

Cambridge **TECHNICALS LEVEL 3**

Cambridge
TECHNICALS
2016

DIGITAL MEDIA

Combined feedback on the June 2017 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 June 2017 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 8, 9 and 10.

The marking guidance and 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
Tuesday 23 May 2017 – Afternoon

Time allowed: 2 hours

You must have:
• An 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 space is required, you should use the lined page(s) at the end of this booklet. The question number(s) must be clearly shown.

FOR EXAMINER USE ONLY

Question No.	Mark
1	25
2	25
3	27
4	25
5	25
6	23
7	29
8	150
9	150
10	183
Total	693

INFORMATION

- Refer to the insert provided when answering all the questions.
- The total mark for this paper is 693.
- 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 16 pages.

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Cambridge Technicals
Digital Media

Unit 2: Pre-production and Planning
Level 3 Cambridge Technical in Digital Media
05843 - 05846

Mark Scheme for June 2017

Oxford Cambridge and RSA Examinations

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Cambridge Technicals
Digital Media

Level 3 Cambridge Technical Certificate in Digital Media 05843 - 05844
Level 3 Cambridge Technical Diploma in Digital Media 05845 - 05875

OCR Report to Centres June 2017

Oxford Cambridge and RSA Examinations

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

The insert can be found on Interchange.

OCR
Oxford Cambridge and RSA

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

Unit 2: Pre-production and planning

INSERT

Tuesday 23 May – Afternoon
Time allowed: 2 hours

INSTRUCTION TO EXAMS OFFICER/INVIGILATOR

- Do not send this insert for marking; it should be retained in the centre or recycled.
- Please contact OCR Copyright should you wish to re-use this document.

INFORMATION FOR CANDIDATES

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

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GENERAL EXAMINER COMMENTS ON THE PAPER

Centres had used both the online resources and the textbook provided by OCR 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. Answers varied in degree of length for responses, although the majority of candidates did not require extra answer sheets as found in Unit 1. The main areas of weakness in the paper were the questions whereby candidates are to demonstrate their practical production, and evaluative skills and understanding of uses of documents. Lack of understanding of script formatting (Q9) and uses of storyboarding (Q10) therefore limited the marks of some candidates.

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>

Question 1

Answer **all** the questions.

- 1 (a) Identify **two** personal skills that the marketing department personnel have that will be beneficial when planning the promotional video.

- 1 Two marks from e.g.:
- David has video production skills (1)
- 2
- Ismail can work to deadlines (1).

[2]

- (b) Identify **one** client requirement from the insert and explain how this might impact on the pre-production process.

... One mark for the client requirement identified, two marks for impact and suitable expansion e.g.:

- The promotional video will feature examples of people using the new services (1) this will mean filming a lot of different people (1) which means contacting and arranging external stakeholders as extras (1)
 - The target audience is will be of a variety of age groups and cultures (1) this means content must appeal to a wide range of interested parties (1) and so a variety of actors of different age groups will be needed (1)
-
-

[3]

Mark scheme guidance

Question 1(a) – Candidates may use other examples from the specific brief. Inclusion of person's name is not required for a mark.

Question 1(b) – Credit should be given for attempts that demonstrate understanding of the brief.

Examiner comments

Question 1(a) – This question required candidates to evidence that they had understood the information about the staff of the marketing team outlined in the insert; most candidates were fully able to give answers, such as the qualifications and experience of the team, to successfully answer the question.

Question 1(b) – Again, this question tested candidates' understanding of the brief set and Raven Cinema's requirements; there were very few unsuccessful answers with most candidates able to provide a requirement, such as the deadline date for the promotional video, and explain the impact of this.

Question 2

- 2 Explain how Ismail might use different project management tools to help him plan the creation of the promotional materials.

Points that may be covered. Ismail might use:

- Spreadsheets to create an overall Gantt chart so that the team understand deadlines.
- Project management software so that changes to documents made by team members can be tracked by him.
- Production schedules/work plans can be used for each of the products being produced, so he can micro manage the activities for the individual products.
- A call sheet or daily planner so that he can track the equipment, resources and personnel being used for each task.
- SWOT analysis for initial planning.
- 'Blue Sky Thinking' as a means of initial planning.

[8]

Mark scheme guidance

Read answer as a whole and then award marks.

