

Cambridge TECHNICALS LEVEL 2

# DIGITAL MEDIA

Cambridge  
TECHNICALS  
2016

## Unit 7

Using special and visual effects for  
moving image content

L/616/9371

Guided learning hours: 60

Version 1 March 2018

## LEVEL 2

### UNIT 7: Using special and visual effects for moving image content

L/616/9371

**Guided learning hours:** 60

**Essential resources required for this unit:** Video camera, sound recording equipment, non-linear editing software (e.g. Adobe Premiere Pro), sound editing software (e.g. Audacity) and special effects software (e.g. Adobe After Effects).

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

#### UNIT AIM

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Special and visual effects are used in all successful moving image and audio products to engage audiences.

In this unit you will research the different types of special and visual effects that can be used to enhance moving image and audio production. You will then use professional software to apply techniques to existing products in order to show your understanding and evaluate the difference that enhancement using special and visual effects has made to the product in terms of audience engagement and marketability.

## 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. Understand the special and visual effects that can be applied to moving image and audio productions</p>                            | <p>1.1. Moving image effects, i.e.</p> <ul style="list-style-type: none"> <li>• moving image special and visual effects (e.g. titles and graphics, transitions, spectacle, CGI backgrounds and green screen technologies, wirework, animatronics, character design)</li> <li>• how moving image special and visual effects can be used to create meaning (e.g. connotations)</li> </ul> <p>1.2. Audio effects, i.e.</p> <ul style="list-style-type: none"> <li>• audio special and sound effects and manipulation (e.g. diegetic and non-diegetic to include stings, motifs, jingles, incidental music, foley effects, sound effects, dialogue, narration)</li> <li>• how audio enhancement and effects can be used to create meaning (e.g. connotations)</li> </ul>  |
| <p>2. Be able to apply special and visual effects in moving image and audio productions using specialist software for a client brief</p> | <p>2.1 To select and apply the appropriate effects to moving image and audio products considering, i.e.</p> <ul style="list-style-type: none"> <li>• the client's requirements</li> <li>• impact of product on target audience</li> <li>• effectiveness of product for purpose</li> <li>• the product type being enhanced (e.g. TV, film, promo, advert)</li> </ul> <p>2.2 Enhance and edit moving image products in video software environments for a purpose using, i.e.</p> <ul style="list-style-type: none"> <li>• timelines</li> <li>• techniques (e.g. colour manipulation, lighting effects, filters, transition effects, titles and graphics)</li> <li>• styles and atmosphere (e.g. weather, black and white, sepia)</li> <li>• animation (e.g. moving titles, logos, idents, tracking, mapping)</li> <li>• CGI (e.g. explosions, green screen)</li> </ul> <p>2.3 Enhance and apply audio dubbing techniques in audio software environments for a purpose using, i.e.</p> <ul style="list-style-type: none"> <li>• timelines and multi-tracks</li> <li>• mixing and pitch techniques (e.g. reverb, de-esser, equaliser, amplify, fade, wah wah, reverse, hard-limiting, mono/stereo)</li> </ul> |

| Learning outcomes   | Teaching content   |
|---|--|
| The Learner will:   | Learners must be taught:   |
| 3. Be able to export special and visual effects in moving image and audio production software                                   | 3.1. Export product, i.e. <ul style="list-style-type: none"> <li>• video export properties</li> <li>• audio export properties</li> <li>• distribution</li> <li>• platforms and devices</li> </ul>  |
| 4. Be able to review the chosen special and visual effects used for the moving image and audio product to meet the client brief | 4.1. Considerations for a review of video enhancements made to a product, i.e. <ul style="list-style-type: none"> <li>• purpose</li> <li>• audience</li> <li>• distribution</li> <li>• platforms and devices</li> </ul> 4.2. Considerations for a review of audio enhancement made to a product, i.e. <ul style="list-style-type: none"> <li>• purpose</li> <li>• audience</li> <li>• distribution</li> <li>• platforms and devices</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. Understand the special and visual effects that can be applied to moving image and audio productions                            | <b>P1:</b> Describe different types of special and visual effects and enhancements used in editing an existing moving image and audio product   | <b>M1:</b> Explain how special effects and enhancements are used to create meaning in moving image and audio products                                |   |
| 2. Be able to apply special and visual effects in moving image and audio productions using specialist software for a client brief | <p><b>P2:</b> Apply special and visual effects within non-linear editing environments to footage of an existing moving image and audio product</p> <p><b>P3:</b> Apply audio enhancement within non-linear editing environments to the soundtrack of an existing moving image and audio product</p> | <b>M2:</b> Apply different types of visual, special effects and audio enhancements within non-linear editing environments to make a specified change |   |
| 3. Be able to export special and visual effects in moving image and audio production software                                     | <p><b>P4:</b> Export the special and visual effects that have been applied to footage of an existing moving image and audio product</p> <p><b>P5:</b> Export the audio enhancements that have been applied to the soundtrack of an existing moving image and audio product</p>                      |  | <b>D1:</b> Optimise and export the special and visual effects and audio enhancements in an existing moving image and audio product in the correct file format based on clients' requirements and chosen distribution channel. |

| LO  | Pass  | Merit  | Distinction   |
|---|---|--|---|
| 4. Be able to review the chosen special and visual effects used for the moving image and audio product to meet the client brief | <p><b>P6:</b> Review the use of chosen special and visual effects on a moving image and audio product in the light of clients' requirements</p> <p><b>P7:</b> Review the use of chosen audio enhancements on the soundtrack of a moving image and audio product in the light of clients' requirements</p> | <b>M3:</b> Identify alternative options considered and justify the reasons for discounting them from your products | <b>D2:</b> Evaluate what may be done differently in future products |

