

Cambridge **TECHNICALS LEVEL 3**

# ***DIGITAL MEDIA***

Cambridge  
**TECHNICALS**  
**2016**

**UNIT 3 – CREATE A MEDIA PRODUCT  
DELIVERY GUIDE**

Version 1

# CONTENTS

Introduction	3
Related Activities	4
Key Terms	7
Misconceptions	9
Suggested Activities:	
Learning Outcome (LO1) Be able to create a proposal with sample materials for an original media product to a client brief	11
Learning Outcome (LO2) Be able to plan and develop pre-production materials for an original media product to a client brief	14
Learning Outcome (LO3) Be able to create production materials for an original media product to a client brief	16
Learning Outcome (LO4) Be able to carry out post-production techniques and processes for an original media product to a client brief	18

# INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning outcome so you can see how each activity helps you cover the requirements of this unit.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk).

## OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.



English



Maths



Work

### Please note

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for this unit.

Assessment guidance can be found within the Unit document available from <http://www.ocr.org.uk/qualifications/cambridge-technical-digital-media-certificate-extended-certificate-foundation-diploma-diploma-05843-05846-2016-suite/>.

The latest version of this Delivery Guide can be downloaded from the OCR website.

## UNIT AIM

Media products have a range of different purposes. Whether it is to advertise and promote a product or service, inform an audience of a cause or engage and entertain an audience.

This aim of this unit is for you to develop knowledge and understanding of the production processes for producing one of the following media products:

- print-based
- audio-visual
- audio

You will apply your learning gained in Units 1 and 2 if completed, to plan and produce a media product. You will complete planning materials to take them forward in the production and post-production stages of your intended media product. You will plan, produce and edit original content for your intended product.

By completing this unit, you will have the skills to:

- create a proposal to meet a client brief
- produce planning materials
- create and manage original content for the product
- apply editing techniques.

### Unit 3 Create a media product

LO1	Be able to create a proposal with sample materials for an original media product to a client brief
LO2	Be able to plan and develop pre-production materials for an original media product to a client brief
LO3	Be able to create production materials for an original media product to a client brief
LO4	Be able to carry out post-production techniques and processes for an original media product to a client brief

Cambridge  
TECHNICALS  
2016

### 2016 Suite

- New suite for first teaching September 2016
- Externally assessed content
- Eligible for Key Stage 5 performance points from 2018
- Designed to meet the DfE technical guidance

# RELATED ACTIVITIES

The Suggested Activities in this Delivery Guide listed below have also been related to other Cambridge Technicals in Digital Media units/Learning Outcomes (LOs). This could help with delivery planning and enable learners to cover multiple parts of units.

This unit (Unit 3)	Title of suggested activity	Other units/LOs	
LO1	What is a proposal	Unit 1 Media products and audiences	LO2 Understand how media products are advertised and distributed LO3 Understand how meaning is created in media products
		Unit 2 Pre-production and planning	LO3 Be able to plan the pre-production of a media product
		Unit 3 Create a media product	LO1 Be able to create a proposal with sample materials for an original media product to a client brief
	Features of a proposal	Unit 1 Media products and audiences	LO2 Understand how media products are advertised and distributed LO3 Understand how meaning is created in media products
		Unit 2 Pre-production and planning	LO3 Be able to plan the pre-production of a media product
		Unit 3 Create a media product	LO1 Be able to create a proposal with sample materials for an original media product to a client brief
	Writing a proposal	Unit 1 Media products and audiences	LO2 Understand how media products are advertised and distributed LO3 Understand how meaning is created in media products
		Unit 2 Pre-production and planning	LO3 Be able to plan the pre-production of a media product
		Unit 3 Create a media product	LO1 Be able to create a proposal with sample materials for an original media product to a client brief
	Sample materials	Unit 1 Media products and audiences	LO3 Understand how meaning is created in media products
		Unit 2 Pre-production and planning	LO3 Be able to plan the pre-production of a media product
		Unit 3 Create a media product	LO1 Be able to create a proposal with sample materials for an original media product to a client brief