Level 3 (6–8 marks)

There is an excellent discussion that covers the different project management tools that Ismail might use part of planning the specific brief. The way in which the tools might be used will be explained fully.

Level 2 (3–5 marks)

There is a good discussion that covers the different project management tools that Ismail might use part of planning the specific brief. The way in which the tools might be used may not always be explained fully.

Level 1 (1–2 marks)

The answer may only be a basic description the project management tools that Ismail might use to plan the brief. The answer will feature few, if any, suggestions about the way the tools are used.

0 marks for responses not worthy of credit

Examiner comments

This question required candidates to use their knowledge and understanding about what project management tools Ismail, as project manager, could use. The most successful answers gave correct tools, such as online calendars and Gantt charts, and explained why these would be useful for the specific brief in terms of planning the project as a whole. Less successful responses saw moodboards and mindmaps given as answers both of which are not project management tools.

Question 3

3 (a) Identify and explain **two** health and safety issues that need to be considered when creating the promotional video.

1 One mark per issue, two marks per suitable expansion e.g.:

- A risk assessment needs completing for the locations (1) to check if the venues and outdoor areas are safe (1) to prevent harm to the film personnel (1)
- Power supplied needs to be checked when completing a recce (1) so that any cables will not cause a trip hazard (1) and equipment can be positioned safely(1)

2

.....

.....

.....

.....

.....

[6]

(b) Identify **one** legal issue which might be relevant when planning the use of assets for the promotional brochure.

... One mark from e.g.:

- Images sourced online may be subject to copyright law (1)
- Any actors or models used will need a release form (1)

[1]

Mark scheme guidance

Question 3(a) – Maximum three marks per health and safety issue identified.

Question 3(b) – Candidates may refer to other production work they have completed to explain their example.

Examiner comments

Question 3(a) – This tested candidates’ knowledge of health and safety and most candidates had clearly been well prepared in this area in being able to cite potential risks at the stages of production and post-production. Candidates’ ability, however, to explain their stated issue was weaker.

Question 3(b) – Most candidates were able to give a correct answer for a relevant correct legal issue for consideration of use of assets with most answers citing Data Protection or Copyright. Very few misinterpreted this for an ‘ethical’ question.

Question 5

5 Identify and explain **two** reasons why the wide target age range might cause problems when planning promotional materials.

1 One mark for the reason identified, two marks for suitable expansion e.g.:
• Different ages have different interests (1) which means it may lack a specific style (1) and therefore fails to attract attention or have a USP (1).
• A range of actors/models will be needed (1) which will push budgets up (1) and take longer to organise (1).

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

2
.....
.....
.....
.....
.....

[6]

Mark scheme guidance

Maximum three marks for each reason identified.

Examiner comments

Again, candidates were well prepared in understanding different target audience requirements. Candidates were able to give potential problems of having a wider target audience from use of language used on the materials and how the visuals used might be inappropriate when targeting younger audience members.

Question 7

7 The marketing department will need to complete a number of separate activities during the design and development of the brochure.

(a) Identify **one** activity that David will need to carry out and **one** activity that Michelle will need to carry out and explain the importance of each.

David One mark for the activity identified, two marks for suitable expansion e.g.:
.....

- David needs to plan what images will be used on the brochure (1) so that each of the new services are shown visually (1) and suitable assets can be sourced or created (1).

.....

Michelle One mark for the activity identified, two marks for suitable expansion e.g.:
.....

- Michelle needs to design the layout of the brochure (1) by drawing a flat plan (1) so the house style is clear at the design stage.

.....

[6]

(b) Explain how during your placement, you could help David or Michelle carry out **one** of the activities above.

One mark for how the candidate would help, two mark for the suitable expansion. Three marks max e.g.:
.....

- Helping David source the images by looking on Creative Commons websites (1) to cut down the production costs (1) because models and actors will not need to be paid to be in a photoshoot (1)
- Helping Michelle draw a flat plan by completing a rough draft on digital software (1) so that colour scheme is clear (1) and sample text can be manipulated to show relevant sizing needed (1)

.....

[3]

Mark scheme guidance

Question 7(a) – An activity for both David and Michelle **must** be given for maximum marks.

Question 7(b) – There will be a range of responses based on the activity chosen.

