

Cambridge **TECHNICALS LEVEL 3**

DIGITAL MEDIA

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Unit 5

TV and short film production

Model assignment

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Please note:

You can use this assignment to provide evidence for summative assessment, which is when the learner has completed their learning for this unit and is ready to be assessed against the grading criteria.

You can use this assignment as it is, or you can modify it or write your own; we give more information in this document under Guidance for tutors.

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Guidance for tutors on using this assignment

General

OCR Cambridge Technical model assignments are available to download from our website: www.ocr.org.uk.

The purpose of this assignment is to provide a scenario and set of tasks that are typical of how producers of digital video would create an extract for a TV programme or a short film to enable you to assess your learner against the requirements specified in the grading criteria. The scenario and its tasks are intended to give a work-relevant reason for applying the skills, knowledge and understanding needed to achieve the unit.

This assignment will not instruct learners how to meet the highest grade. Whether learners achieve a pass, merit or distinction will depend on what evidence they produce.

You can modify the scenario we provide in this assignment to make it more relevant to your local or regional needs. Please refer to the information under 'Modifying the model assignment' later in this section.

You don't have to use this assignment. You can use it as a guide to help you to design your own assignment, and we provide an assignment checking service. You'll find more information on these matters in section 8 of the qualification handbook.

In the tasks, we'll refer to the format of evidence. Learners are **not** required to follow that format **unless** we tell them otherwise.

It's essential that the work every learner produces is their own. Please make sure you read through the information we give on authenticity in section 8 of the qualification handbook and make sure that your learners and any staff involved in assessment understand how important authenticity is.

We provide this assignment to be used for summative assessment. You must not use it for practice or for formative assessment.

Before using this assignment to carry out assessment

Learners will need to take part in a planned learning programme that covers the knowledge, understanding and skills of the unit.

When your learners are ready to be assessed, they must be provided with a copy of the following sections of this assignment:

- General information for learners
- Assignment for learners
- Evidence Checklist

They may carry out preparation prior to undertaking the tasks and there is no time limit for this.

When completing the assignment

You should use this assignment in conjunction with the unit specification and qualification handbook.

Before initial assessment, learners should be given the opportunity to learn how to use professional video and sound recording equipment and digital editing software at the centre to practice recording sound and video and non-linear editing as part of formative assessment. This can allow learners to become familiar with any industry standard equipment and software that they intend to use for their summative assessment.

Learners may choose whether they want to produce an extract for a new television programme or an original short film for this unit. Therefore, assessment should reference how learners have used their knowledge of technical codes and conventions of either TV or film that will meet the requirements of the assignment brief. Please see the scenario on page 10.

Resources to complete the tasks

Access to professional/industry standard television and film equipment such as HD DSLRs and prosumer cameras is required. Camera mounts such as tripods, dollies, rigs, steadicams and jibs should be available. Learners should also have access to suitable lighting equipment. Centres will also need to provide sound recording equipment such as shotgun microphones, boom poles and headphones. Centres should provide non-linear professional video editing and special effects software for the post-production stage of creating the extract.

Industry standard templates to complete relevant health and safety procedures (recce and risk assessment) are to be provided for learners.

Time

You should plan for learners to have 12–21 hours to complete this assignment.

Learners must be allowed sufficient time to complete all the tasks. The amount of time may vary depending on the nature of the tasks and the ability of individual learners. To help with your planning, we've given an indication of how long it should take against each of the tasks.

Learners can produce evidence over several sessions.

Task 1: This task requires learners to create an original treatment as part of planning documentation for the creation of the original extract of either a television programme or short film that meets the requirements of the scenario and learning outcomes. This should include an interpretation of the brief and a proposal and equipment, proposed locations and budgeting constraints or opportunities should be referenced.

Evidence of understanding of running time, scheduling/distribution of the extract should be included in the form of a proposal or treatment. For learners working in a group, job roles should be assigned in the group to manage the planning stage of their productions. Evidence of each learner's contribution to the group must be provided on the treatment. Legal and ethical issues must be addressed and relevant permissions and consideration of copyright of non-original assets should be sought before production of the extract begins.

Consideration of relevant certification from the BBFC or scheduling guidance from Ofcom should be evidenced and linked directly to the requirements of the brief in terms of whether it is a television or film product and this consideration should be directly related to audience and distribution.