<b>LO2</b>	Scripts	Unit 1 Media products and audiences	LO3 Understand how meaning is created in media products LO4 Understand the target audiences of media products
		Unit 2 Pre-production and planning	LO1 Understand the factors that need to be considered during the planning of a media product LO2 Be able to interpret client requirements and target audience considerations LO3 Be able to plan the pre-production of a media product LO4 Be able to create and evaluate pre-production documents for a new media product
	Writing a script	Unit 1 Media products and audiences	LO3 Understand how meaning is created in media products
		Unit 2 Pre-production and planning	LO1 Understand the factors that need to be considered during the planning of a media product LO2 Be able to interpret client requirements and target audience considerations LO3 Be able to plan the pre-production of a media product LO4 Be able to create and evaluate pre-production documents for a new media product
	Storyboards	Unit 1 Media products and audiences	LO3 Understand how meaning is created in media products
		Unit 2 Pre-production and planning	LO1 Understand the factors that need to be considered during the planning of a media product LO2 Be able to interpret client requirements and target audience considerations LO3 Be able to plan the pre-production of a media product LO4 Be able to create and evaluate pre-production documents for a new media product
	Legal and ethical issues	Unit 1 Media products and audiences	LO6 Be able to evaluate legal, ethical and regulatory issues associated with media products
		Unit 2 Pre-production and planning	LO1 Understand the factors that need to be considered during the planning of a media product LO2 Be able to interpret client requirements and target audience considerations LO3 Be able to plan the pre-production of a media product LO4 Be able to create and evaluate pre-production documents for a new media product
<b>LO3</b>	Logging rushes	Unit 1 Media products and audiences	LO3 Understand how meaning is created in media products
	Copyright and referencing	Unit 1 Media products and audiences	LO1 Understand the ownership models of media institutions LO3 Understand how meaning is created in media products
		Unit 2 Pre-production and planning	LO1 Understand the factors that need to be considered during the planning of a media product
	Sourcing a sound effect and photograph	Unit 1 Media products and audiences	LO1 Understand the ownership models of media institutions LO3 Understand how meaning is created in media products
Unit 2 Pre-production and planning		LO1 Understand the factors that need to be considered during the planning of a media product	

<b>LO4</b>	Edit decision list	Unit 1 Media products and audiences	LO3 Understand how meaning is created in media products
	File formats and exporting work	Unit 2 Pre-production and planning	LO1 Understand the factors that need to be considered during the planning of a media product LO2 Be able to interpret client requirements and target audience considerations
	Feedback on drafts	Unit 1 Media products and audiences	LO3 Understand how meaning is created in media products LO4 Understand the target audiences of media products
		Unit 2 Pre-production and planning	LO4 Be able to create and evaluate pre-production documents for a new media product
	Sub editing task	Unit 2 Pre-production and planning	LO1 Understand the factors that need to be considered during the planning of a media product LO2 Be able to interpret client requirements and target audience considerations LO3 Be able to plan the pre-production of a media product LO4 Be able to create and evaluate pre-production documents for a new media product

# KEY TERMS

## UNIT 3 – CREATE A MEDIA PRODUCT

Explanations of the key terms used within this unit, in the context of this unit	
Key term	Explanation
<b>Capturing footage</b>	When using video tape to record footage, before it can be edited the footage is 'captured' i.e. imported into the video editing programme. For example Adobe Premiere.
<b>Sequences</b>	The timeline that is used to arrange and add effects to footage. For example you can change the speed of the footage selected in the timeline and add visual effects (black and white) from the 'effects bin' in Adobe Premiere.
<b>fps</b>	This means the display of 'frames per second' in quick succession which creates the illusion of motion. This applies to audio visual products e.g. film.
<b>Inform</b>	To give information. This can be about a product and/or service.
<b>Educate</b>	To teach others about a topic, cause or service. For example a charity campaign.
<b>Entertain</b>	To provide an audience pleasure. For example music videos, radio drama etc.
<b>VFX:</b>	This means 'special effects' but there are two types of special effects that can be created in either the pre-production or post-production process:
<b>Pre-production</b>	Pre-production VFX: This would be prosthetic (e.g. blood, cuts, special effects make up) and pyrotechnics (e.g. fire, explosions)
<b>Post-production</b>	Post-production VFX: This would be created in the post-production stage e.g. CGI (computer generated imagery) and blue screen/Chroma key.
<b>SFX</b>	This means sound effects. They can be used to enhance realism to a scene/location. For example in a TV drama, a scene that is set at the beach, sound effects of seagulls, waves of the sea would be included to create a realistic atmosphere. The same is done in radio dramas too where natural sounds are recreated and added in the post production stage. This is called 'Foley sounds'.
<b>GFX</b>	This means graphic effects. For example as part of a script for a TV programme GFX would be included to indicate what graphics would appear on screen for the viewer. For example images, logos, text etc.
<b>Shooting script</b>	A script that features camera operator instructions including shot type and angles. For example CUT TO LEVEL TWO SHOT OF PRESENTERS.
<b>Storyboards</b>	This is a planning document used for audio visual products to organise the order of shots/scenes to be filmed. It will include sketches of each shot/scene and information on the location, duration, shot type, angle, camera direction arrows for each shot/scene drawn, mise en scène considerations and editing information about the transition to be used between each shot.
<b>Animatic</b>	This is an animated storyboard. Once the storyboard is illustrated, using video editing software like Adobe Premiere or Windows Movie Maker, each frame from the storyboard is imported. This is useful if making an audio visual product. For example a music video as you can edit the visuals in time with the audio.
<b>Intonation</b>	This means how words are spoken/emphasised. For example in a radio script the actor may be instructed to shout or whisper a section of the dialogue to create an effect on the listener.

