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

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
R	Rubric
Diagonal line/line through	Blank page

Question			Answer	Mark	Guidance
Section A					
1	(a)		Three marks from: e.g. • Aimed at children 7-10 years old (1) • Developed in time so there is three months testing time (1) • Be bright and colourful (1) • Provide an introduction to Tudor kings and queens (1)	3	Candidates may use other examples from the specific brief.
1	(b)		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	Credit should be given for attempts that demonstrate understanding of Astrid's job role.
2			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)	6	Maximum three marks per suggestion of collaboration identified.

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			• 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)		
3	(a)		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)	6	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.
3	(b)		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	Suggestions must be appropriate to the brief and audience.
4	(a)		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)	6	Suggestions of secondary sources must reference the specific brief.

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			• 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)		
4	(b)		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	Suggestion of primary source needs to relate to design and audience. Primary methods are acceptable.
4	(c)		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	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.
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	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.

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	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. 0 marks for responses not worthy of credit		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.
6	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).	6	Regulatory bodies should demonstrate wider understanding of regulatory bodies in relation to potential content which could be included on the app.

Section B						
7				**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	• 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.

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8	**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	• 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.
9*	**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.	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

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	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 **0 –** no response or no response worthy of credit.		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.

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