## ASSESSMENT GUIDANCE

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 Understand the special and visual effects that can be applied to moving image and audio productions

This LO is about learners knowing about the different visual and special effects that can be applied to a moving image and audio product.

**P1:** Learners must describe different types of visual, special and audio effects and techniques that can be used to enhance products containing both moving image and audio products. The different types must include at least three effects (any combination of special, visual and/or audio). Evidence can be in the form of a written report, presentation, a video of presenting the information to an audience, or an information guide.

**M1:** The learners must explain how the use of the tools and techniques described in P1 create meaning for the audience. Evidence can be in the form of a written report, presentation, a video of presenting the information to an audience, or an information guide.

**LO2 Be able to apply special and visual effects in moving image and audio productions using specialist software for a client brief**

This LO is about the learners using the tools and techniques from LO1 to practically apply visual and special effects to a moving image and audio product that they produce.

**P2:** The learners must apply special and visual effects to a moving image product of their choice. Learners are required to select and apply appropriate special and visual effects from the specification to enhance a moving image and audio product. The evidence for this LO is the actual special and visual effects being applied to a moving image and audio product. Supporting documents, such as annotated screenshots or screen videos, showing the special and visual effects being applied to the footage in non-linear software can be supplied to illustrate the tools and techniques used.

**P3:** The learners must apply audio enhancements to the soundtrack of a moving image and audio product of their choice. Learners are required to select and apply appropriate audio enhancements from the specification to enhance a moving image and audio product. The evidence for this LO is the actual audio enhancements being applied to a moving image and audio product. Supporting documents, such as screenshots or screen videos, showing the audio enhancements being applied to the soundtrack in non-linear software can be supplied to illustrate the tools and techniques used.

**M2:** The special and visual effects and audio enhancements to a moving image and audio product of the learner's choice must make a specified change to the meaning of some original footage and soundtrack. Learners are required to select and apply appropriate effects from the specification to enhance a moving image and product. The evidence for this LO is the actual effects being applied to a moving image and audio product. Supporting documents, such as screenshots or screen videos, showing the changes the chosen special and visual effects and audio enhancements made to the footage and soundtrack in non-linear software can be supplied to illustrate the tools and techniques used.

**LO3 Be able to export special and visual effects in moving image and audio production software**

This LO is about the learners being able to export the special and visual effects so that they are applied correctly in the final format of the moving image and audio product that they produce.

**P4:** The learners should export the special visual effects applied so that they work fully on a moving image and audio product. The evidence for this is the final moving image and audio product with supporting documentation showing the export process.

**P5:** The learners should export the audio effects applied so that they work fully on a moving image and audio product. The evidence for this is the final moving image and audio product with supporting documentation showing the export process.

**D1:** The learners should show that the effects applied have been optimised so that their moving image and audio product can be viewed effectively through an appropriate distribution channel. Evidence for this is the final moving image and audio product together with supporting documentation showing the optimisation process being used.

**LO4 Be able to review the chosen special and visual effects used for the moving image and audio product to meet the client brief.**

This LO is about the learners showing that they have made intelligent decisions about the effects that they have applied to their digital media product and how the product has been enhanced as a result.

**P6:** The learners must review the special and visual effects applied to the footage of a moving image and audio product and justify how these make the product more effective for the client. Evidence could be in the form of written report, annotated screenshots, presentation or video/audio report justifying the decisions.

**P7:** Learners must review the audio enhancements applied to the moving image and audio product and justify how these make the product more effective for the client. Evidence could be in the form of written report, annotated screenshots, presentation or video/audio report justifying the decisions.

**M3:** Learners must identify alternative enhancements that could have been applied to the moving image and audio product and justify the reasons for discounting them. Possible reasons may include not realising conventions or lack of apparent meaning for audiences. Evidence could be in the form of written report, annotated screenshots, presentation or video/audio report.

**D2:** Learners must evaluate what they may do differently in terms of applying enhancements to the moving image and audio product they have made. They may build on P6, P7 and M3.



## 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

Unit 6, Moving image industry – products and audiences

## 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 adding visual and special effects to moving image and audio products. |
| Students undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).  | Centres could secure a whole group presentation at the school/college to support specific LOs (such as working within non-linear timelines in different software) for the specific unit.   |
| 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.  | Centres could secure a whole group master class at the school/college to support specific LOs (such as 'adding special effects in Premiere'). This could include the decisions that they take regarding which effects to apply and how to apply them.  |
| 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 evaluation. This would give them feedback against the brief and contribute to the element of report writing.  |

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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