Learners should be advised to refer to industry standard process and practices and the production of a screenplay/script is required as part of the brief. The script should show understanding of industry formats and include capitalisation, indentation, stage directions, sound effects, intonation, voice over, and editing techniques. Learners are also required to produce a storyboard that displays written and drawn scene content with shot type and movement annotations, key props, locations, significant sound effects and incidental music.

A production schedule will include timescales and milestones that must be achieved to meet deadlines set out for the completion of the production. Schedules should demonstrate knowledge of how activities are planned, key milestones and deadlines and any feasible contingency plans should be noted. Call sheets should be used and distributed. Health and safety procedures must be carried out (based on the location and specific film and sound equipment that is being used). The feasibility should be evaluated against the potential risks for all key personnel, cast and crew.

Learners should be advised to refer to industry standard process and practices. This can be supported with a range of presentation methods including written notes, photographs, audio-visual recordings, etc.

Task 2: This task will enable learners to use their planning materials to create original content for their original television extract or short film and therefore all planned scripts and storyboards must be used and followed. If amendments are required then learners must evidence changes made.

The learner must evidence the setting up of relevant equipment. For example there should be evidence that the learner can set up and use camera, lighting and sound equipment and this can be provided in the form of photos or short vlogs. This should be within industry standard practice and guidelines for the production of television in studios and on location and for the production of films. Learners should demonstrate knowledge of technical codes and conventions of video production in terms of ensuring a range of shot coverage in the context of the genre and task. This can be evidenced through a series of photographs or short vlogs.

Sound equipment such as lapel mics, boom pole and windshields should be operated as per industry standard and evidence of an understanding of controlling audio levels, recording wildtracks or foley sound should be demonstrated.

The footage and any recorded audio should be reviewed and decisions taken whether or not to use the material. This process needs to be documented. Any issues arising in this production task should be dealt with before moving on to the next task and learning outcome with a revision of relevant Task 1 documentation if necessary.

Industry standard production and safety practices in the locations where the productions are taking place should be followed based on the risk assessments and reces that will have been completed as part of Task 1. Health and safety guidelines on using specific equipment should be followed. Again, this can be evidenced through a series of photographs when recording sound and video.

Learners should also time code rushes from coverage/takes from each camera and could create a table as evidence of an evaluation of the suitability of the recorded sound and video. Any significant post-production edits should be noted as part of the logging process.

Task 3: This task will require learners to set up a project folder and import footage into post-production software with properties that will create an export of suitable quality for television and film distribution. Project settings can be evidenced with screen shots and recorded.

An offline edit must be produced to meet all elements of the learning outcomes, and the edit will show all footage of the television extract or short film in chronological order with no visual effects or sound editing applied to demonstrate the learner can use the basic tools of the editing software.

Learners will be required to log the content from the production stage of their video product. Early logs and processes must be evidenced by the production of either paper based or digital edit logs that can be produced in the professional non-linear editing software using XML export settings.

Learners will use post-production software to apply titles and graphics and special effects to the offline edit. Visual effects and transitions should be applied to the audio-visual promo and these may include filters, colour correction, chromakey, wipes, cross-dissolves, fades, titles and graphics. This can be evidenced through screen shots and the final edit should demonstrate use of special effects.

Audio dubbing will need to be applied to any elements of soundtrack. Audio levels will need to be checked and any sound effects applied consistently and correctly against the set brief. Incidental music should be matched to the visual editing where appropriate. Evidence of audio dubbing processes can take the form of screen grabs and the final edit should display evidence of this process as a step up from the offline edit. The final television extract or short film should evidence use of sound appropriate for the genre and brief.

The final edit will need to be exported in the correct format based on the distribution stated in the correct brief. Screen shots can be taken to demonstrate learners understand high quality export and online distribution for viewing across a variety of platforms.

Task 4: This task will require learners to present the final extract to enable the learner to evaluate the strengths and weaknesses of their production content in terms of meeting audience needs. The final product should be presented to a group to gain audience feedback. This could be evidenced in a number of ways, for example by written notes from focus groups or interviews and then learners will be required to write a report about how to improve the extract.

Health and Safety and the use of resources

As part of Tasks 1 and 2 learners will need to use industry standard templates that demonstrate learners understand professional health and safety practices involved in the production of the television or short film extract. Tutors must ensure learners can use equipment safely before they use it off educational premises. For example, if learners choose to use lighting, jibs or dollies for filming purposes these can be heavy pieces of equipment. Learners will need clear guidance on how to put these pieces of equipment together, safely, and how to carry and transport such equipment to avoid injury.

