

Cambridge **TECHNICALS LEVEL 3**

Cambridge
TECHNICALS
2016

DIGITAL MEDIA

Feedback on the January 2018 exam paper
(including selected exemplar candidate answers
and commentary)

Unit 2 – Pre-production and planning

Version 1

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INTRODUCTION

This resource brings together the questions from the January 2018 examined unit (Unit 2), the marking guidance, the examiners' comments and the exemplar answers into one place for easy reference.

We have also included exemplar candidate answers with commentary for questions 7, 8 and 9.

The examiner's comments are taken from the Report to Centre for this question paper.

The Question Paper, Mark Scheme and the Report to Centre are available from:

<https://interchange.ocr.org.uk/Modules/PastPapers/Pages/PastPapers.aspx?menuindex=97&menuid=250>

OCR
Oxford Cambridge and RSA

Level 3 Cambridge Technical in Digital Media
05843/05844/05845/05846/05875

Unit 2: Pre-production and planning
Thursday 11 January 2018 – Morning
Time allowed: 2 hours

You must have:
• the Insert (C363)

First Name Last Name

Centre Number Candidate Number

Date of Birth

INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number, candidate number and date of birth.
- Answer all the questions.
- Write your answer to each question in the space provided.
- If additional answer space is required, you should use the lined page(s) at the end of this booklet. The question number(s) must be clearly shown.

INFORMATION

- Refer to the insert provided when answering all questions.
- The total mark for this paper is 80.
- The marks for each question are shown in brackets [].
- Quality of extended response will be assessed in questions marked with an asterisk (*).
- This document consists of 12 pages.

FOR EXAMINER USE ONLY	
Question No.	Mark
Section A: 1	/8
2	/8
3	/8
4	/12
5	/8
6	/8
Section B: 7	/8
8	/8
9	/18
Total	/80

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Cambridge Technicals
Digital Media

Unit 2: Pre-production and planning
Level 3 Cambridge Technical Certificate/Diploma in Business
05834 - 05878

Mark Scheme for January 2018

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Level 3 Cambridge Technicals Certificates in Digital Media 05843, 05844
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OCR Report to Centres January 2018

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This insert accompanies the question paper and is relevant to all of the exam questions.

The insert can be found on Interchange.

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Level 3 Cambridge Technical in Digital Media
05843/05844/05845/05846/05875

Unit 2: Pre-production and planning
Thursday 11 January 2018 – Morning

INSERT

INSTRUCTIONS FOR LEARNERS

- Please read fully before completing the question paper.
- This insert is relevant to all questions.
- This document consists of 4 pages. Any blank pages are indicated.

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Level 3 Cambridge Technical in Digital Media
05843/05844/05845/05846/05875

Unit 2: Pre-production and planning
Thursday 11 January 2018 - Morning

FOR THE ATTENTION OF THE EXAMINATIONS OFFICER

To be opened on the day of the exam

Instructions to Invigilators:

Please read out the following to candidates at the beginning of the exam:

The insert and the question paper refer to both 'Montage Digital Gaming' and 'Montage Digital Games'. To clarify, these are the same company.

Any enquiry about this notice should be referred to the Customer Contact Centre on 01223 553 998 or general.qualifications@ocr.org.uk

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GENERAL EXAMINER COMMENTS ON THE PAPER

There was evidence that Centres had used both the online resources and the textbook that accompanies the specification to support the teaching and learning of Unit 2 for candidates. Candidates were mostly clear about the requirements of the unit and were clearly prepared in terms of engaging with the vocational nature and case study nature of the exam.

Resources which might help address the examiner comments:

From the link below, you'll find 'The OCR guide to examinations' (along with many other skills guides)

<http://www.ocr.org.uk/i-want-to/skills-guides/>

Command verbs definitions

<http://www.ocr.org.uk/Images/273311-command-verbs-definitions.pdf>

Questions 1 and 2

Answer **all** the questions.

Section A

- 1 (a) Identify **three** client requirements that have been given to Montage Digital Games.