**Explanations of the key terms used within this unit, in the context of this unit**

<b>Key term</b>	<b>Explanation</b>
<b>Moodboards</b>	This is a planning document used to create ideas/themes for a product. They can include images, different textures and words to help visualise the product to be made.
<b>Rushes</b>	This is raw footage that has been filmed but not manipulated in post-production. This footage would be logged as part of a 'shot log'.
<b>Shot log</b>	This is a document that is used when logging rushes. It would include the scene number, takes, and description of the shots and time codes of when each shot starts and stops and notes on the usability of all the footage that was filmed.
<b>Edit decision list</b>	This is a document that is used to decide and record the post-production techniques and methods that will be applied to the useable footage noted in the shot log. e.g. black and white filter, crossfade.
<b>Off line edit</b>	This is the footage edited together before any effects have been added.
<b>Version controls</b>	Saving regular drafts of work. This is used for print based and graphics work and can be saved as folders. E.g. version 1, version 2. This is useful for demonstrating progression of the work created and acts as a backup of work too.
<b>Sub editing</b>	For text based products like newspapers, magazines etc. The body copy would be proof read by another person acting as a sub editor to check for spelling, grammar, punctuation etc. before the product is sent to the printers.

# MISCONCEPTIONS

Some common misconceptions and guidance on how they could be overcome		
What is the misconception?	How can this be overcome?	Resources which could help
<b>Pre-sets</b>	<p>In video editing software there are multiple pre-set options for you to select when it comes to setting up the sequences before you start to edit footage and/or audio. However, based on the hardware used to capture/record footage/audio and where the output will be viewed, this can impact what options you select in the initial stages of setting up your sequences.</p> <p>Video editing (Adobe Premiere): When you import footage your sequence (time line) settings will be determined by screen size of the footage you import. If you are wanting different settings for the sequence, then a general rule is:</p> <ul style="list-style-type: none"> <li>• DV PAL (capturing footage from a video tape)</li> <li>• HDV (importing footage from a DSLR camera)</li> <li>• 1080p – full HD TV (widescreen)</li> <li>• 780 – HD (widescreen)</li> <li>• 480 – Standard.</li> </ul> <p>Note: all could be used for web, but edit to the presets that your equipment is capable of. Also in Adobe Premiere when footage is imported into the timeline, a message can appear to 'change the settings' so the footage and sequence settings are the same. If you select 'yes, change settings' then the footage settings will automatically adjust to the sequence settings that you selected when selecting the pre-sets at the start.</p>	<p><i>Train Simple</i> has a series of tutorials for using Adobe Premiere which includes demonstrations with screen recordings of how to set up your sequences.  <a href="https://www.youtube.com/watch?v=6--2sKlnW4A">https://www.youtube.com/watch?v=6--2sKlnW4A</a></p> <p><i>Cinema Tools 4</i> provides explanations on the settings to be used when importing footage from a video tape and frame rates that are applicable for each. This article is also learner friendly too.  <a href="https://documentation.apple.com/en/cinematools/usermanual/index.html#chapter=9%26section=1%26hash=apple_ref:doc:uid:CinemaTools-UserManual-90861EDT-1008844">https://documentation.apple.com/en/cinematools/usermanual/index.html#chapter=9%26section=1%26hash=apple_ref:doc:uid:CinemaTools-UserManual-90861EDT-1008844</a></p> <p><i>HyperSTV</i> provides a tutorial for beginners for using Adobe Premiere Pro. It includes an overview on industries that use it and an overview of the interface too. Although the video is an hour long in duration, it is narrated by a media teacher, so is easy to understand by teachers and learners.  <a href="https://www.youtube.com/watch?v=69GACncl2w">https://www.youtube.com/watch?v=69GACncl2w</a></p>
<b>Frame rates</b>	<p>25fps is the general rule to shoot footage and set your frame rates for your sequences. However some DSLR's can shoot at 30fps.</p>	<p><i>A Frame</i> provides a comprehensive explanation of frame rates with contemporary examples and images  <a href="http://aframe.com/blog/2013/07/a-beginners-guide-to-frame-rates/">http://aframe.com/blog/2013/07/a-beginners-guide-to-frame-rates/</a></p>

