

**Wednesday 8 June 2016 – Morning**

**LEVEL 1/2 CAMBRIDGE NATIONALS IN CREATIVE iMEDIA**

**R081/01** Pre-production skills

Candidates answer on the Question Paper.

**OCR supplied materials:**

None

**Other materials required:**

None

**Duration:** 1 hour 15 minutes



|                       |  |                      |  |
|-----------------------|--|----------------------|--|
| Candidate<br>forename |  | Candidate<br>surname |  |
|-----------------------|--|----------------------|--|

|               |  |  |  |  |  |                  |  |  |  |  |
|---------------|--|--|--|--|--|------------------|--|--|--|--|
| Centre number |  |  |  |  |  | Candidate number |  |  |  |  |
|---------------|--|--|--|--|--|------------------|--|--|--|--|

**INSTRUCTIONS TO CANDIDATES**

- Write your name, centre number and candidate number in the boxes above. Please write clearly and in capital letters.
- Use black ink. HB pencil may be used for graphs and diagrams only.
- Answer **all** the questions.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Write your answer to each question in the space provided. Additional paper may be used if necessary but you must clearly show your candidate number, centre number and question number(s).
- Do **not** write in the bar codes.

**INFORMATION FOR CANDIDATES**

- The number of marks is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is **60**.
- Your Quality of Written Communication will be assessed in the question marked with an asterisk (\*).
- This document consists of **12** pages. Any blank pages are indicated.

Answer **all** the questions.

**SECTION A**

Kids-5-A-Day is a new government backed campaign that aims to improve the eating habits of children, aged 5 to 11, in schools. Kids-5-A-Day uses four main characters that are made of bread dough. The characters change shape and colour into the food that they are promoting.

1 Two of the main methods of promoting the campaign will be posters and stickers that will be awarded to school children. You have been asked to create the visualisation diagram for the stickers.

(a) (i) State **one** purpose of the visualisation diagram for the stickers.

.....  
..... [1]

(ii) State **three** items that could be included on the visualisation diagram for the stickers.

1 .....  
.....  
2 .....  
.....  
3 .....  
..... [3]

(b) Explain **one** reason why using a visualisation diagram is a suitable pre-production document when creating the posters for the Kids-5-A-Day campaign.

.....  
.....  
.....  
..... [2]

2 An animation that will be used on different websites will be produced showing the four main characters changing shape and colour into different foods.

(i) Identify **one** pre-production document to be used in the creation of the animation.

..... [1]

(ii) Explain **one** reason why this is a suitable pre-production document for the animation.

.....  
.....  
.....  
..... [2]

(iii) Identify **one** type of software that could be used to create this pre-production document.

..... [1]

3 The Kids-5-A-Day campaign will be supported by a number of food retailers and their logos will be included on the stickers and posters.

(a) Identify the legislation that applies to the use of these logos.

.....  
..... [1]

(b) (i) Describe **one** step that must be taken by the publishers to allow these logos to be included on the stickers.

.....  
.....  
.....  
..... [2]

(ii) Explain **one** implication for the publishers if this step is **not** taken.

.....  
.....  
.....  
..... [2]

4 The organisation running the Kids-5-A-Day campaign wants to make sure that the stickers being designed will appeal to the target audience of children aged 5 to 11.

(a) Identify **one** form of primary research that the organisation could do using the visualisation diagram of the stickers.

..... [1]

(b) The four bread dough characters change shape and colour into the food that the campaign is promoting.

Describe **one** method of research using secondary sources that could be used to select the correct foods for the characters to change into.

.....  
.....  
.....  
..... [2]

(c) Identify **two** categories of target audience, other than age, that need to be considered when designing the four characters for the Kids-5-A-Day campaign.

For **each** category explain **one** reason why it should be considered.

**Category** .....

**Reason** .....

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

**Category** .....

**Reason** .....

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

[6]

**5**  
**BLANK PAGE**

**PLEASE DO NOT WRITE ON THIS PAGE**

**Section B starts on page 6.**

6  
SECTION B


















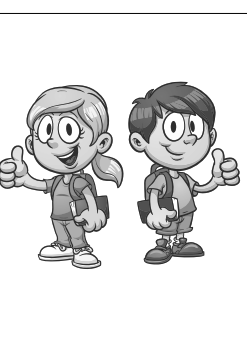
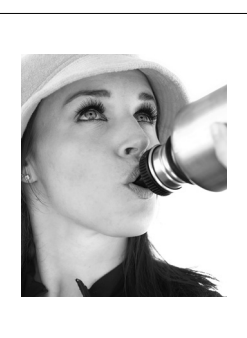
|   |   |   |  |   |
|---|---|---|--|---|
|    |    |    |    | This font is ©<br>1992-2008<br>Fontalicious, all<br>rights reserved. Item<br>removed due to third<br>party copyright<br>restrictions. |
| 1. Cheeseburger   | 2. Milk   | 3. Carrot juice   | 4. Girl shouting   | 5. Aa   |
|    |    |    |    |    |
| 6. Aeroplane  | 7. Warning sign   | 8. Measure waist  | 9. Child on rope   | 10. Fig tree  |
|   |   |   |   |   |
| 11. Fruit   | 12. Fried chicken   | 13. Vegetables  | 14. Broccoli   | 15. Sweets  |
|  |  |  |  |    |
| 16. Alphabet  | 17. Bored boy   | 18. Kayaks  | 19. Girl and boy   | 20. Woman drinking from bottle  |

Fig. 1

5 You have been asked to create a mood board for the Kids-5-A-Day campaign.

Choose six images from **Fig. 1** and create a pre-production mood board for the campaign.