1. Three marks from e.g.:
 - Aimed at children 7–10 years old (1)
2.
 - Developed in time so there is three months testing time (1)
 - Be bright and colourful (1)
3.
 - Provide an introduction to Tudor kings and queens (1).

[3]

- (b) Explain how **one** client requirement might impact on the work that Astrid must complete.

- One mark for the client requirement identified, two marks for each impact and suitable expansion e.g.:
- The client requires the app to aimed at children aged 7–10 (1) this means Astrid will have to check that the use of language in the app is suitable for this age group (1) so they can understand the instructions (1)
 - The client requires that the content be aimed at children of a variety of cultural background (1) this means that the content and graphics that Astrid chooses to illustrate the app and information (1) should attempt to show a wider cultural understanding (1).

[3]

- 2 Explain **two** ways that Justin and Astrid might work together to plan the project.

1. One mark per suggestion about the collaboration between Justin and Astrid, two marks per suitable expansion e.g.:
 - Justin and Astrid could work on the design for the characters together (1) because these will be central to providing engagement for children (1) and designs of characters will link to factual representations (e.g. images of Henry VIII) (1).
 - Justin and Astrid could work together as Justin will research the content of previously successful educational children's games (1) which will aid Astrid to design appropriate material (1) which will be suitable for children to access (1).
- 2.

[6]

Mark scheme guidance

Question 1(a):

Candidates may use other examples from the specific brief.

Question 1(b)

Credit should be given for attempts that demonstrate understanding of Astrid's job role.

Question 2:

Maximum three marks per suggestion of collaboration identified.

Examiner comments

Question 1(a) – This question required candidates to evidence that they had understood the client requirements of the brief given to Montage Digital Gaming outlined in the insert; most candidates were fully able to give answers, such as the game needs to be aimed at 7–10 year olds, to successfully answer the question.

Question 1(b) – Again, this question tested candidates' understanding of the brief set and the client requirements and it also tested understanding about the job roles of the team members. There were very few unsuccessful answers with most candidates able to provide a requirement, such as the requirement for the game to educate about Tudor England, and an explanation of the impact of this on Astrid's job.

Question 2 – This question required candidates to use their knowledge and understanding of the different job roles at pre-production and of working in teams. In general candidates appeared to find it difficult to fully explain the ways that Justin and Astrid could work together. It is therefore suggested that centres further explore the way in which job roles complement each other as part of the pre-production process.

Question 3

- 3 (a) Identify two legal or ethical issues that the team will need to think about when working on the development of the app and explain why they require consideration.**

1. One mark per legal and/or ethical issue, two marks per suitable expansion e.g.:
- The team may need to think accessibility of the app (1) so that children can see and interact with the content (1) so it is fit for the purpose of the brief (1).
 - The team will need to think about copyright of images and graphics used in the app (1) and if those designed or source will need payment or permission (1) so both the team and client so not break laws (1).

2.
-
-
-
-
-
- [6]**

- (b) Explain one way that one of the above issues might be resolved by the team.**

- One mark for suitable suggestion, one mark for expansion e.g.:
- The team could use royalty free graphics or sounds or create their own assets (1) so that permission or payment is not required to come out of budget (1).

- **[2]**

Mark scheme guidance

Question 3(a):

Maximum three marks per legal and/or ethical suggestion identified. Legal and/or ethical issues identified must be appropriate for the brief and target audience.

Libel is not an acceptable legal issue as it is not appropriate for the brief, however the Data Protection Act should be accepted.

Question 3(b):

Suggestions must be appropriate to the brief and audience.

Examiner comments

Question 3(a) – This tested candidates' knowledge of legal and ethical issues and most candidates had clearly been well prepared in this area in being able to cite potential issues such as copyright. The most successful answers linked directly to the Tudor brief and how the issue of representation of race needed to be addressed in the design process.

Question 3(b) – Most candidates were able to give a correct answer for how to resolve issues cited in 3a). Very few misinterpreted this question.

Questions 4(a) and (b)

- 4 (a) Information will need to be researched to ensure the historical facts are accurate.

Identify **two** secondary sources that you could use to research historical information and explain how you can ensure that each source is reliable.