Examiner comments

Question 7(a) – This question asked candidates to demonstrate their knowledge about the different job roles based on the case study. Most candidates were able to demonstrate they had read the insert and that they understood the different roles David and Michelle had in terms of planning the video. The best answers gave explanation about why elements of their job were important, such as Michelle contacting the press and printers.

Question 7(b) – This question required candidates to discuss how they might be able to help David or Michelle with one of their tasks. The best answers engaged with the vocational nature of planning tasks and how they could help the team. For example, answers which referenced research skills in order so that the team members could focus on other tasks were successful.

Question 8

- 8 You have been asked by David to create a visualisation diagram for one of the new services that will be in the brochure.

In the space provided, create the first draft of one of the brochure pages providing information about one of the new services on offer.

Marks will be awarded for:

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

Content (max 3 marks) e.g.:

- Images of the service (e.g. groups of students, equipment) (1)
- Title of activity (1)
- Space for text, design of text boxes (1)

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

- Information relates to a specific service from brief (1)
- Layout is relevant for a print based product (e.g. position of title at top, images with captions) (1)
- Draft can be followed by the designer (Michelle) (1)

Annotations to justify decisions (max 4 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 print conventions (e.g. house style)

[10]

Mark scheme guidance

The question is about the creation of the pre-production document.

Main focus is the ability to create a suitable document for the development of one page of the brochure so that it meets the client brief.

Examiner comments

This required candidates to draw a visualisation diagram for one of the new services. Good responses demonstrated clear understanding of print layout conventions and target audience requirements; there were clear responses that showed appropriate imagery and inventive blurb. Less successful answers were those that had no annotation to explain responses, or those that had simply drawn a mindmap and therefore misunderstood the task.

Exemplar Candidate Work

Question 8 – low level answer

8 You have been asked by David to create a visualisation diagram for one of the new services that will be in the brochure.

In the space provided, create the first draft of one of the brochure pages providing information about one of the new services on offer.

Marks will be awarded for:

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

The diagram is a hand-drawn layout for a brochure page titled 'RAVEN'. It is enclosed in a rectangular border and contains several sections with handwritten annotations:

- Title:** 'RAVEN' is written in large, bold, block letters. Above it, the text reads 'Title (in black letters) - To attract get people's attention'.
- Top Left:** A box contains two stick figures. One is pointing towards the other. Above them is the text 'Put some people doing new activity'. To the left, a note says 'Will give a brief body of what will happen'.
- Top Right:** A list of four wavy lines, each preceded by a small circle. To the right, a note says 'bullet points or new activities'. Below this, another note says 'quick and easy to read will attract younger audience'.
- Middle:** Three horizontal wavy lines. To the left, a note says 'Will give people interested more information'. To the right, a note says 'Further information about new activities'.
- Bottom Left:** A rounded rectangular box contains the text 'ARE YOU UP FOR IT?'. To the left, a note says 'interesting question themselves'. Below it, another note says 'rhetorical question'.
- Bottom Right:** A box contains contact details: '123 456 789', '15mail@email.com', 'David@email.com', and 'www.raven.in.com'. To the right, a note says 'phone number'. Below the box, there are three social media icons (Facebook, Twitter, and a plus sign) and a note says 'Social media'. A note 'emails' points to the email addresses. A note 'website' points to the URL.

Commentary

The purpose of the task was to create a visualisation diagram for one of the brochure pages to advertise a specific service. This is a low level answer gaining three out of ten marks because the candidate failed to detail the service they were advertising and any choice of images and layout made did not have justification in terms of audience or brief. The three marks came from understanding print layout conventions (title at top), use of contact information (1), choice of picture (1). The answer could be a medium level answer if the candidate gave an example of a service Raven could offer and the annotations reflected the audience and brief set.

Exemplar Candidate Work

Question 8 – medium level answer

Key words / message you want to get across

FILM CLUB

short sentence describing what happens at the club.

The Raven Film Club now offers a new film club, meet new friends and discuss any all you're favourite films

<p>First time Go?</p> <p>Free cinema pass!</p>	<p>What Time?</p> <p>7:30 Tues</p> <p>Where?</p> <p>The raven cinema</p>	
--	--	--

An incentive to attend the book

Where and when the film club will be.