You do not need to draw the images. You must indicate which images you have chosen.

Marks will be awarded for:

- fitness for purpose
- layout
- annotations to justify choices.

[10]



- 6 The Kids-5-A-Day campaign will include a multimedia website aimed at improving the eating habits of children. It will provide recipes and advice in a fun and entertaining way.

You have been asked to create a pre-production mind map for the possible homepage of the website. This will be given to the web designer.

Marks will be awarded for:

- structure
- content
- relevance.

[7]





7 You have been asked to provide a work plan for the creation of the website. This requires you to look into the resources that will be needed for the project.

(a) Identify **two** pieces of hardware that would be used to create the website.

1 .....

.....

2 .....

.....

[2]

(b) Identify **one** type of software that could be used to create each of the following parts of the website.

**Navigation buttons**

Type of software .....

**Web pages**

Type of software .....

**Downloadable information sheets**

Type of software .....

[3]

(c) When creating the work plan for the development of the website, you have been asked to build in a contingency of two weeks before the date when the website is to launch.

Explain the purpose of the two week contingency.

.....

.....

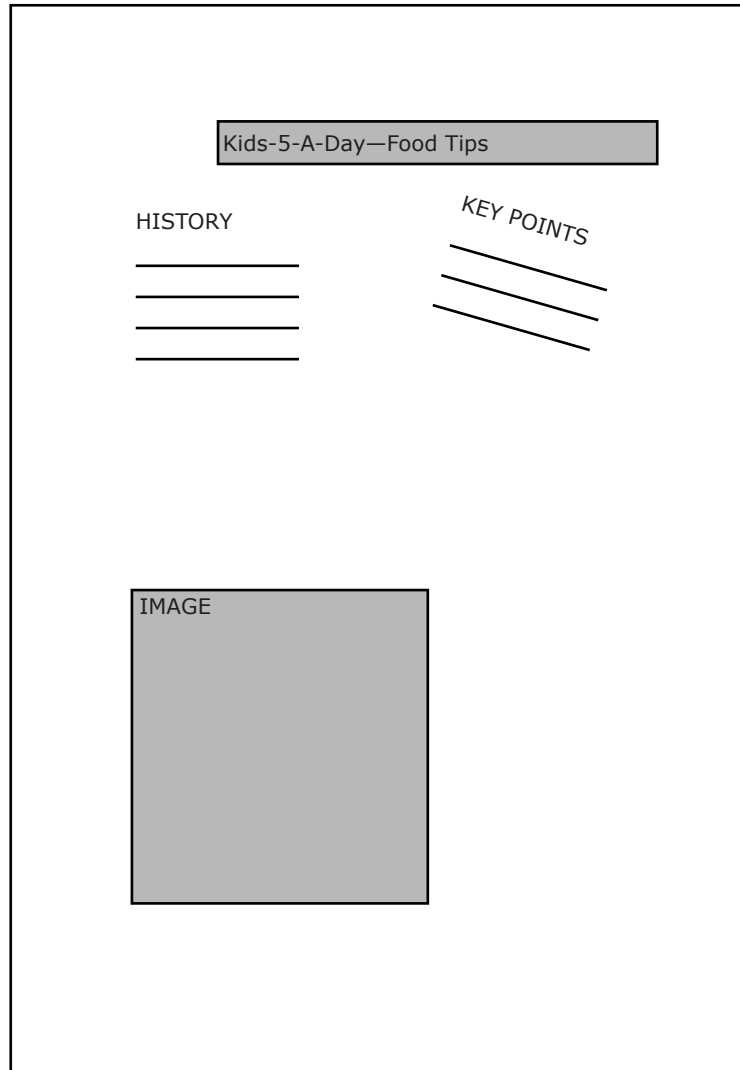
.....

.....

[2]

**Question 8 is based on Fig. 2**

**Fig. 2** is the first draft of a pre-production visualisation diagram for information sheets about healthy eating. This document will be given to the author who will produce the information sheets. These sheets will be downloadable from the website.



**Fig. 2**



.....

.....

**END OF QUESTION PAPER**



**Copyright Information**

OCR is committed to seeking permission to reproduce all third-party content that it uses in its assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download from our public website ([www.ocr.org.uk](http://www.ocr.org.uk)) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact the Copyright Team, First Floor, 9 Hills Road, Cambridge CB2 1GE.

OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.