1. One mark for suitable secondary source, two marks for expansion on reliability of source e.g.:

- A historical textbook on Tudor England/monarchs could be used to get information (1). It is reliable if it is written by an academic or professional (1) and they are qualified in the subject of history (1).
- A historical documentary by the BBC (1). It is reliable if it is presented by an academic or well-known historian (1) who also teach history at universities (1).

2.....

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[6]

[6]

- (b)** Identify **one** method of primary research that you could use to research information about the design of the app and explain why this might be appropriate.

One mark for suitable primary source, two marks for expansion e.g.: *****

- A focus group with children aged 7–10 could be conducted (1) as this allows for them to give their opinions about what apps they use (1) and what design features attracts their attention to apps and games (1).

.....[3]

..[3]

Mark scheme guidance

Question 4(a):

Suggestions of secondary sources must reference the specific brief.

Question 4(b):

Suggestion of primary source needs to relate to design and audience.

Primary methods are acceptable.

Examiner comments

Question 4(a) – This question required candidates to demonstrate understanding about secondary research and how sources could be checked for reliability when used as part of planning a project. Most candidates were able to offer correct secondary sources, such as BBC Bitesize, that would have information on Tudor England, although some candidates had clearly confused primary and secondary research. Some answers that were correct also neglected to comment on how the sources could be checked for reliability. It was clear from some answers that 'reliable' was also confused with 'validity'.

Question 4(b) – Most candidates were able to give a correct answer for a primary research method, such as analysing other educational apps, however, as stated above, some candidates confused primary and secondary research.

Questions 4(c) and 5

- (c) Explain **one** way the team can gain feedback from the Children's History Museum about their design and content ideas.

One mark for suitable way of gaining feedback from client, two marks for expansion e.g.:

- Feedback can be gained via a collaborative workspace (1) where the client can make trackable suggestions or edits to design work and visualisations (1) so that it is instantly received by the team and recorded (1).

[3]

- 5 The team will need to create a plan for content.
Identify **one** planning tool that Astrid could use to communicate her initial design ideas and evaluate the effectiveness of this compared to one other planning tool.

[8]

Read answer as a whole and then award marks.

Points that may be covered.

Astrid might use:

- Mindmap to create an overview about house style elements, navigation and design content.
- Moodboard might be used to communicate visual ideas about graphics, house style and design with annotations to explain.

It might be compared against:

- Production schedules/work plans that will not show design ideas or elements because it is used to communicate a whole product plan.
- A call sheet or daily planner that it is used to plan photography or video production and therefore not suitable for web or app design.
- Blue sky thinking as a group or team.
- Use of mock ups in digital graphics software.
- Visualisation diagram.

SWOT analysis should not be credited as an initial planning tool.

Mark scheme guidance

Question 4(c):

A range of online and physical methods of feedback may be suggested.

Feedback can be at the stage of pre or post production of the game.

Question 5:**Level 3 (6–8 marks)**

There is an excellent discussion of a planning tool that Astrid could use to communicate design ideas in relation to the specific brief. There will be a thorough comparison against another planning tool and differences will be explained fully.

Level 2 (3–5 marks)

There is a good discussion a planning tool that Astrid could use to communicate design ideas in relation to the brief. There will be some comparison against another planning tool and differences will be sometimes explained.

Level 1 (1–2 marks)

There is a basic discussion of a planning tool that Astrid could use to communicate design ideas. The brief may not be mentioned. There will be limited comparison against another planning tool.

Examiner comments

Question 4(c) – This question asked candidates to suggest an appropriate method of gaining feedback from the Children's History Museum as part of the development process. Most candidates gave appropriate answers such as a pitch with ideas, a focus group or supplying visualisation diagrams of design ideas.

Question 5 – This question tested candidates' knowledge of planning documentation, asking for a comparison of appropriate documentation that Astrid could use to show her initial ideas. Most candidates correctly gave answers such as moodboards, mindmaps and visualisation diagrams and assessed the advantages and disadvantages. However some candidates gave incorrect answers, such as a storyboard and script, that were not initial planning documentation and were also inappropriate for the production of an app game.