People in a circle discussing films
Get pic off what the film club is

Commentary

This is a medium level answer gaining five marks out of ten marks because the candidate gave a relevant service and showed some understanding of print page layout. Basic annotations to justify choices were provided in terms of the service (Film Club) and relevant choice of image (film audiences in a circle). The answer could be a high level answer if the candidate had provided further items that could be on the page (contact details/booking details) and the annotations reflected the audience to greater extent and brief set (could have discussed house style and reasons for this).

Exemplar Candidate Work

Question 8 – high level answer

RAVENS MEDIA MAD RENOVATION

Media & Film workshop for 14-19 year olds

1. Media Workshops

- These workshops will teach teenagers about the planning, techniques and processes that go in to making a film.

Activities

- use media equipment to do different camera work and movement.
- watch short clips of films to discuss.
- ~~Use~~ Use editing software

Dates & Times & Prices

Workshop will run every Thursday from 5-7 pm for 4 weeks costing £20 for full 4 week course. Starting Thursday 24th May 2017.

I used the title and logo at the top of the page as I intend it to be on top of every page to reinforce and strengthen brand identity - as well as the logo. I split the workshops in to two and made the film creation only accessible once media workshop is done to generate more income and motivate people to join so that they

2. Film Workshops

- This workshop can only be accessed after the media workshop so participants have skills to produce a film

Activities

- participants will be asked to plan, produce and edit a film of any theme of their choice.
- Winner of best film judged by a cinema audience will win £100.

Dates & Times & Prices

Workshop will run every Friday from 4-7pm costing £20 for 4 week starting the 21st of June. Food and drink will be provided during course.

Commentary

This is a high level answer gaining nine marks out of ten marks because the candidate gave a fully relevant service (workshops for 14-19 year olds), demonstrated understanding of print page layout and provide thorough annotations based on target audience and choice for advert content that related directly to the brief. Details such as price, date and refreshments were also included in the visualisation diagram to demonstrate that the candidate had thought fully about the requirements of the question.

Question 9

- 9 The promotional video needs to be created. David and Michelle have asked you to help them write the script for this.

In the space provided, create a draft script for the first 20 seconds of the video, taking the client requirements into consideration.

Marks will be awarded for:

- content
- layout
- fitness for purpose

Content (max 4 marks) e.g.:

- Appropriate dialogue and voiceover (e.g. use of Raven Cinema and new services) (1)
- Character/speaker names
- Intonation of dialogue/voiceover (1)
- Synopsis (e.g. purpose of the promotional video and understanding of location) (1)
- Editing information (1)
- Use of sound (1)
- SFX annotation (1)

Layout (max 2 marks) e.g.:

- Script follows industry layout conventions (1)
- Use of capitalisation and abbreviations to demonstrate full understanding (1)

Fitness for purpose (max 4 marks) e.g.:

- Chronological structure of first 20 seconds (1)
- Relevant to the brief (1)
- Relevant to audience requirements (e.g. audience will be able to understand the message) (1)
- Content choices follow audio-visual conventions (1)

[10]

Mark scheme guidance

The question is about the creation of the pre-production document.

Main focus is the ability to create a suitable script that would be suitable for use for the first 20 seconds of the promotional video.

Timings should be included on the script to show understanding of chronological order of dialogue.

Examiner comments

As suggested in the general comments this question saw some of the weakest responses on the paper. Whilst some candidates clearly attempted to write content that was appropriate for the brief many candidates had not been sufficiently guided on the format or conventions of professional scripts. Some neglected the requirements of the question in terms of considering the timing element of the set question.

Exemplar Candidate Work

Question 9 – low level answer

Script one (opening scene)

the actor that is speaking

What scene of the promotional video is it

Actor 1: Do you want a film club at your local cinema?

Actor 2: I wish!

Actor 1: Well now you can!

Actor 1 holds up promotional picture of film club)

Actor 2: Cool! how much and when?

Actor 1: Its free of charge and every Tuesday at 7:30

Actor 2: Cant wait!

