

Mark scheme

Question			Answer/Indicative content	Marks	Guidance
1	a		Three from e.g. - Title (1) - Fonts (1) - Pictures/Drawings/images (1) - Logo (1) - Colours (1) - Any other suitable response	3 (1p)	Do not accept text – too vague as this could be annotations which is excluded in the question. Content may both general regarding visualisation diagrams OR context specific. Max 2 if images given in context Visualisation could be digitally produced so may include images. Examiner's Comments This question was generally well answered with candidates gaining at least one mark. Marks could only be credited to a visualisation diagram rather than to a mood board or other documents. Some candidates included annotations as an answer, even though these were excluded from possible responses. It is important that candidates fully read the question in order to provide an appropriate response. A number of responses seen contained answers such as 'text size' and 'image size' which can only be placed on a visualisation diagram rather than to a mood board or other documents.
	b		Two marks for suitable point and expansion e.g. - To generate visual ideas (1) about how the campaign could look (1) - To develop a "green" feel (1) for the campaign style (1) - To show the client (1) the fonts, images, colours to be used in the campaign (1) - Any other suitable response	2 (1d, 2p)	For both marks should reflect visual aspect AND context of a mood board/style/ look. Examiner's Comments Whilst being generally well answered this question, many answers seen were only descriptions of what a mood board was. Candidates required an explanation of its purpose within this context. This restricted the marks that could be credited. It is important that candidates are specific in their answers. Many answers given referred to mood boards being a visualisation diagram, which could easily refer to a mind map, another pre-production document in the specification, and as a result did not indicate that candidates were clear in their understanding of the purpose a mood board. Some candidates referred to the digital aspect of the mood board where ideas could be shared. This would gain 1 mark as it was linked to the visual aspect of the idea generation. Clear indication of the visual aspect of the mood board needed to be seen, as this is what sets mood boards apart from other pre-production documents. Exemplar 1 The purpose of the 'words from planet moodboard' will develop it visually using pictures of environmental issues. It will show awareness for target audience who see it online.
			Total	5	
2	a		Two marks for suitable point and expansion e.g. - Can see the flow (1) of scenes into each other (1) - The different scenes (1) can be viewed individually (1) - To show how long (1) each scene will last (1) - Any other suitable response	2 (2p, 2m)	Answer can be non-context based but for full marks must show the concept of different scenes being viewed in a storyboard. Examiner's Comments Many responses stated what a storyboard would contain i.e. camera angles, timings etc. However, the command was to 'explain'. Responses were often vague, when talking about the visual aspects of the storyboard. It is important that candidates explain the storyboard. Often answers given could also have referred to other pre-production documents in the specification. To access full marks, candidates needed to be referring to the fact that a storyboard can show the timeline of a film, showing various scenes, and what these scenes could contain. It is the ability to show the design of the film over time that is required. Exemplar 2

				A storyboard is most suitable b When using a storyboard you can se parts of the film into sections make it more organised into chronological
	b	Marks awarded in pairs for suitable identification and explanation. Max two per aspect e.g. Camera angles: - Film crew can see where (1) they will need to position camera to get view. - Director can see how the image will look (1) in each scene (1) - Camera person will know how to (1) frame the shot (1) - Any other suitable response Scene numbers: - The order of scenes can be seen (1) to help make sure shots flow into each other (1) - Editors can see order (1) to place the scenes into when cutting the film (1) - Any other suitable response Camera movements: - Lighting can see how camera will move (1) so that lighting can be suitably set up (1) - Production team can position equipment (1) so not in view when camera moves (1) - Camera crew can decide on which camera to use (1) to allow for the movement needed (1) - Film crew will know where to place the dolly tracks (1) to get the correct shot (1) - Director will know where to place the actors (1) so cameras can move around them (1) - Any other suitable response	6 (2m, 2d x 2, 2d* x 3)	Question refers to production team not just the camera crew so there is a wide range of possibilities of use. Mark to candidates' best advantage for each aspect – looking for understanding of the importance of each, and individual using the storyboard. Be aware of camera movement terms (zoom, pan) being used in camera angle (wide, close up) answers Do not credit answers that just describe the term, i.e. camera movements show the direction the camera moves, the angle the scene will be shot at example close up. <u>Examiner's Comments</u> This question required a higher level of technical knowledge from the specification. Candidates often missed marks when they simply reordered words for camera angle and camera movement. The explanation of why they are needed and important to the production of the video. Good answers mentioned that seeing the camera angle and camera movement meant that the production team (and candidates) would know how and where to set the equipment up, or how to move the camera to meet the requirements. It is important that candidates use correct terminology when using camera movement, shot type and camera angle.
		Total	8	
3	a	Three marks for suitable point and expansion. Max two marks for two points e.g. Images included in the films (1) must not upset younger viewers (1) by showing	3 (1d, 2m, 2d)	Candidate may make two points and expand one. This is credited as full marks as question does not ask for just one explanation. <u>Examiner's Comments</u> The strongest responses showed linking of responses to the context of the question. The paper and scenario information was used to support the answers.