Format of evidence

Learners have to produce evidence that demonstrates how they have met the grading criteria. At the very least they must produce evidence that meets **all** of the pass criteria.

Please make sure your learners realise that missing just one pass criterion means they will not pass the unit, even if they have successfully met the merit and distinction criteria.

The only requirement is that the final extract of the television programme or short film, off-line edits and video rushes are exported and submitted in a physical format or can be played as a digital file on a moderator's laptop, whether Microsoft Windows or Apple OSX operating systems. Videos can be submitted in DVD format must be playable on domestic DVD players. Audio evidence should be exported in a file format appropriate to the brief (e.g. mp3 or wav) and the audio-visual work should be exported in a format as per the requirements of the brief (mp4, mov, avi).

Evidence of all work produced by the learner can be presented on a blog. The blog must be accessible for moderation. This can be through a hub or URL link to the learner's work.

We do require that evidence **must** take a specific format for some/all of the tasks in this assignment. We have made that clear in the tasks. Industry standard templates are required to be used by learners to complete the assignment. Where we prescribe the format, we state this as 'You must produce ...' or 'Your evidence must include a...'. When we do not prescribe the format, we say 'You could include a report or presentation on...'. Please look out for this and make sure learners realise that we have prescribed the format for some/all of the tasks. The evidence does not have to follow any specific reporting conventions. You can modify the format of the evidence

but you must make sure the format does not prevent the learner from accessing the grading criteria.

For more guidance on generation and collection of evidence, please refer to the section 8 'Internal Assessment', in the qualification handbook.

Group work

It is expected that this assignment will involve group work, although learners can complete the unit individually.

You must be sure that each learner can produce evidence of their own contribution to each grading criterion. You can give constructive feedback to learners about working as a group and direct them on team working skills and ensure that individuals roles in the production are evidenced throughout. See our information on authentication, including group work and feedback to learners, in section 8 of the qualification handbook.

If witness statements are used to support learners' evidence, you will need to complete an individual statement for each learner.

After completing the assignment

Once the learner has submitted their work to you to be assessed, you must judge or 'mark' the work against the grading criteria for the unit and identify one grade for the unit. For further information about assessment, please refer to section 8 of the qualification handbook.

Your assessment decisions must be quality assured across the cohort of learners in your centre who are being entered for the same unit. This must be done through an internal standardisation process. We give information on internal assessment and standardisation in the qualification handbook.

Reworking the assignment

If you and the learner feel they've not performed at their best during the assessment, the learner can, at your discretion, improve their work and resubmit it to you for assessment. If a learner is working on improving their work before it is resubmitted, you and the learner must continue to make sure the work is the learner's own.

Any feedback you give to the learner must not direct them on how to improve their work. You can identify what area of the work could be improved but you cannot give the learner any details about how they could improve it. You must follow the guidelines given in section 8 of the qualification handbook under 'Authenticity of learner work'.

Modifying the model assignment

The tasks in this assignment allow learners access to the full range of grades detailed in the grading criteria of this unit.

If you modify this assignment you must **not** change the grading criteria provided in the tasks for the learner or in the evidence checklist. These grading criteria are taken from the unit.

You can modify the scenario to suit your local or regional needs and the tasks may be contextualised to match any changes you have made to the scenario. If you supply your own drawings to support a different scenario, these must be sufficiently detailed for learners to complete the tasks.

You can modify the type of evidence and the format it takes, unless we expressly state that evidence must take a specific format.

You must also make sure that you avoid discrimination, bias and stereotyping and support equality and diversity. For more information, please see the section 'Designing your own assignments for internally assessed units' in section 8 of the qualification handbook.

If modifications are made to the model assignment, whether to the scenario alone, or to both the scenario and individual tasks, it's your responsibility to make sure that all grading criteria can still be met and that learners can access the full range of grades.

If you're using this model assignment and delivering the Foundation Diploma or Diploma you have an opportunity to secure meaningful employer involvement by working with an employer to modify it.

General information for learners

Q *What do I need to do to pass this assignment?*

A You need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to. If you miss just one pass criterion, you will not achieve this unit and will receive an unclassified result.

Q *What do I need to do if I want to get a merit or distinction for this assignment?*

A For a merit, you need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to **and** you need to produce evidence to meet **all** the merit criteria.

For a distinction, in addition to the above, you also need to meet **all** the distinction criteria for this unit.