Describe what the actor must do

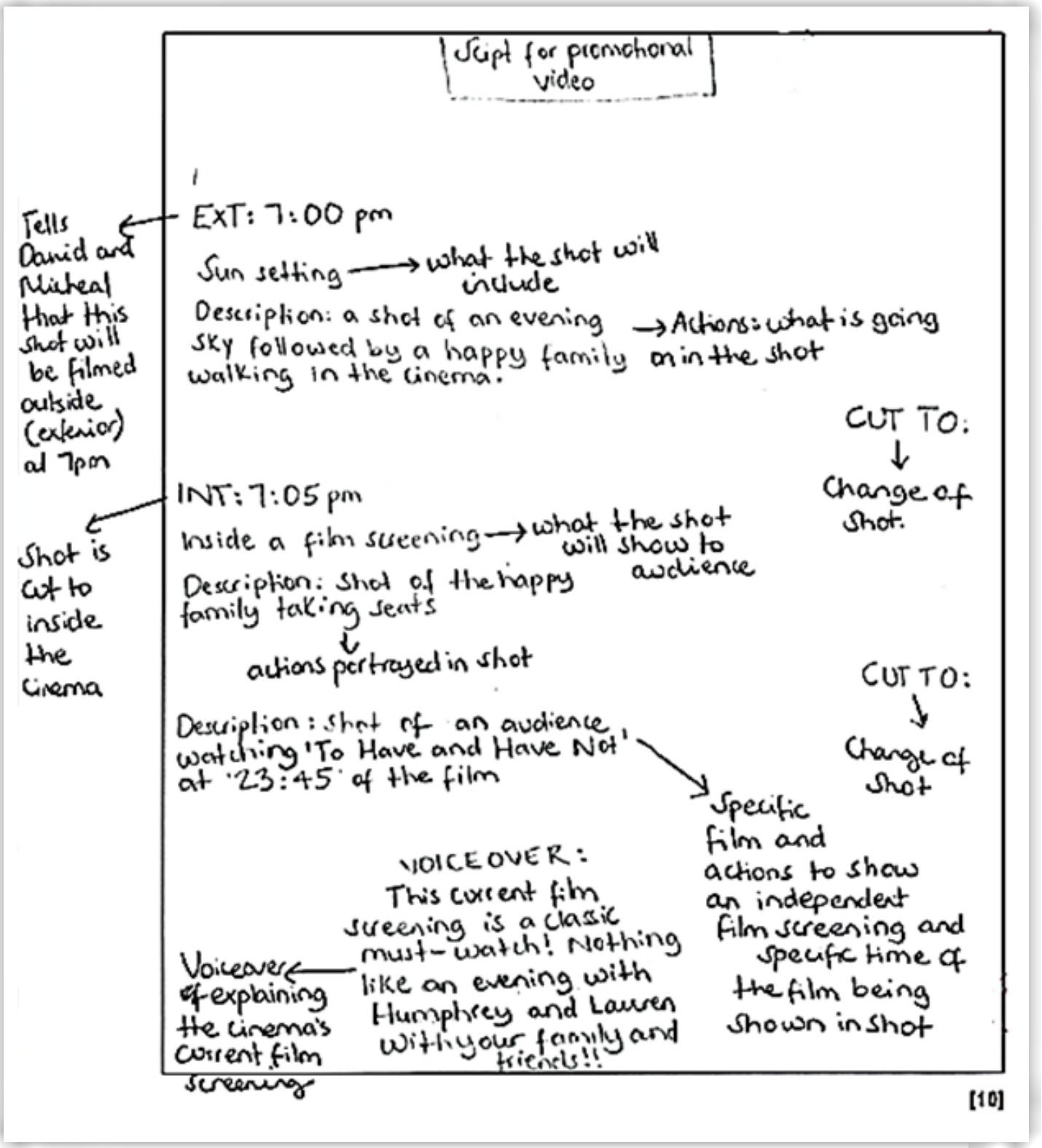
[10]

Commentary

The purpose of the task was to create a script for the promotional video. This is a low level answer gaining three out of ten marks because the candidate failed to show that they understood the format of a script. Only very minimal justifications in terms of choice of content were made. The three marks came from two bits of information that reflected the brief (2) (title at top), and that two people were speaking (1). The answer could be a medium level answer if the candidate had addressed the 20 second timescale, gave script format annotations and/or provided justification of these in relation to the brief.