## Some common misconceptions and guidance on how they could be overcome

What is the misconception?	How can this be overcome?	Resources which could help
<b>Exporting and file types</b>	<p>Depending on the type of media product being produced and where it will be distributed, the file type that the product is exported to is important based on file size, resolution etc.</p> <p>For exporting video: For example for a video that is intended to be streamed on YouTube, when it is exported H.264 codec should be selected.</p>	<p><b>Print based and graphics:</b> <i>About Tech</i> has a useful article on the different file formats for graphics <a href="http://graphicssoft.about.com/od/graphicformats/f/summary.htm">http://graphicssoft.about.com/od/graphicformats/f/summary.htm</a>.</p> <p><b>Audio and audio visual file formats:</b> <i>About Tech</i> has a useful article on the different file formats for audio and audio visual products that explains the properties of the file formats too <a href="http://hometheater.about.com/od/hometheaterbasics/a/network-media-file-format-basics.htm">http://hometheater.about.com/od/hometheaterbasics/a/network-media-file-format-basics.htm</a></p>
<b>Setting up a DSLR to film</b>	<p>Canon EOS 650D's have the option to take photographs and digital videos. However the correct settings need to be applied before filming. Therefore once you change the dial to filming mode (camera logo)&gt; menu &gt;Image size:</p> <ul style="list-style-type: none"> <li>• 1920x1080 is full HD definition recording quality</li> <li>• 1280x720 is HD definition</li> <li>• 640x480 is standard definition recording quality.</li> </ul>	<p><i>Canon</i> has user friendly manuals for the equipment that it manufactures. This is a manual for the Canon EOS 650D DSLR camera that is comprehensive and has scenarios to support the definitions for settings and features to be used when taking photographs and filming. <a href="http://www.canon.co.uk/support/consumer_products/products/cameras/digital_slr/eos_650d.aspx?type=manuals">http://www.canon.co.uk/support/consumer_products/products/cameras/digital_slr/eos_650d.aspx?type=manuals</a></p>

# SUGGESTED ACTIVITIES

<b>LO No:</b>	1		
<b>LO Title:</b>	Be able to create a proposal with sample materials for an original media product to a client brief		
<b>Title of suggested activity</b>	<b>Suggested activities</b>	<b>Suggested timings</b>	<b>Also related to</b>
<b>What is a proposal?</b>  	<p>Tutors could provide a sample (three) existing or mock proposals for different media products for the learners. In groups, learners could discuss and make notes on the similarities and differences based on the main features and content featured in a proposal.</p> <p>Internet sources may prove useful for tutors to find examples of different proposals to show learners. 'Where's the drama' (<a href="http://www.wheresthedrama.com/thetreatment.htm">http://www.wheresthedrama.com/thetreatment.htm</a>) has examples of treatments for different existing TV dramas that could be used as part of a proposal.</p> <p>Routledge's 'Media Production - A guide to Radio and TV' templates could provide a useful start for the above tasks for learners to see how to present the 'treatment' section for their proposal as part of LO1. <a href="http://www.taylorandfrancis.com/cw/willett-9780415535328/p/templates/">http://www.taylorandfrancis.com/cw/willett-9780415535328/p/templates/</a> links to other templates on this website could be useful for LO2 too.</p> <p>Web based examples from different media industries may be useful to get examples from BBC or local companies.</p> <p>TV Mole website highlights the main features to include in a proposal for a non-fiction TV product to make ideas stand out <a href="http://www.tvmole.com/2008/12/15-steps-to-writing-an-impressive-proposal/">http://www.tvmole.com/2008/12/15-steps-to-writing-an-impressive-proposal/</a></p>	2 hours	Unit 3, LO1 Unit 1, LO2, LO3 Unit 2, LO1
<b>Features of a proposal</b>  See Lesson Element Proposals 	<p>A good starting point to help learners understand the difference between a proposal and a treatment is the PDF document from <i>Film and Media</i> department from the <i>University of Santa Barbara</i> that defines the difference between a proposal and treatment and when to use a proposal or treatment <a href="http://www.filmandmedia.ucsb.edu/people/faculty/portuges/papers/How_to_write_a_documentary_treatment.pdf">http://www.filmandmedia.ucsb.edu/people/faculty/portuges/papers/How_to_write_a_documentary_treatment.pdf</a></p> <p>Tutors could set this as a whole class task, where learners present their findings to the class. This could act as experience for centres who want to encourage learners to pitch to a real client as part of LO1 or pitch to the class the ideas for their proposal to gain feedback to influence LO2.</p>	1 hour	Unit 3, LO1 Unit 1, LO2, LO3 Unit 2, LO1