Q *What help will I get?*

A Your tutor will support you when completing this assignment and will make sure that you know what resources or facilities you need and are allowed to use. We've given your tutor information about how much support they can give you.

Q *What if I don't understand something?*

A It's your responsibility to read the assignment carefully and make sure you understand what you need to do and what you should hand in. If you are not sure, check with your tutor.

Q *I've been told I must not plagiarise. What does this mean?*

A Plagiarism is when you take someone else's work and pass this off as your own, or if you fail to acknowledge sources properly. This includes information taken from the internet.

It's not just about presenting a whole copied assignment as your own; you will also be plagiarising if you use the ideas or words of others without acknowledgement, and this is why it's important to reference your work correctly (see Q&A below for more information on referencing).

Plagiarism has serious consequences; you could lose the grade for this unit or you may not be allowed to achieve the whole qualification.

Always remember that the work you produce must be your own work. You will be asked to sign a declaration to say that it is.

Q *What is referencing and where can I find out more information about it?*

A Referencing is the process of acknowledging the work of others. If you use someone else's words and ideas in your assignment, you must acknowledge it, and this is done through referencing.

You should think about why you want to use and reference other people's work. If you need to show your own knowledge or understanding about an aspect of subject content in your assignment, then just quoting and referencing someone else's work will not show that **you** know or understand it. Make sure it's clear in your work how you are using the material you have referenced **to inform** your thoughts, ideas or conclusions.

You can find more information about how to reference in the [The OCR Guide to Referencing](http://www.ocr.org.uk/i-want-to/skills-guides/) available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

Q ***Can I work in a group?***

A Yes. However, if you work in a group at any stage, you must still produce work that shows your individual contribution. Your tutor can advise you how to do this.

Q ***Does my work for each task need to be in a particular format?***

A You can present your work in a variety of ways – it can be handwritten, word-processed, on video or in digital media. What you choose should be appropriate to the task(s) and your tutor can advise you. There may be times when you need proof that you have completed the work yourself: for example, if you do something during work placement that you want to use as evidence, the tutor might ask the employer to provide a witness statement.

Make sure you check the wording in each task carefully. For each task, we'll tell you if your evidence has to be in a specific format:

- If we say use the word '**must**', for example 'You must produce a report' or 'Your evidence/work must include a diagram', then you must produce the work in the stated format.
- If we use the word '**could**', for example 'You could include sketches of your ideas' or 'You could do this by annotating your diagram', this means that you are not required to follow the format we have given, but you must make sure that the work you do produce allows you to demonstrate the requirements of the grading criteria.

If you are unsure about what evidence you need, please ask your tutor.

Q ***Can I ask my tutor for feedback on my work?***

A Yes, but they can't give you detailed feedback.

We have given your tutor instructions on what kind of feedback they can give you. For example, they are **not** allowed to tell you exactly what to do to make your work better, but they **can** remind you about what they've taught you and you can use this additional learning to try and improve your work independently. They can say what they've noticed might be wrong with your work, for example if your work is descriptive where an evaluation is required, but your tutor can't tell you specifically what you need to do to change it from a description to an evaluation – you will need to work out what you need to do and then do it for yourself.

Q ***When I have finished, what do I need to do?***

A If you have included the personal details (such as name, address or date of birth) of someone other than yourself in your work, this must be blanked out (anonymised) – your tutor will tell you how to do this. You don't need to do this for information contained in references.

You can complete the evidence checklist to show your tutor where they can find the evidence for each grading criterion in your work.

You should make sure your work is labelled, titled and in the correct order for assessing.

Hand in the work that you've completed for each task to your tutor. They might ask to see your draft work, so please keep your draft work in a safe place.

Q ***How will my work be assessed?***

A Your work will be marked by someone in your centre who has been authorised to do so. They will use the information in the grading criteria to decide which grade your work meets. The grading criteria are detailed in each unit and are also given in the tasks within this assignment. Please ask your tutor if you are unsure what the grading criteria are for this assignment.

Assignment for learners

Unit 5: TV and short film production

Scenario

You have been asked by your local television station to create a new TV programme or short film that features one or more places of interest that may include local art galleries, theatres, museums, live music venues exhibition centres. The TV programme or film will be broadcast on the TV station in order to promote new talent and/or the culture of the area you are living in.

The local television station has asked you to ensure the project is set up for television broadcast quality but it should be also exported in order that the programme or short film can be distributed online on the station's website.