		scenes that are too graphic (1) - Films must not include inappropriate language (swearing) (1) due to the young ages in the audience (1) as they could be offended (1) - Language in films must not be too childish (1) so that older members of the audience (1) do not feel patronised/talked down to (1) - The films can't have too much text on the screen (1) as younger audience will not read it (1) but enough to inform the older audience (1) - Any other suitable response		environmental campaign. Some answers mentioned non-related contexts, e.g. referring to swearing and general target audience. This question was looking for answers where the idea of language and appropriate images are considered for the target audience. Some images showing scenes that are not appropriate fully for young audiences, such as those programmes on national television, were acceptable responses. These however do not come under the theme of the candidates. Exemplar 3 The content will have to be suitable for all of the target audience. This means the films must appeal to 12-50 12-50 year olds. This then means the information should be simplified so the audience can understand but the film contains more detailed information for the older audience.
	b	Two from: - Income (1) - Location (1) - Ethnicity/Race/Religion (1) - Gender (1) - Accessibility/disability (1)	2 (1p)	Do not accept age as it's in the question. These are the only aspects in the specification do not accept any others. Examiner's Comments This question was generally well answered with aspects taken from the specification being referenced. However, some candidates did not seem to read the question properly, referring to answers such as 'age', 'camera type' and 'read questions carefully to ensure they meet the requirements of the question'.
		Total	5	
4	a	Two marks for suitable point and expansion e.g. - The TM symbol marks the campaign name (1) as being owned by the campaign organisation. (1) - The campaign owns the intellectual property (1) on the name "Words from the Planet". (1) - The campaign can sell/licence the rights (1) to use the campaign name (1) - The organisation can take legal action (1) against anyone who uses the name without permission (1) - Any other suitable response	2 (2d, 2d*)	Do not accept any references to copyright. Examiner's Comments Generally, well answered showing a good understanding of the use of the TM symbol and its implications. The copyright was incorrectly referred to. Exemplar 4 The Trademark symbol means that the company legally owns the phrase 'Words from the Planet' meaning that nobody can copy these words unless they seek permission.
	b	Two marks for suitable description e.g. - The campaign must contact the (space) organisations (1) and ask for permission to use the images (1) - The campaign must acknowledge (1) the owners of the image when they use it (1) - Any other suitable response	2 (1p)	Examiner's Comments The best answers clearly met the command word 'describe'. The question asked for the description of the steps required for 'Word from the Planet' to be able to use the images 'asking permission from the space organisations' or 'asking permission and paying a fee'. Many answers explained the idea of copyright rather than how to use the copyrighted images. A number of candidates also provided responses that referred to checking the copyright situation for the images regarding copyright was already clearly stated. Exemplar 5

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5 Choose six images from **Fig. 1** to create a mood board for the 'Words from the

You do not need to draw the images. You must show which images you have chosen and you would position them on the mood board.

Marks will be awarded for:

- fitness for purpose;
- annotations to justify your choices.

L3

Globe in a hand
- I choose this because the safety and the protection is in our hand we need to make sure we care for the world not destroy it, this is a very inspirational picture because it shows us what we need to do to keep the world safe

Earth day
- I choose this because it's a day that should be celebration because each day the world is being destroyed - and this picture can say that.

fonts

- I choose this because the clients need to have a variety of fonts they can choose from

Roads in the Rainforest

- I choose this because if we build more roads in the rainforest we are destroying habitats and we could be killing animals, so this picture could show people what's happening to our world

Globe
Pin. In
- I choose this because it shows the planet to show it. the picture shows it putting the more we are making

C
- I choose this because it is on the main road being by the

Total

9

6

7 (1p X4
1m X2
1d)