Question 6

- 6** Identify **two** regulatory bodies that you will need to be aware of when designing content for the app and explain why they are relevant to the client requirements.

1. One mark for each regulatory body, two marks for expansion e.g.:

- ASA (1) if the app features sponsorship or adverts then the content would need to be regulated (1) so it would not cause offence or be unsuitable for children aged 7–10 (1).
- PEGI (1) because the app is game based learning (1) and so the company could apply for a PEGI rating to demonstrate suitability to appeal to children and parents (1).

2.

[6]

Mark scheme guidance

Regulatory bodies should demonstrate wider understanding of regulatory bodies in relation to potential content which could be included on the app.

Examiner comments

This question asked candidates to provide two regulatory bodies that Montage Digital Gaming would need to be aware of in relation to the content of the brief. Correct answers included PEGI, ASA and W3C. Unfortunately there were frequent examples of candidates citing OFCOM and BBFC. Centres should therefore be reminded to fully teach candidates the differences between regulatory bodies and the media sectors that they relate to.

Question 7

Section B

- 7 You have been asked by Haaris to design a level of the app game, so that he is able to see the design ideas that you and the rest of the team have been working on.

In the space provided, use a mind map to design a level of the app game. You must show you have considered the client requirements.

Marks will be awarded for:

- content
- fitness for purpose
- use of annotations to justify your decisions.

Content (max 2 marks) e.g.:

- Potential topics for questions (1)
- Scoring and/or game/app levels (1)
- Colour scheme and characters (1).

Fitness for purpose (max 3 marks) e.g.:

- Topics for questions relate to the brief and audience (1)
- Scoring and levels are relevant to brief and audience requirements (1)
- Draft can be followed by coder (1).

Annotations to justify decisions (max 3 marks) e.g.:

- Justification against audience requirements (1)
- Justifications against specific brief (1)
- Annotations to clearly demonstrate purpose of content choices (1)
- Annotations clearly demonstrate understanding of app and gaming conventions (e.g. navigation choices explained).

[8]

Mark scheme guidance

- The question is about the creation of the mind map.
- Main focus is the ability to create a suitable document for the development of navigation of the app game so that it meets the client brief.

Examiner comments

This required candidates to draw a mindmap that could be used to provide detail about one level of the app game. Good responses demonstrated clear understanding of a mindmap and organised the parts of the level, including objective/narrative, characters, scoring system. Sadly many candidates were not specific about the level of the game and concentrated mainly on aspects such as colour scheme. The least successful answers were those that had not drawn a mindmap and therefore misunderstood the task.