Exemplar Candidate Work

Question 9 – medium level answer



Commentary

This is a medium level answer gaining five out of ten marks because the candidate demonstrated that they understood the format of a script with suitable annotations (EXT/INT). Only very minimal justifications in terms of choice of content were made. Content was appropriate in terms of promoting a new film. The answer could be a high level answer if the candidate had addressed the 20 second timescale and provided justification of ideas for content in relation to why choices were made and the audience.

Exemplar Candidate Work

Question 9 – high level answer

clip 1: Animation of the Company logo
 - bright colours uncooperating colour scheme. (loud unimulating music (to 5 sec) zoom upon logo. to get the attention).
 - voice over: 'Brief information about the company (loud voice) as the clip continues.

clip 2: (2 sec) footage of the cinemas
 clip 3: (2 sec) footage of the bar (in use).
 clip 4: (2 sec) production equipment will be shown
 clip 5: (3 sec) footage of the building it self and local area.
 clip 6: (4 sec) footage of the local area showing benefits to the placement.
 clip 7: (3 sec) footage of local schools.
 clip 8: (3 sec) footage of children 14-19 working in groups.
 clip 9: (2 sec) more animated footage of the logo ~~that that~~
 clip 10: (4 sec) information such as phone number and website.

voice over explaining about the cinema's current film screening and how each of the new services will build on this.

back ground music?

[10]

Commentary

This is a high level answer gaining eight out of ten marks because the candidate clearly demonstrated that they understood the format of a script and met the question criteria of addressing the 20 second timeframe. Content was appropriate in terms of promoting a new film and as varied in choice. Specific content in relation to the product being a promotional video was also considered (use of logos in the video, use of sound).

Question 10

10* The promotional video will need a storyboard creating before production can begin.

Evaluate the effectiveness of using a storyboard as part of the planning process for the promotional video.

[16]

- .. The following points may be covered: ..
- .. • Storyboards provide key information about written scene content (e.g. action, location). ..
 - .. • Storyboards provide key information about drawn scene content (e.g. shot types such as close up, long shot). ..
 - .. • Storyboards can be used to demonstrate camera movements and therefore are useful to the film crew. ..
 - .. • Storyboards are a good way of demonstrating ideas to get feedback on running order and they are adaptable and can be developed. ..
 - .. • Storyboards can be used to demonstrate key scenes and the editing techniques between them. ..
 - .. • May not always be useful for all involved in production process such as the actors where a script would be more relevant. ..
 - .. • If the storyboard is not annotated according to convention, then it may not be useable or fit for purpose. ..
 - .. • Ideas on storyboards will not take into consideration health and safety risks of filming a drawn scene/shot so all content may not be achievable. ..

Mark scheme guidance

Level 4 12–16 marks

An **excellent** evaluation about the effective use of storyboards to aid the production of a promotional video. A wide range of **wholly appropriate** storyboard techniques and uses 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 8–11 marks

A **good** evaluation about the use of storyboards to aid the production of a promotional video. Storyboard techniques and uses are **context-based, 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 4–7 marks

A **basic** evaluation about the use of storyboards to support the production of a promotional video. Storyboard techniques and uses 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 1–3 marks

Limited understanding of the use of storyboards is demonstrated. The examples used are sometimes appropriate and may be general and not linked to the context

0 – no response or no response worthy of credit.

Examiner comments

It was pleasing to see that some centres had prepared candidates well in understanding both the content and strengths of using a storyboard for audio-visual production and many candidates were able to provide justification of using storyboards for the promotional video in relation to the specific Raven Cinema brief. However the final question on the paper requires learners to evaluate planning documents and pre-production methods and unfortunately, as suggested in the general comments, candidates were not always able to discuss the limitations of using a storyboard (e.g. no dialogue, drawings not always clear, lack of specific set information) for a set brief. Better responses discussed why documents such as scripts, recces and call sheets would have been needed as part of planning a successful promotional video.

Exemplar Candidate Work

Question 10 – low level answer

A storyboard shows ~~everything~~ ^{everything} which will be happening. It contains camera angles, this will allow an easy and quick setup of the setting as it's ~~be~~ already been visualised.

Another thing it contains is duration, meaning the director knows what's happening at each time. It'll also keep consistency when filming.

Script is also a key element of storyboards it allows you to know what will be said, when.