Marks are awarded for **diagram** considering the following points:

- Recognisable diagram structure

Level 3 6 – 7 marks	Clear structure with logical connections including sub-node(s) Content is relevant to context of filming script. Detail is clear and understandable .	● Content relevant to filming the script e.g. ○ Health & safety ○ Equipment ○ Travel ○ Location ● Content relevant to context of Alaskan landscape e.g. ○ Setting ○ Animals ○ Weather ● Suitable detail/annotation ● Logical sequence of nodes/sub-nodes The diagram should be viewed, as a whole, and then graded appropriately. Examiner's Comments The mind maps seen were generally well structured showing a good understanding and knowledge of the pre- lost however when candidates only copied content from the script onto the mind map. The question asked can need to be considered when planning the filming such as light, equipment, and health and safety. Exemplar 7
	Level 2 4 – 5 marks	
	Level 1 1 – 3 marks	



Total

7

One from:

- Edge of forest (1)
- Foot of mountain (1)
- Streets of town (1)
- House window (1)

1
(1p)

Do not accept Alaska or Canada on their own as these are not the filming locations in the scripts.

Examiner's Comments

The responses seen here referred to the script provided and asked candidates to pick the information from the

The main areas where candidates lost marks were for being too vague in the location, referring to Alaska as an and showing several specific locations for the filming of the script for the candidates to select. This together with n the presenter led to marks being dropped.

Exemplar 8

- (i) location: Edge of forest at foot of mountain
- (ii) character: Presenter
- (iii) stage direction: (Walking in a circle)

One from:

- Presenter (1)
- Brown bear (1)

1
(1p)

Examiner's Comments

The responses seen here referred to the script provided and asked candidates to pick the information from the

The main areas where candidates lost marks were for being too vague in the location, referring to Alaska as an and showing several specific locations for the filming of the script for the candidates to select. This together with n the presenter led to marks being dropped.

Exemplar 8

				(i) location:Edge of forest at foot of mountain..... (ii) character:Presenter..... (iii) stage direction:(walking in a circle).....
		iii	One from: • Walk to camera (1) • Walking in circle (1)	1 (1m) Do not accept anything referring to the bear – they are wild and not directed. Examiner's Comments The responses seen here referred to the script provided and asked candidates to pick the information from the script. The main areas where candidates lost marks were for being too vague in the location, referring to Alaska as a location, not showing several specific locations for the filming of the script for the candidates to select. This together with not following the presenter led to marks being dropped. Exemplar 8 (i) location:Edge of forest at foot of mountain..... (ii) character:Presenter..... (iii) stage direction:(walking in a circle).....
	b		One from e.g. • AlaskaV1 (1) • Different version numbers could be given to each edit (1) • Presenters Edit (1) • Could be given different name based on who edited it (1) • Any other suitable response.	1 (1p) Different V number can be used as there is no defined version in the question or specification. Examiner's Comments This question tested candidates' knowledge of version control and was in the main well answered with sound reasoning being provided. Several responses were seen referring to scene numbers being used. This was incorrect as this was a storyboard and this question was referencing a script editing process.
			Total	4
8			Marks awarded in threes with file format being first mark, e.g. Poster: • PDF (1st) this makes editing (1) very difficult by others (1) • PDF (1st) can be used cross platforms (1) so highly portable (1) • TIFF (1st) high resolution graphic (1) that can produce high quality prints (1) • Any other suitable response Web Graphic: • PNG(1st) because it keeps transparencies (1) so it can be used on different coloured backgrounds (1) • SVG (1st) because it's a vector graphic (1) that can be scaled without losing quality (1) • GIF(1st) it can be animated (1) and loads quickly (1)	6 (1p X3, 2p, 2d, 2d*) Do not award marks if file format is not clearly stated. The question does not specify that the web graphic is static BUT do not accept any reference to video in an answer. Examiner's Comments This question sought to test knowledge developed in the mandatory coursework Unit RO82. The responses seen here were as expected and showed that the more technical knowledge required in the specification was not as developed as expected. The question asked for the most suitable file format. With the print aspect this required a high-resolution image. With the web-based aspect this required a file type that reduced loading time. Exemplar 9

