (1). • Site map diagram (1) could be used to show the answer sequence because the answer choices can clearly be seen (1) and show the next move or choice for the user (1). • Any other suitable response | 3 | <p>Documents such as a moodboard, storyboard, visualisation diagram, script and SWOT diagram should not be acceptable for specific navigation for question structure.</p> <p>Accept mindmap and flow chart/diagram.</p> |
| 5 | (b) | <p>One mark for suitable sharing tool, two marks for expansion, e.g.</p> <ul style="list-style-type: none"> • A collaborative software such as ProofHub (1st) because it allows people to put comments on work as 'proofs'(1) and then give automatic feedback to all members of the team in case someone is absent (1). • E-Mailing system, such as Office 365 or Mail Chimp (1st) because it allows people to work in a secure space (1) and proofs on documents such as interactive PDFs to be annotated (1). | 3 | |

| Question | | Answer | Marks | Guidance |
|----------|--|--|-------|---|
| 6 | | <p>Level 3 (6-8 marks) There is an excellent discussion of why a storyboard is/ is not suitable for the task. There is an excellent discussion of why a script is /is not suitable for the task. Conventions and positives and negative of both planning documents are discussed thoroughly in relation to the brief.</p> <p>Level 2 (3-5 marks) There is some discussion of why a storyboard is/ is not suitable for the task. There is also some discussion of why a script is /is not suitable for the task. There may be some discussion of the conventions of both planning documents and positives and negatives of at least one document in relation to the brief.</p> <p>Level 1 (1-2 marks) There is a basic discussion of why a storyboard is suitable. There is a basic discussion of why a script is suitable. Conventions of the planning documents are not likely to be discussed.</p> <p>0 marks for responses not worthy of credit.</p> | 8 | <p>Read answer as a whole and then award marks. Must discuss both storyboard and script. Has to reference both sides of the discussion (e.g. positive and negative) but does not have to assess this in equal weighting.</p> <p>Points that may be covered:</p> <p>Storyboards are suitable because:</p> <ul style="list-style-type: none"> • They include scene content (drawn or written). • Key sounds can be added • Scene number and timings and be added. <p>Scripts might be suitable because:</p> <ul style="list-style-type: none"> • They can include the speech or dialogue of a character in the game. • A written synopsis of each stage of the game can be written. <p>Storyboards might not be suitable because:</p> <ul style="list-style-type: none"> • It is difficult to show navigation of the actions of the user in a storyboard. <p>Scripts might not be suitable because:</p> <ul style="list-style-type: none"> • There is not a lot of dialogue in the game to plan • It does not show how a user can move within the game. <p>The discussion may not be balanced but if a candidate only writes about one document then marks should be capped to 4.</p> |

| 7 | Question | Answer | Marks | Guidance |
|---|----------|---|-------|--|
| | | <p>One mark for each secondary source, two marks for expansion: e.g.</p> <ul style="list-style-type: none">• A webpage about how to design a successful children's game would be useful (1st). This is because it is likely to be hyperlinked to a range of examples (1) and written by a professional (1).• A book about games design would be useful (1st). This is because it is likely to have screenshots that can be followed (1) to create engaging content likely to be suitable for children (1).• Any other suitable response | 9 | Secondary sources suggestions should demonstrate understanding the brief and audience. |

| Section B | | | | |
|-----------|--|--|-------|---|
| Question | | Answer | Marks | Guidance |
| 8 | | <p>Content (max 4 marks) e.g.</p> <p>Appropriate costume (1) Appropriate for genre of game (1) Colour scheme is discussed (1) Character movement and abilities/skills discussed (1) (1)</p> <p>Fitness for purpose (max 4 marks) e.g.</p> <p>Relevant to the brief (1) Relevant to audience requirements (e.g. design to engage the target audience) (1) Content is justified against wider purpose of product (2)</p> | 8 | <ul style="list-style-type: none"> • Main focus is the ability to create a suitable character engaging for children. • Candidates' creativity should be rewarded. • Only credit one response per bullet, do not credit two of same response. |

| 9 | Question | Answer | Marks | Guidance |
|---|----------|---|-------|--|
| | | <p>Content (max 3 marks) e.g.</p> <ul style="list-style-type: none"> • Appropriate Questions/tasks) (1) • Relevant colour scheme and use of fonts (1) • Interactive elements shown (1) <p>Layout (max 2 marks) e.g.</p> <ul style="list-style-type: none"> • Suitable layout of a quiz screen (1) • Navigation elements clearly shown (1) <p>Fitness for purpose (max 3 marks) e.g.</p> <ul style="list-style-type: none"> • Relevant to the brief (1) • Relevant to audience requirements (e.g. content that would appeal to a child) (1) • Content is justified against wider purpose of game (e.g. annotations of test activities relate to brief). (1) | 8 | Only credit one response per bullet, do not credit two of same response. |

| Question | Answer | Marks | Guidance |
|----------|--|-------|--|
| 10* | <p>Level 4 - 13 - 16 marks An excellent evaluation about the effectiveness of user testing to gain feedback on the game. A wide range of wholly appropriate reasons for user testing will be covered using context based examples to fully justify the points made. Specialist terms will be used correctly and appropriately. There will be few, if any, errors in grammar, punctuation and spelling.</p> <p>Level 3 - 9-12 marks A good evaluation about the effectiveness of user testing to gain feedback on the game. A range of reasons for user testing will be covered using examples that are appropriate and sometimes justified. There will be some errors of spelling, punctuation and grammar but these are unlikely to be intrusive or obscure meaning.</p> <p>Level 2 - 5-8 marks A basic evaluation about the effectiveness of user testing to gain feedback on the game. Reasons suggested are mostly appropriate. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.</p> <p>Level 1 - 1-4 marks Limited understanding of user testing to gain feedback. The examples used are sometimes appropriate and may be general and not linked to the context.</p> <p>0 – no response or no response worthy of credit.</p> | 16 | <p>The following points may be covered:</p> <ul style="list-style-type: none"> • User testing will provide qualitative feedback on the game. • User testing can be held with a small group of members from the target audience. • User testing can be held with the client who are knowledgeable about the game’s purpose. • User testing can bring up any errors in navigation, buttons, triggers and visual content. • User testing will see if sounds and audio triggers play. • Participants may not focus on potential problems linked to the design process, such as legal and ethical problems, when giving feedback on the game. • If the user testing is not done with a site map then the participants may not know whether the navigation is correct. • Workplans or production schedules are also needed to plan the development of the project cycle. • Participants are children, so an adult would need to interpret their judgement. • Drafts of visualisation diagrams, wireframes and site map sheets are also required to demonstrate suggestions of any changes to navigation. <p>To achieve a L4 the answer should be balanced.</p> |

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