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>Writing a proposal</b></p> <p>See Lesson Element Proposals</p> 	<p>Based on the <i>'features of a proposal'</i> activity, learners could write a proposal for a new film based on the following log line:</p> <p><i>A group of teenagers are on a road trip to a festival. They are almost there when...</i></p> <p>Learners could use Microsoft Word to write the proposal. Tutors should make sure that the headings in the <i>'features of a proposal'</i> activity are identified and included in the learner's proposal for this task. Learners may find it beneficial to produce the treatment section first and then add the additional features identified in the <i>'features of a proposal'</i> activity.</p> <p>The headings include:</p> <ul style="list-style-type: none"> <li>• Title</li> <li>• Log line</li> <li>• Synopsis for Act 1</li> <li>• Synopsis for Act 2</li> <li>• Synopsis for Act 3</li> <li>• Character name(s) and description for each</li> <li>• Target audience</li> <li>• Intended purpose</li> <li>• Style and genre</li> <li>• Personnel</li> <li>• Milestones and launch date</li> <li>• Distribution and marketing</li> <li>• BBFC certificate and rationale.</li> </ul> <p>The <i>BBFC (British Board of film classification)</i> website (<a href="http://www.bbfc.co.uk/">http://www.bbfc.co.uk/</a>) should be useful to help learners apply the most appropriate age certificate to their film proposals.</p>	1 hour	Unit 1, LO2, LO3 Unit 2, LO3 Unit 3, LO1

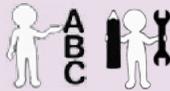
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Sample materials</b>	<p>Learners should have the opportunity to practice using software to create sample materials to support their proposals. This will enable learners to gain experience and knowledge for their main production as part of LO2-LO4 of this unit. Examples could include:</p> <p><b>Audio based sample materials</b> Learners could use copyright free websites like <i>Creative Commons</i> to source, reference and manipulate sound effects using professional software (e.g. Adobe Suite) for an audio based sample material.</p> <p><b>Print and graphics based sample material</b> Sketched layout of intended product and/or moodboards, plan for images selected fonts/graphics/ colours.</p> <p><b>Audio visual sample materials</b> Sample script (two minutes of dialogue) or first 10 frames of a storyboard.</p>	2 hours	Unit 1, LO3 Unit 2, LO3 Unit 3, LO1