Exemplar Candidate Work

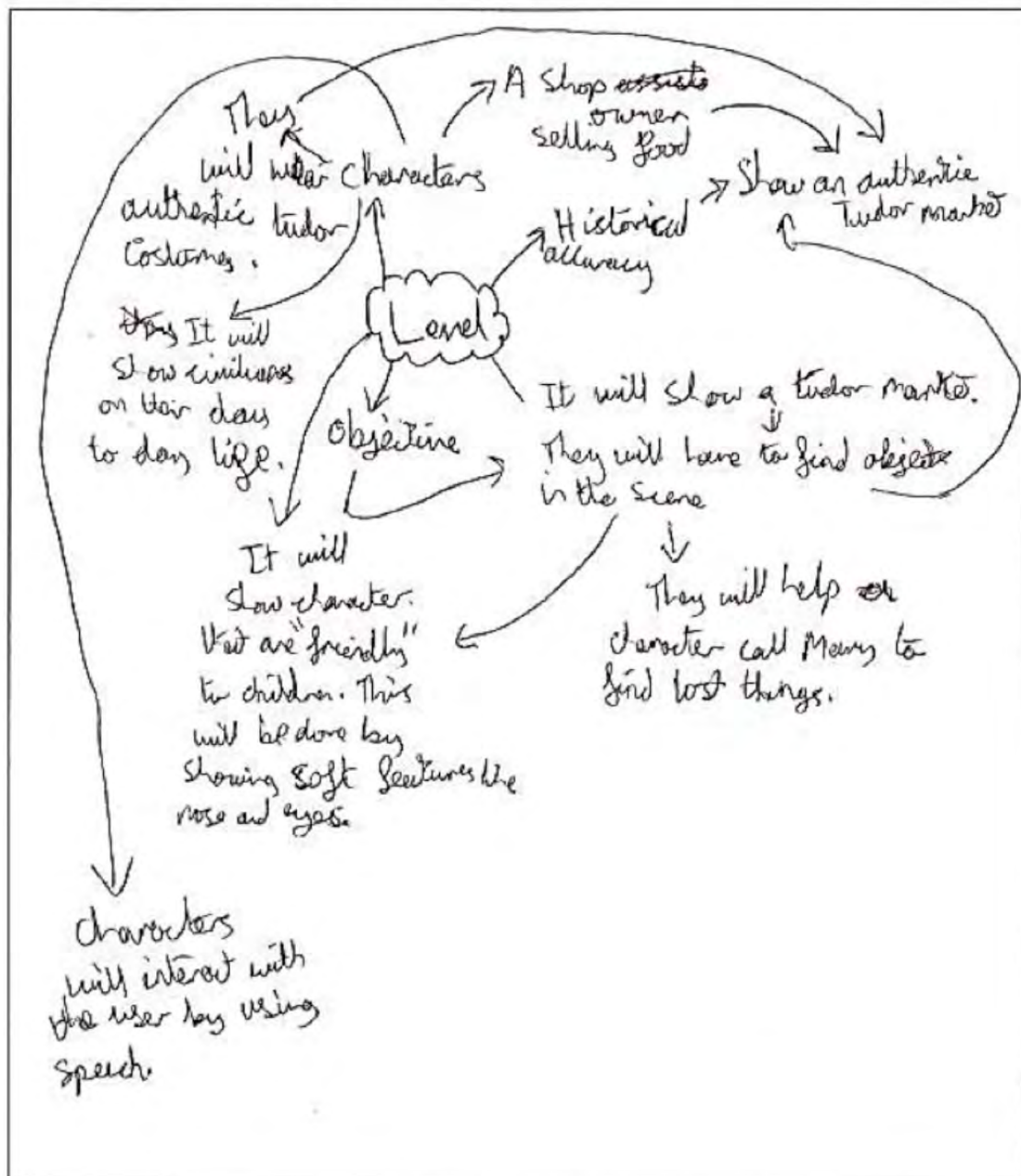
Question 7 – High level answer

- 7 You have been asked by Haaris to design a level of the app game, so that he is able to see the design ideas that you and the rest of the team have been working on.

In the space provided, use a mind map to design a level of the app game. You must show you have considered the client requirements.

Marks will be awarded for:

- content
- fitness for purpose
- use of annotations to justify your decisions.



[8]

Commentary

This response is a high level answer because the pre-production document drawn was a mind map, as per the question.

The mind map clearly identified the objective for a level of the game, as per the question, and linked content to the time period set out in the brief (Tudor period characters, such as shop owners and links to Kings and Queens by names such as Mary).

The mind map content also considered the target audience of the set brief (primary age children) by stating that the character design and colour should be suitable.

This response would be a full mark high level answer if the content also further referenced the educational aspect of the brief of the game.

Question 8

- 8 The Children's History Museum have asked for an early draft of the home screen of the app game.

In the space provided, create a visualisation diagram of the home page considering the client requirements.

Marks will be awarded for:

- content
- layout
- fitness for purpose.

Content (max 3 marks) e.g.:

- Appropriate characters for game (1)
- Colour scheme and house style (1)
- Special effects (1)
- Navigation from homepage (1).

Layout (max 2 marks) e.g.:

- Follows homepage layout conventions (1)
- Appropriate juxtaposition of text and images (1).

Fitness for purpose (max 3 marks) e.g.:

- Relevant to the brief (1)
- Relevant to audience requirements (e.g. audience will be able to understand the message) (1)
- Content is justified against wider purpose of game (e.g. to educate about Tudor history (1).

[8]

Mark scheme guidance

- The question is about the creation of a suitable visualisation diagram in relation to the brief.
- Main focus is the ability to create a suitable diagram that would be appropriate for the game homepage.