			- Jpeg (1st) uses lossy compression to reduce its file size (1) but keeps its quality (1) - MP4(1st) because it's a small file size (1) and transfers quickly on the internet (1) - Any other suitable response		Printed Poster File format: <u>TIF</u> ✓ Justification: <u>Because it is a high quality type it is lossless meaning it would be a high quality poster print.</u> ✓ Web Graphic File format: <u>SPG</u> ✓ Justification: <u>Because it is a small file meaning it can be saved and printed. It is easily transferable quickly because of its small size and its lossy meaning it is unnecessary data to decrease size.</u> ✓
			Total	6	
9		Candidates will explain the suitability of the storyboard for use by its target audience (camera crew) for FILMING. The strengths and weaknesses of the storyboard are considered in equal weighting, showing a good understanding of the use of the storyboard. The suggested improvements will be well	12 (1p X2 1m X2 1d X2 2p X2 2m X2 2d 2d*)	Answers may include reference to: - Composition - Layout of storyboard - Clarity - Use of colours to illustrate - Fitness for purpose - Order of boards/panels - Transitions - Camera movement - Panel numbers - Colours of film - Suitability for target audience – camera crew (not production team, too vague) - Suitability for the client Subject specific terminology covers both terminology related to the creation of storyboard as well as that relating to the camera crew. NB. If answer is incorrect but 1 mark can still be awarded for quality of written communication. Examiner's Comments This session saw a wider range in responses to this question than in the past, reflecting the increased entry this year. The examiners had looked at previous mark schemes and reports. This supported well-constructed answers and referred back to the camera crew. As a result, marks in the top mark band were accessed. Where candidates did not answer well, responses referred to the wrong audience and purpose for the document. Some candidates who referred to the need to include colour on the storyboard as it would make it more appealing. This indicated a lack of understanding of the storyboard and the audience it is designed for. It should be noted that this question is the only place in the specification where quality of written communication is assessed. Poorly presented answers are not appropriate and will lead to marks being restricted for this question. Exemplar 10	

	thought through and explained in context. At the bottom end of Level 3 the strengths or weaknesses may only be described. Subject specific terminology will be used correctly and there will be few, if any, errors in spelling and punctuation.	9* Discuss the suitability of the content of the storyboard in Fig. 3 for the camera crew. Include strengths, weaknesses and any areas for improvement. <i>*The quality of written communication will be assessed in your answer to this question.</i> This storyboard is suitable for the camera crew as it provides a clear plan of the camera's movement in almost every scene whether it be zooming in or moving along the beach. This is useful because it shows how the camera crew can ensure they film a quality shot that was intended. The storyboard shows the camera shots required using the images and inscribes the type of shot. For example, one clearly shows an extreme shot of the mountains. This is useful because the camera crew knows how scenery to film so that without this they would be confused on the type they would use and the production would be more difficult. Finally, it gives the direction of shots that they have to follow with their camera, signifying the direction which is incredibly useful for getting a clear idea of the finished film should look and the positioning of the camera, etc. On the other hand, the storyboard doesn't contain any scene timings. There is no boundary on how long each scene is making it difficult to determine how long each scene is. It should be affecting the final film. You would need scene timings to ensure the length of each shot is clear. There is a lack of detail in each picture because there is only a small image for each image; therefore, it makes it challenging for the camera crew to know the exact location of the shot because there isn't a clear view of the location. Finally, the storyboard doesn't provide a time of day for each scene so it's unclear whether it should be daytime for each scene or night. Although there is the sun in 1 image, it's uncertain the time of day in the others. To improve there would need to be information on the brightness and lighting.
Level 2 5 – 8 marks	Candidates will describe the strengths and/or weaknesses of storyboard. This may be one sided. Showing some understanding of the use of the storyboard for filming. Some improvements may be suggested but they will not be wholly suitable. At the top end of the Level 2 the answer will be presented in the context of	*It's a result more detail needs to be added to the images.

			environmental campaign film. There may be errors in spelling, punctuation and grammar which may not be intrusive.	
			Candidates will identify some strengths and/or weaknesses of the storyboard. There will be poor understanding of the use of the storyboard.	
			Level 1 0 – 4 marks Answers will be vague and not necessarily linked to the context of the question. Answers may be presented as a list rather than a structured piece of writing. There may be errors in spelling, punctuation and grammar which may be intrusive.	
		Total		12

14 to perfect the storyboard. To conclude, this storyboard is not quite useful as it provides little on the camera movements, shots and the direction of objects movement there is lack of timings, detail and time of day greatly limiting the storyboard's use.
