

Cambridge TECHNICALS LEVEL 2

# DIGITAL MEDIA

Cambridge  
TECHNICALS  
2016

Unit 6

Moving image industry - products  
and audiences

J/616/9370

Guided learning hours: 60

Version 1 March 2018



## LEVEL 2

### UNIT 6: Moving image industry - products and audiences

**J/616/9370**

**Guided learning hours: 60**

**Essential resources required for this unit:** Access to the web, camera equipment, sound equipment, non-linear editing software.

**Assessment: This unit is internally assessed and externally moderated by OCR.**

#### UNIT AIM

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Moving image and audio products are produced across a range of digital media sectors for a variety of purposes and target audiences. They are produced by both commercial and public service companies and feature technical elements to engage the audience. As technologies develop, the use of music and special effects, for example, allows moving image and audio producers to create exciting and memorable products.

In this unit you will investigate the different types of industry sectors that produce moving image and audio products. You will also look at the range of purposes and audiences that moving image and audio products are created for. To demonstrate your practical understanding you will be required to plan, film, source assets and use non-linear editing software to create a prototype of a moving image and/or audio product. To develop your communication skills you will be required to present the prototype to an identified audience to gain feedback.

## TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
<p>1. Be able to research the different moving image and audio sectors, their products and the job roles within them</p>	<p>1.1. The industry sectors that create and use moving image and audio products, i.e.</p> <ul style="list-style-type: none"> <li>• TV (e.g. BBC, ITV, Channel 4, Sky, Netflix, Amazon)</li> <li>• film (e.g. Marvel, Warp)</li> <li>• radio (e.g. BBC, Global, Bauer)</li> <li>• advertising (e.g. ITV Media)</li> <li>• broadcast journalism (e.g. BBC, Fox News, Sky, ITV, Reuters, Press Association)</li> </ul> <p>1.2. The different types of moving image and audio products the industry produces, i.e.</p> <ul style="list-style-type: none"> <li>• TV (e.g. soaps, documentaries)</li> <li>• film (e.g. short, feature films)</li> <li>• radio (e.g. drama, adult contemporary music, sport)</li> <li>• advertising (e.g. consumer goods, promos, viral marketing across social media)</li> <li>• broadcast journalism (e.g. news reports, online content)</li> </ul> <p>1.3. The technical elements that are used to create meaning in moving image and audio products, i.e.</p> <ul style="list-style-type: none"> <li>• mise-en-scène (e.g. locations, props)</li> <li>• camerawork (e.g. shot types, camera movements)</li> <li>• editing (e.g. special effects, continuity, audio editing)</li> <li>• use of sound (e.g. background music, sound effects, Foley sound, voice recording)</li> </ul> <p>1.4. The main job roles and the skills required to produce moving image and audio products, e.g.</p> <ul style="list-style-type: none"> <li>• Script Writer (e.g. researching, communication)</li> <li>• Assistant Producer (e.g. team work, leader)</li> <li>• Camera Person (e.g. technical skill, knowledge of photography and framing, team work)</li> <li>• Audio Technician/Editor (e.g. sound recordists/sound design/sound mixer)</li> <li>• Editor (e.g. post-production skills using software, attention to detail)</li> </ul>

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
<p>2. Understand how different genres, purposes and audiences influence the development of a moving image and/or audio concept</p>	<p>2.1 The different purposes of digital media products, i.e.</p> <ul style="list-style-type: none"> <li>• educate</li> <li>• entertain</li> <li>• inform</li> <li>• promote</li> </ul> <p>2.2 The different audiences that consume and interact with moving image and audio products, i.e.</p> <ul style="list-style-type: none"> <li>• mass/niche</li> <li>• by age</li> <li>• by gender</li> <li>• by location</li> <li>• by ethnicity</li> <li>• by income</li> </ul> <p>2.3 The different genres of moving image and audio and their suitability for a client's purpose and audience, e.g.</p> <ul style="list-style-type: none"> <li>• comedy</li> <li>• horror</li> <li>• drama</li> <li>• lifestyle</li> </ul>