# SUGGESTED ACTIVITIES

<b>LO No:</b>	2		
<b>LO Title:</b>	Be able to plan and develop pre-production materials for an original media product to a client brief		
<b>Title of suggested activity</b>	<b>Suggested activities</b>	<b>Suggested timings</b>	<b>Also related to</b>
<b>Investigating codes and conventions of a script</b>	<p>Common errors concerning a script include the layout conventions for dialogue, location information and camera operator instructions for a shooting script and the type of script for the media product that is being produced.</p> <p>Tutors could begin with the definition and purpose of a script and why they are used in the media industries. This could be in the form of a starter task or class discussion. Typical media industries that utilise a script would be TV, film, radio, theatre.</p> <p>Learners would benefit for seeing examples of different scripts. Internet sources may prove useful for tutors to find examples of different scripts to show learners. The tutor can decide on which scripts they use for this task from the links below. However an example of a TV, radio drama and film script will need to be selected by the tutor and available for learners to use as part of this task. For example, the tutor printing them off.</p> <p><a href="http://www.filmscriptwriting.com/samplescripts.html">http://www.filmscriptwriting.com/samplescripts.html</a> (Film scripting).</p> <p><a href="http://www.imsdb.com/">http://www.imsdb.com/</a> (The internet movie script database) have examples of popular film scripts.</p> <p><a href="http://www.bbc.co.uk/writersroom/writers-lab/medium-and-format">http://www.bbc.co.uk/writersroom/writers-lab/medium-and-format</a> BBC Writers room have templates and instructions of how to layout scripts in different mediums.</p> <p><a href="http://www.bbc.co.uk/writersroom/scripts/search?genre=drama&amp;platform=radio&amp;orderby=recent">http://www.bbc.co.uk/writersroom/scripts/search?genre=drama&amp;platform=radio&amp;orderby=recent</a> BBC Writers rooms has an archive of radio, TV, theatre and cross platform scripts.</p> <p>Learners are required to identify and evaluate the similarities and differences included in a script for a TV, radio and film script and why they are included. Tutors could put the class into groups and each group could be tasked with looking at a different script and feedback their findings to the class.</p> <p><i>The Guardian's</i> article called 'Layout and formats' as part of the 'How to write' series <a href="http://www.theguardian.com/books/2008/sep/23/writing.play.screenplays.formats">http://www.theguardian.com/books/2008/sep/23/writing.play.screenplays.formats</a> includes helpful links to script templates including the BBC <a href="http://www.bbc.co.uk/writersroom">http://www.bbc.co.uk/writersroom</a> and software that can be used by learners to help to layout their script <a href="https://www.celtx.com/index.html">https://www.celtx.com/index.html</a></p> <p>For radio scripts, Routledge's 'Media Production - A guide to Radio and TV' <a href="http://www.taylorandfrancis.com/cw/willett-9780415535328/p/templates/">http://www.taylorandfrancis.com/cw/willett-9780415535328/p/templates/</a> has links to radio script templates that could act as a good starting point for how to layout cues and information for dialogue and sound effects for a radio drama or radio show.</p> <p>Tutors could then demonstrate how to layout a TV script for the learners. Learners could carry this forward to produce their own script for their media product.</p>	1 hour 30 minutes – 2 hours	Unit 1, LO3, LO4 Unit 2, LO1 – LO4

See Lesson Element  
Scriptwriting



Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>Writing a script</b></p> <p>See Lesson Element Scriptwriting</p>	<p>Learners should use their learning from 'Investigating codes and conventions of a script' activity to write the first three minutes of a new radio drama aimed at 7-11 year olds.</p> <p>Learners could use Microsoft Word to write up and layout the script.</p> <p>Tutors should make sure that the codes and conventions identified as part of the from 'Investigating codes and conventions of a script' activity are included in the learner's script for this task. It may be beneficial for tutors to encourage learners to mind map their ideas first in regards to characters, SFX, music, synopsis etc. and then use the mind map to write the script.</p>	1 hour	Unit 1, LO3 Unit 2 LO1 – LO4
<p><b>Storyboards</b></p> 	<p>Common features missing from a storyboard are camera direction arrows that show camera movements.</p> <p>Tutors could give learners a sample storyboard without camera movement arrows or learners could use their own storyboard for this task as part of the sample they produced for LO1. <i>Videomaker</i> provides a recap on how to illustrate the variety of shot types used in a storyboard and how to illustrate the camera movements to support the illustrations of different shots <a href="http://www.videomaker.com/article/15415-how-to-make-a-storyboard-storyboard-lingo-techniques">http://www.videomaker.com/article/15415-how-to-make-a-storyboard-storyboard-lingo-techniques</a></p> <p><i>Belo Films</i> also provides a comprehensive demonstration on how to illustrate specific camera movements for a storyboard <a href="http://www.belofilms.com/?p=370">http://www.belofilms.com/?p=370</a></p>	1 hour	Unit 1, LO3 Unit 2, LO1 – LO4
<p><b>Legal and ethical issues</b></p> 	<p>Learners will need to identify and resolve any legal and ethical issues for their productions. This may include how learners represent actors and models who feature in the product for a specific audience or how to seek permissions for locations, models etc.</p> <p>This can be a starting point which tutors could ask learners to think about whilst planning their productions. This could be supported by banned TV or print adverts (which are age appropriate) as a task for learners to think about the reasons why it was banned.</p> <p><i>The Guardian's</i> report on banned Marc Jacob's print advert could be a good talking point for tutors to discuss with learners to understand legal and ethical issues <a href="http://www.theguardian.com/media/2011/nov/09/marc-jacobs-dakota-fanning-ad-banned">http://www.theguardian.com/media/2011/nov/09/marc-jacobs-dakota-fanning-ad-banned</a> This could be carried further and evaluated against the BCAP codes from the ASA (Advertising Standards Authority).</p>	1 hour	Unit 1, LO6 Unit 2, LO1 – LO4