Using a storyboard ~~be~~ is an effective way to plan out before doing the production as it ~~shows~~ ~~the~~ product ~~exactly~~ exactly how its intended to be.

Commentary

This question required candidates to show their understanding about the effectiveness of using a storyboard for the planning of a promotional video. This is a low level answer because there was no debate given that discussed the pros and cons of using a storyboard. The individual candidate at the centre showed some of understanding about why a storyboard was needed. Four basic points were made but with no justification, therefore four marks were awarded. It would have been a medium level answer if debate and/or justification of points were discussed.

Exemplar Candidate Work

Question 10 – medium level answer

A storyboard is effective to as part of the planning process for the promotional video as it gives a vision of what the video will show on illustrations. This is advantageous as it lets the production team know what the vision of the video is, so they can follow the it. However, this is also a disadvantage as storyboards are only successful if illustrations are detailed and clear. Otherwise, this will confuse everyone and impact the production team. Storyboards also however contain detailed description and annotations about a shot such as shot type, camera angle, actions, etc. This is beneficial to the production team to be this detailed as it ensures no mistakes or any faults during production, as annotations are clear and concise. However, on the other hand, this can be a disadvantage to the production team as if there is there are no other alternatives if there are any constraints during production. Because storyboards are so specific, it will be harder to change a few things if constraints to occur. Storyboards are beneficial and effective to on a production team as it gives them a clear

understanding of how the video will be filmed, by step by step shots of the promotional video. This makes the camera operator aware of the vision of the promotional video. However, storyboards can also be a disadvantage to the production team, such as camera operators, set design, and directors as it can sometimes be misused or forgotten about, leading the production team to stray away from the storyboard's vision.

Commentary

This is a medium level answer because there was some debate given that discussed the pros and cons of using a storyboard. The individual candidate at the centre showed some of understanding about why a storyboard was needed and discussed basic advantages and disadvantages as justification. Four points were made but with such justification, therefore eight marks were awarded. It would have been a high level answer if the answer had been longer and made more specific points about the effectiveness of storyboards (e.g. suggestion of other pre-production documents that are also needed for video production).

Exemplar Candidate Work

Question 10 – high level answer

A storyboard is a planning document which comprises
often six in order to create a visual plan for
their promotional videos. They may also include
shot types and duration which helps the companies
manage their time. It will especially help the
marketing team. As a result, as their video can be no
longer than 6 minutes.

A benefit of a storyboard would be that it
allows you to vividly imagine and visualise as to
how the video will look like. This therefore means
that the team can make changes or improve the videos
so as to create the promotional video for their company.
It is also useful as it often contains shot types and
duration therefore they are able to determine as
to what resources they will need for the actual
production of the video which will allow them to
create deadlines which they will be able to meet.
For example, when the team want to film their
introduction section of the video where
they film the different areas of the cinema, they will
be able to determine what they will need and how long

it may take.

However, a drawback of storyboards is that they take up a lot of precious time and effort which may be able to be used elsewhere. The team have been given a deadline and need to have the promotional video done by the end of July. Therefore they need to use their time wisely. Other things like the project management and consent forms etc. may have priority over documents like storyboards. Therefore it seems that storyboards could be deemed as an unnecessary waste of time. Especially as the storyboards would need to be for a video which is almost 6 minutes long and will therefore be extremely time consuming.

Some may argue that instead of using storyboards, it would be much more efficient and simple if they used

10 continued) shooting scripts instead. The scenes are still set out clearly and we could still determine as to what shot types we would need and how long the scenes will be; we just won't have the visual aspect that storyboards provide. Therefore, would it be easier and less time consuming to use shooting scripts instead?

In conclusion, I do believe that storyboards are effective and entirely necessary when creating promotional videos. They provide a visual plan and allow you to manage your time which in turn helps you to create good quality products and still meet the deadline set. Shooting scripts may be a good alternative ^{storyboards} and they can be time consuming in some circumstances but they are definitely effective and will certainly help when planning for promotional materials.

Commentary

This is a high level answer because there was clear debate that discussed the pros and cons of using a storyboard against other pre-production documentation. The individual candidate at the centre showed understanding about why a storyboard was needed and discussed advantages and disadvantages as justification and argument to expand on points. A range of points were made about why storyboards are required and the answer was fluent and well written.



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