Examiner comments

This required candidates to draw a visualisation diagram for the home page of the game. Good responses demonstrated clear understanding of app layout conventions and the target audience requirements; there were clear responses that showed appropriate imagery, use of text and control buttons for the game. Less successful answers were those that had no annotation to explain responses, or those that had repeated mistakes in Q7 by drawing an incorrect pre-production document such as a mindmap.

Exemplar Candidate Work

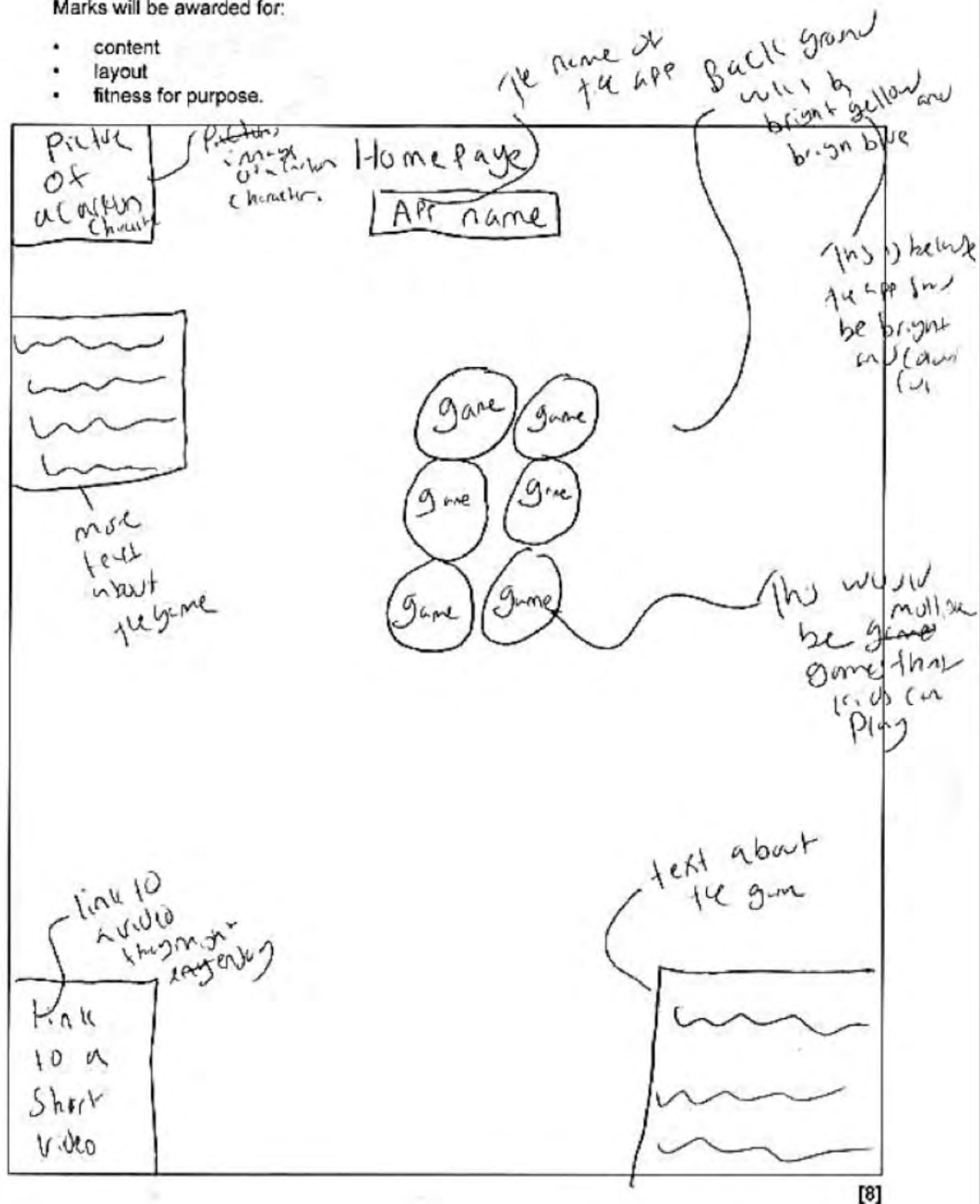
Question 8 – Medium level answer

8 The Children's History Museum have asked for an early draft of the home screen of the app game.

In the space provided, create a visualisation diagram of the home page considering the client requirements.