# SUGGESTED ACTIVITIES

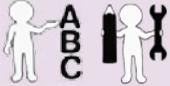
<b>LO No:</b>	3		
<b>LO Title:</b>	Be able to create production materials for an original media product to a client brief		
<b>Title of suggested activity</b>	<b>Suggested activities</b>	<b>Suggested timings</b>	<b>Also related to</b>
<b>Logging rushes</b>	<p>Learners will need to log (document) the rushes (footage they filmed) and make notes on the usability of the footage. This is a process that is used in this stage of the production for learners to document and evaluate what they have filmed in relation to their pre-production material and whether more re-filming needs to take place.</p> <p>Tutors should question learners about the importance of logging rushes once the definition has been established. This could be as a paired task and presented to the class. This could be concluded by a paired activity for learners to identify what they think should be included in a 'shot log' based on the purpose of logging rushes.</p>	30 minutes	Unit 1, LO3
<b>Creating shot logs</b>	<p>Tutors could demonstrate how to complete this task using a 'shot log' template, which can sometimes be called a 'footage log'. This task could include the tutor using unedited footage (either sourced or from one of the groups who have already filmed) to demonstrate to the learners how to log the footage using a shot log. This could be as part of a whole class task and learners could use footage that they have already filmed.</p> <p>There are ample examples online of how to set out the shot log, but learners are encouraged to make their own template. <i>Filmsourcing.com</i> have a catalogue of downloadable production templates for learners to use and adapt <a href="http://www.filmsourcing.com/blog/production-documents/#filmproduction">http://www.filmsourcing.com/blog/production-documents/#filmproduction</a></p> <p>The main headings to include are:</p> <ul style="list-style-type: none"> <li>• <b>Scene:</b> This is in relation to the storyboard and or script and location where the filming took place</li> <li>• <b>Shot:</b> The name of the shot that was filmed i.e. in relation to the storyboard</li> <li>• <b>Take number:</b> If a shot was filmed more than once</li> <li>• <b>Time code IN:</b> time code of when the shot in question starts</li> <li>• <b>Time code OUT:</b> time code of when the shot in question finishes</li> <li>• <b>Description of the shot:</b> This is where learners should comment on the usability of the shot, the action that is happening in the shot, camera movement, and camera angle.</li> </ul>	30 minutes	



Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>Copyright and referencing</b></p> <p>See Lesson Element Asset sourcing and copyright</p> 	<p>A common error in the production stage of making a media product is that when learners source assets they are not referenced or credited in their work. Therefore tutors could demonstrate how to reference sourced assets (e.g. sound effects, music score, graphics) using a referencing style like MLA (Modern Language Association) for example, and assess learners prior knowledge of what copyright means.</p> <p>Tutors could use <i>Berkeley University: How to cite Film, Video and online Media</i> <a href="http://www.lib.berkeley.edu/MRC/mla.html">http://www.lib.berkeley.edu/MRC/mla.html</a> which includes examples of how to reference a range of media products that learners may have used as part of research into existing products that they are influenced by <a href="http://www.belofilms.com/?p=370">http://www.belofilms.com/?p=370</a></p> <p><i>Cite this for me</i> is an online bibliography generator which creates references from a range of different platforms and stores the bibliography online <a href="https://www.citethisforme.com/">https://www.citethisforme.com/</a></p>	30 minutes	Unit 1, LO1, LO3 Unit 2, LO1
<p><b>Sourcing a sound effect and photograph</b></p> <p>See Lesson Element Asset sourcing and copyright</p>	<p>Learners should find a sound effect or music track from a copyright free site like <i>Creative Commons</i> (<a href="https://search.creativecommons.org/">https://search.creativecommons.org/</a>) and then use the 'How to cite an online sound effect or song (MLA: Modern Language Association)' to correctly reference it. Learners could then peer assess the reference their partner has produced and the teacher and or learners could provide feedback. As part of this task learners could also source (using <i>Creative Commons</i> too) and reference a photograph that is sourced online as part of a mock scenario where learners in groups need to use the sound effect previously sourced and photos as part promotional material for a product. For example a horror trailer, radio drama set in a café etc.</p> <p><i>Bibme</i> has a step by step guide on how to reference photos found in a range of places online, in books (<a href="https://www.bibme.org/citation-guide/mla/photograph">https://www.bibme.org/citation-guide/mla/photograph</a>) for the learners to reference photos to support the above task.</p> <p><b>Note:</b> The production materials that the learners produce for this LO for their intended productions must be original and sourced assets should not be the sole content of the media product.</p>	1 hour	Unit 1, LO1, LO3 Unit 2, LO1