You are required to therefore make one of the following:

1. An extract from a television documentary

This will be an extract from a new television documentary about one or more art galleries, museums, live venues or exhibition centres in your area. This could be a documentary about the content of the centres, how the centres are run or the history of the centres and the importance to the region. You have choice about the genre of documentary you wish to produce. The documentary is aimed at an audience of 35-55 year old people who enjoy visiting art galleries, museums, theatres and concerts.

2. An extract from a studio based television programme

This will be an extract from a studio based television magazine programme about local arts and culture and this episode will focus on one or more of the local art galleries, museums, live venues or exhibition centres. The television programme will feature presenters in the studio along with content filmed at outdoor locations. The magazine programme is aimed at an audience of 16-24 year old people who enjoy local events, music and art.

3. A short film

This will be a short fictional film that is set in local area featuring one or more areas of interest in your area as a primary location. The genre of the film is thriller and the narrative is centred around a group of friends and intended to have a BBFC rating of 15.

4. A short documentary film

This will be a short documentary film about an individual/group of people who have had a significant impact on running or producing content for one of the art galleries, museums, live music venues or exhibition centres in your area. The documentary will focus on the impact that the individual/group of people have had in the running and /or success of the specific venue. It may feature a personal history or the individual/group of people as part of the documentary. The documentary will feature a range of interviews and use fly on the wall techniques to create the desired point of view. The documentary is aimed at an audience of 25-45 year old people who live in the local area.

All content produced must be original and produced by you. However, music or audio effects from a copyright-free source may be used, but must be referenced.

The tasks

Introduction to the tasks

You need to plan, produce and edit an extract from a new television programme or short film.

As a starting point you should:

- develop a proposal and plan the extract from a new television programme or short film.
- use professional equipment to create production material for the extract from a new television programme or short film recording original footage and audio
- edit the material using professional software to create meaning and a response to the scenario. You develop your skills in using visual effects and audio dubbing.

You should present your work using a range of mediums in the planning, production and post-production stages. This could include photographs, audio commentary or written notes to evidence your progression and development of your production in the production stages.

Task 1: Planning the extract for an original TV programme or short film

(This task should take between 3 and 4 hours.)

Learning Outcome 1: *Be able to create pre-production materials for an extract for an original TV programme or short film*

Your task is to:

Develop concept ideas and pre-production materials for an extract from a new television programme or a short film.

Pass	Merit	Distinction
P1*: Create pre-production materials for an original TV programme or short film, in a chosen genre <i>*Synoptic assessment from Unit 2 Pre-production and planning</i>	M1:	D1:
Evidence		
P1 You must produce evidence that demonstrates planning of your concept and final idea for your extract from a new television programme or short film. <ul style="list-style-type: none"> • a treatment that provides a synopsis of the product, target audience, genre, scheduling and distribution, locations to be used, key equipment, production roles and budget considerations. • an industry standard screenplay/script • annotated storyboards that show camera and editing techniques and key sounds to be used in the final extract from the television programme or short film You must produce pre-production materials which are consistent with industry standards.		

Your evidence must include pre-production materials presented as shown below:

- tables, written notes or online applications to organise timescales and milestones
- call sheets
- forms to evidence permissions for models/actors/locations.
- health and safety risk assessment and recces of locations, etc.
- evidence to show consideration of copyright issues.
- consideration of regulatory issues that could impact the scheduling/distribution of the final extract from the television programme or short film.

Task 2: Recording production materials for an extract from an original TV programme or short film

(This task should take between 4 and 6 hours.)

Learning Outcome 2: *Be able to record production materials for an extract for an original TV programme or short film*

Your task is to:

Generate original content for your media product.