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
<p>3. Be able to plan and produce a moving image and/or audio prototype</p>	<p>3.1 How to interpret client and audience requirements, i.e.</p> <ul style="list-style-type: none"> <li>• purpose (e.g. inform, entertain, promote, educate)</li> <li>• content</li> <li>• distribution</li> <li>• price</li> <li>• regulation</li> <li>• representation</li> </ul> <p>3.2 How to plan the development of a moving image and/or audio prototype, i.e.</p> <ul style="list-style-type: none"> <li>• script</li> <li>• storyboard</li> <li>• recces and risk assessments</li> <li>• production schedules</li> <li>• call sheets and personnel</li> </ul> <p>3.3 How to create a prototype of a moving image and/or audio product to meet a client's requirements, i.e.</p> <ul style="list-style-type: none"> <li>• record footage, i.e. <ul style="list-style-type: none"> <li>○ set up video equipment</li> <li>○ film content using planning documentation</li> </ul> </li> <li>• record sound, i.e. <ul style="list-style-type: none"> <li>○ set up audio recording equipment</li> <li>○ record audio using planning documentation</li> </ul> </li> <li>• source assets, i.e. <ul style="list-style-type: none"> <li>○ found audio visual footage (e.g. find, locate, access, download from the internet)</li> <li>○ sound effects</li> <li>○ music</li> <li>○ special effects</li> </ul> </li> </ul> <p>3.4 How to edit prototype content, i.e.</p> <ul style="list-style-type: none"> <li>• import recorded footage and sound into non-linear editing software</li> <li>• import assets into non-linear editing software</li> <li>• apply special and visual effects</li> <li>• export footage (e.g. for audience requirements and distribution)</li> </ul>

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
<p>4. Be able to present a prototype of a moving image and/or audio product to gather and review feedback</p>	<p>4.1 How to present a prototype to an identified audience to explain</p> <ul style="list-style-type: none"> <li>• purpose</li> <li>• audience</li> <li>• content choices</li> <li>• development and finance requirements</li> </ul> <p>4.2 How to gain feedback from an identified audience on the prototype, i.e.</p> <ul style="list-style-type: none"> <li>• strengths of content choices and prototype</li> <li>• weaknesses of content choices and prototype</li> <li>• development points and finance opportunities</li> </ul> <p>4.3 How to review the feedback to inform the final product development and methods for raising finance, i.e.</p> <ul style="list-style-type: none"> <li>• improvements and development of the prototype based upon the feedback gained to take it into final production</li> <li>• review finance method requirements <ul style="list-style-type: none"> <li>○ advertising (e.g. web banners, audio advert)</li> <li>○ crowd funding (e.g. donations)</li> <li>○ client funding (e.g. fees, expenses)</li> </ul> </li> </ul>

## GRADING CRITERIA

LO	Pass	Merit	Distinction
The learner will:	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the Pass and Merit criteria, the candidate is able to:
1. Be able to research the different moving image and audio sectors, their products and the job roles within them	<b>P1:</b> Describe a chosen moving image and/or audio sector, detailing its products	<b>M1:</b> Compare different moving image and/or audio sectors, their products and the job roles involved in producing them	<b>D1:</b> Discuss the job role skills and technical elements used to produce different moving image and/or audio products
	<b>P2:</b> Describe the job roles relating to a moving image and/or audio sector		
2. Understand how different genres, purposes and audiences influence the development of a moving image and/or audio concept	<b>P3:</b> Describe the different purposes of moving image and/or audio products		
	<b>P4:</b> Explain the different genres of moving image and/or audio products and how they appeal to different target audiences		
3. Be able to plan and produce a moving image and/or audio prototype	<b>P5:</b> Describe the product requirements and produce planning documentation	<b>M2:</b> Justify the choices in film content and sourced assets made when producing and editing materials to create a prototype of a moving image and/or audio product	
	<b>P6:</b> Produce a prototype of a moving image and/or audio product		
4. Be able to present a prototype of a moving image and/or audio product to gather and review feedback	<b>P7:</b> Present the prototype of a moving image and audio product to a specified audience to gain feedback	<b>M3:</b> Explain the ways the prototype could be developed in the future, using gathered feedback	<b>D2:</b> Evaluate different methods of raising finance, discussing their requirements to support prototype development

## ASSESSMENT GUIDANCE

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It is important for learners to have the opportunity to learn and apply their knowledge and skills to meaningful substantial tasks, in order to successfully achieve the unit.

Feedback to learners: you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced **to inform their** thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the *OCR Guide to Referencing* available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

### **LO1 Be able to research the different moving image and audio sectors, their products and the job roles within them**

This LO is about learners knowing about the different industries that create moving image and audio products, the types of products and the audiences that consume and interact with them.

**P1:** The learners must describe a chosen sector where moving image and/or audio products are created and used, detailing the different types of products. Evidence can be in the form of a written report, presentation, a video of presenting the information to an audience, or an information guide.

**P2:** Learners must describe the job roles required to produce a moving image and/or audio product for a chosen sector. This can build on the evidence from P1 in the form of a written report, presentation, a video of presenting the information, podcast, or an information guide.

**M1:** Learners must compare different moving image and/or audio sectors and their products identified in the teaching content. Learners must identify the job roles and skills required to produce each product. Evidence can be in the form of a written report, presentation, a video of presenting the information, podcast, or an information guide.