# SUGGESTED ACTIVITIES

LO No:	4		
LO Title:	Be able to carry out post-production techniques and processes for an original media product to a client brief		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Edit decision list</b> 	<p>Learners will need to complete an edit decision list using the footage filmed for LO3. Learners should use the shot log and the usable footage identified to add to the edit decision list. Editing decisions/effects that are going to be applied to create meaning and adhere to the codes and conventions of the genre of media product being produced must be included in the edit decision list.</p> <p>Tutors could demonstrate how to complete this task using an edit decision list template and use a group's offline edit to demonstrate this task to the learners. Learners could carry out this task using their offline edit that they have produced.</p> <p>This task could include the learners using their storyboards, scripts and examples of existing media products to decide on the post-production techniques and methods to apply to their footage.</p> <p>There are ample examples online of how to set out the edit decision list, but learners are encouraged to make their own template. <i>Filmsourcing.com</i> have a catalogue to downloadable templates for learners to use and adapt <a href="http://www.filmsourcing.com/blog/production-documents/#filmproduction">http://www.filmsourcing.com/blog/production-documents/#filmproduction</a></p> <p>The main headings to include are:</p> <ul style="list-style-type: none"> <li>• <b>Shot:</b> The name of the shot that was useable from the shot log</li> <li>• <b>Time code IN:</b> Time code of when the shot in question starts</li> <li>• <b>Time code OUT:</b> Time code of when the shot in question finishes</li> <li>• <b>Audio:</b> Any dialogue that is featured in the shot that can also be useful when identifying the clip</li> <li>• <b>Effects:</b> Notes on the effects that will be applied. E.g. transitions, filters etc.</li> </ul>	1 hour	Unit 1, LO3
<b>File formats and exporting work</b> 	<p>Tutors could provide a matching task for learners to pair the correct file format(s) with examples of different media platforms (print, web, TV, radio etc.) so that learners could show their understanding of which file format would be appropriate for the media product they are exporting based on where the media product would be distributed.</p> <p>Tutors and learners could use the following sources to help understand file formats:</p> <p><b>Print based and graphics:</b> <i>About Tech</i> has a useful article on the different file formats for graphics based on the properties of the file types. <a href="http://graphicssoft.about.com/od/graphicformats/f/summary.htm">http://graphicssoft.about.com/od/graphicformats/f/summary.htm</a>.</p> <p><b>Audio and audio visual file formats:</b> <i>About Tech</i> has a useful article on the different file formats for audio and audio visual products that explains the properties of the file formats too <a href="http://hometheater.about.com/od/hometheaterbasics/a/network-media-file-format-basics.htm">http://hometheater.about.com/od/hometheaterbasics/a/network-media-file-format-basics.htm</a></p>	30 minutes	Unit 2, LO1, LO2

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Sub editing task</b> 	<p>As a type of formative assessment, learners should conduct a sub-editing task in pairs to assess the body copy of a partners work.</p> <p>Tutors could start this activity by asking learners to use careers websites (e.g. <a href="http://www.prospects.com">www.prospects.com</a>) to establish what the role of a sub editor is. Answer should be fed back to the class. Once learners have identified the job description of a sub-editor, learners should be paired and assess each other's body copy of an article as part of their productions.</p> <p>This activity could be supported by a presentation from local/independent sub-editors or representatives from the newspaper or magazine industry nearby. This could be beneficial for the learners in gaining a real life perspective on the role and understanding of the legal requirements as part of the role too.</p>	1 hour	Unit 2, LO1 – LO4
<b>Feedback on drafts</b> 	<p>Learners could benefit from gaining peer and/or client feedback on early drafts of their media products. Learners could arrange this as a peer assessment task that could be evidenced with questionnaires, audio recording of a focus group or presentations etc.</p> <p>This could be useful for learners to gain a range of responses that could support evidence of self-reflection for the D1 criteria for this LO.</p>	1 hour	Unit 1, LO3, LO4 Unit 2, LO4



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