Pass	Merit	Distinction
<p>P2*: Setup equipment and record production materials for use in an original TV programme or short film</p> <p><i>*Synoptic assessment from Unit 3 Create a media product</i></p>	<p>M1: Apply the codes and conventions for the chosen genre in the materials recorded</p>	<p>D1: Explain how meaning was created within the materials created</p>
<p>Evidence</p> <p>You must produce production materials to create content for the production.</p> <p>Your evidence must include relevant production materials that will fulfil the requirements for the chosen brief against the relevant grading criteria.</p> <p>P2</p> <ul style="list-style-type: none"> filming video. i.e. setting up cameras, locations to film, raw footage and logging rushes. You will evidence that you have completed the task of filming your planned material through photographs or short vlogs. You must do this to show your role in the production. This will also include risk assessment directly related to filming using the available equipment. recording and audio work i.e. setting up and using sound equipment, audio recordings and gathering sound assets. This will also include risk assessment directly related to sound recording and copyright of any found soundtrack assets. <p>M1</p> <ul style="list-style-type: none"> you must evidence how you have applied codes and conventions of the genre of television programme or short film you are creating. This can be done through annotated screen shots or audio commentaries. <p>D1</p> <ul style="list-style-type: none"> the production of a report that explains how meaning is created in your production materials. This should reference theory and terminology learnt in Unit 1 (denotation/connotation) and relate directly to the brief and target audience. 		

Task 3: Edit the production materials for an extract from an original TV programme or short film

(This task should take between 4 and 6 hours.)

Learning Outcome 3: *Be able to edit materials in post-production to create an extract for an original TV programme or short film*

Your task is to:

Carry out post-production techniques and processes to produce an extract from a new television programme or short film

Pass	Merit	Distinction
P3: Create the extract for an original TV programme or short film by applying post-production and editing techniques	M2: Apply video effects and titles and graphics to the materials	D2: Demonstrate control of the audio tracks in the editing of the materials
Evidence		
<p>You must carry out post-production edits and add effects to your audio-visual production material</p> <p>Your evidence must include relevant production materials that will fulfil the requirements for the chosen brief against the relevant grading criteria.</p> <p>P3</p> <ul style="list-style-type: none"> evidence of folder organisation and project set up appropriate to the brief in the form of annotated screen shots from the editing software used. an offline edit. You will submit an extract from a new television programme or short film without adding special effects, transitions or final audio dubbing techniques. <p>M2</p> <ul style="list-style-type: none"> the final extract from a new television programme for the short film will include all appropriate and planned titles and graphics based on your chosen brief from the scenario. It will include all relevant transitions and special effects. You can screen shot and annotate the tools you have used to complete the visual and special effects. <p>D2</p> <ul style="list-style-type: none"> the final extract from a new television programme for the short film will show skills in audio dubbing. This will include all incidental music and sound effects, foley sound and wildtrack will have been added to the product to enhance meaning. You can screen shot and annotate the tools you have used to complete the selected audio dubbing techniques. the file format of the product will be appropriate for the requirements of the brief. 		

Task 4: Reviewing the audio-visual promo

(This task should take between 1 and 2 hours.)

Learning Outcome 4: *Be able to present the extract to gather and evaluate audience feedback*

Your task is to:

Carry out post-production techniques and processes to produce a final media product.

Pass	Merit	Distinction
P4: Present the exported extract to an audience, obtaining feedback	M3*: Evaluate feedback from the audience, identifying strengths and weaknesses. <i>*Synoptic assessment from Unit 1 Media products and audiences</i>	
Evidence		
<p>You must present your recorded extract of the planned television programme or short film and obtain audience feedback</p> <p>Your evidence must include relevant production materials that will fulfil the requirements for the chosen brief against the relevant grading criteria.</p> <p>P4</p> <ul style="list-style-type: none"> a video of the screen test presentation session to an audience/teacher witness statement. Any other methods of obtaining feedback on the product can be submitted (e.g. focus group notes, questionnaires). <p>M3</p> <ul style="list-style-type: none"> a written/audio evaluation report on the feedback you have received and you will suggest areas for improvement to the piece/their own. This must include areas of strengths and weakness of the final production. 		

Evidence Checklist

OCR Level 3 Cambridge Technicals in Digital Media

Unit 5: TV and short film production

LEARNER NAME:

For PASS have you: (as a minimum you have to show you can meet every pass criterion to complete the unit)	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
P1: Created pre-production materials for an original TV programme or short film, in a chosen genre	
P2: Setup equipment and record production materials for use in an original TV programme or short film	
P3: Created the extract for an original TV programme or short film by applying post-production and editing techniques	
P4: Presented the exported extract to an audience, obtaining feedback	

For Merit have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
M1: Applied the codes and conventions for the chosen genre in the materials recorded	
M2: Applied video effects and titles and graphics to the materials	
M3: Evaluated feedback from the audience, identifying strengths and weaknesses	

For Distinction have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
D1: Explained how meaning was created within the materials created	
D2: Demonstrated control of the audio tracks in the editing of the materials	

To find out more
ocr.org.uk/media

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**



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