Marks will be awarded for:

- content
- layout
- fitness for purpose.



Commentary

This response is a medium level answer because whilst the pre-production document drawn was a visualisation diagram, as per the question, the annotations for ideas for layout and content are minimal and therefore cannot reach Level 3.

The layout suggested does resemble a home page, as per the question. The improvements that need to be made to make this a high level answer are ensuring that the layout, ideas for content and design are fit for purpose and audience.

The suggested content would need to be referenced in relation to how it meets the educational brief and engages the target audience.

Question 9

9* The development of the app game will require the creation of a production schedule.

Evaluate the effectiveness of using a production schedule as part of the planning process for the app game. You may refer to the specifics that are in a production schedule to support your answer.

[18]

The following points may be covered:

- Production schedules will provide a clear timeframe for all the team to see against deadlines.
- Production schedules provide information about personnel roles and individual deadlines.
- Production schedules can feature contingency plans and alternative pathways if something goes wrong.
- Production schedules can be amended according to revise deadlines based on client feedback.
- May not be always useful for all involved in production process such as communication different design ideas to all involved.
- If the production schedule is the only document that details planning of personnel then it will not be useful for a client who may not understand how a game is levelled or how scoring works.
- Production schedules will not take into consideration legal and ethical considerations so appropriate agencies are contacted.

Mark scheme guidance

Level 4: 14–18 marks

An **excellent** evaluation about the effective use of production schedules as part of the planning process for the app.

A wide range of **wholly appropriate** uses and elements of production schedules 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.

Level 3: 9–13 marks

A **good** evaluation about the effective use of production schedules as part of the planning process for the app. Uses and elements of production schedules 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.

Level 2: 5–8 marks

A **basic** evaluation about the use of production schedules as part of the planning process for the app.

Uses and elements of production schedules are **mostly appropriate and linked to the context**.

There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.

Level 1: 1–4 marks

Limited understanding of the use of production schedules is demonstrated.

The examples used are sometimes appropriate and may be general and not linked to the context

Examiner comments

It was pleasing to see that some centres had prepared candidates well in understanding both the content and strengths of using a production schedule and many candidates were able to provide justification of using production schedule in relation to the specific brief from the Children's History Museum. However the final question on the paper requires learners to evaluate planning documents and pre-production methods and unfortunately candidates were not always able to discuss the limitations of using a production schedule for producing an app (e.g. no room for design). Better responses discussed why documents such as recces and call sheets were also needed.

Exemplar Candidate Work

Question 9 – Low level answer

9* The development of the app game will require the creation of a production schedule.

Evaluate the effectiveness of using a production schedule as part of the planning process for the app game. You may refer to the specifics that are in a production schedule to support your answer.

[18]

It is important when planning the development of the app/game itself.

It is required to create and have access to a production schedule. This is because on a particular day it is essential that everyone knows what they are doing. This means that everyone is on task and is on time with work and on track with the schedule and not behind. For example,

Day 1 may include 2-3 hours of meetings and generating ideas.

Day 2 may include the production of casting characters and gaining information and do research.

The production schedule is effective because it ensures that tasks are met and not missed and allows the development process to run smoothly and according to plan. Also when using production schedules it's important to set realistic targets for example start and finishing dates and for it all to be done within a certain time frame.

Commentary

The response is a low level answer because the candidate has only made two points about why a production schedule is an effective pre-production document.

For a medium level answer improvements to the response would need to directly relate to the pre-production of the product and job roles of the team as outlined in the set brief.

Further improvements that could be made to the response for a medium level answer would be to write a further reason that suggests why a production schedule is an effective document and then provide some debate in the response.

For the debate the candidate would need to say why a production schedule might not be always effective for the different elements of planning needed for the set brief, offering examples of other pre-production documentation (such as visualisation diagrams) that may be more useful when planning specific aspects of the production.



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