**D1:** Learners must discuss the different types of job roles, detailing their technical skills, and technical equipment and elements used to produce different digital media products. Evidence can be in the form of a written report, presentation, a video of presenting the information, podcast, or an information guide.

### **LO2 Understand how different genres, purposes and audiences influence the development of a moving image and/or audio concept**

This LO is about the learners knowing about the different purposes of digital media products and the genres that appeal to different audiences.



**P3:** Learners must describe the different purposes of moving image and/or audio products covering all the areas identified in the teaching content. Evidence can be in the form of a written report, presentation, a video of presenting the information to an audience, or an information guide.

**P4:** Learners must explain the different genres that moving image and/or audio products can take and how the selection of each is dependent upon the audience and purpose of the moving image and/or audio product. Learners may cover any type of genre for this criterion; they are not limited to just those in the teaching content. Evidence can be in the form of a written report, presentation, a video of presenting the information to an audience, or an information guide.

### **LO3 Be able to plan and produce a moving image and/or audio prototype**

This LO is about the learner planning and producing a prototype of a moving image and/or audio product for a specified purpose and audience.

**P5:** The learners must describe the product requirements as part of the planning for the production of a prototype of a moving image and/or audio product. The evidence for this LO can be in the form of mindmaps, moodboards and supporting written report or presentation.

**P6:** The learners should film/record planned material, source assets, edit and export the prototype for a moving image and/or audio product.

**M2:** Learners should justify the content and sourced assets used relating to them to the product requirements previously identified. Evidence of this is the moving image and/or audio prototype together with supporting documentation, such as a commentary or short report, justifying the production choices made during the creation of the prototype.

### **LO4 Be able to present a prototype of a moving image and/or audio product to gather and review feedback.**

This LO is about the learners developing communication skills to gain feedback on a moving image and/or audio product. Ideally the learner will be developing a product for a real client and will present the prototype to them. However, if this is not possible, they may present the prototype to tutors, their peers, governors or a combination of these.

**P7:** The learners must present their prototype of the moving image and/or audio product to an identified audience, outlining the production process. Learners should record feedback from their audience. Evidence could be in the form of written report, annotated screenshots, presentation or video/audio report analysing focus group finding.

**M3:** The learners must explain ways that their prototype could be developed in the future using gathered feedback. Evidence could be in the form of a written report, annotated screenshots, presentation or video/audio report justifying any strengths or weakness and future developments based on feedback they have received.

**D2:** Learners should evaluate the different methods of raising finance and understand the requirements they would have to meet to support the prototype development. Evidence can be in the form of a written report, presentation, a video of presenting the information, podcast, or an information guide.

## SYNOPTIC ASSESSMENT

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Synoptic assessment is a feature of this qualification and it requires learners to use an appropriate selection of their skills, knowledge and understanding, acquired through all of the units that make up their qualification, in an integrated way and apply them to a key task or tasks.

This helps learners to develop their appreciation and understanding of the connections between the different elements of learning in this qualification to help make their curriculum meaningful and better prepare them for employment in the digital media sector, please see Section 6 of the centre handbook for more detail.

Links between this unit and other units:

Unit 1, Digital media and emerging technologies

Unit 2, Principles of concept design and pre-production

## MEANINGFUL EMPLOYER INVOLVEMENT – A REQUIREMENT FOR TECHNICAL CERTIFICATE QUALIFICATIONS

The minimum amount of employer involvement must relate to at least one or more of the elements of the mandatory content. This unit is mandatory in the Level 2 Cambridge Technical Diploma in Digital Media.

This qualification has been designed to be recognised as a Technical Certificate in performance tables in England. It is a requirement of this qualification for centres to secure employer involvement through delivery and/or assessment of the qualification for every learner.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the Qualification Centre Handbook (Section 5, Involving employers in teaching, learning and assessment) for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement – eligible activities	Suggestion/ideas for centres when delivering this unit
Students undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	Centres could contact local film/radio production companies (such as the BBC, Warp, Sheffield Live!) to secure a whole group practical workshop presentation at the company or daily/weekly internship to support skills development when developing ideas for moving image and audio products.
Students undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	A digital media company provide a 'real world' brief for students to design and create a prototype product.
Students take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	A visiting speaker from a digital media organisation, such as a producer or camera person, can deliver a lecture on the tasks they perform when creating a new product.
Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a student's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	Centres could ask professionals to provide feedback on learners' work as part of the screen test/feedback element of the unit. This would give them feedback against the brief and contribute to the element of report writing and suggestions for revisions to the final product.

You can find further information on employer involvement in the delivery of qualifications in the following documents:

- [Employer involvement in the delivery and assessment of vocational qualifications](#)
- [DfE work experience guidance](#).

To find out more

**[ocr.org.uk/digitalmedia](https://ocr.org.uk/digitalmedia)**

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

Alternatively, you can email us on **[vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)**



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