

Cambridge TECHNICALS LEVEL 2

DIGITAL MEDIA

Cambridge
TECHNICALS
2016

Unit 8

Creating moving image products

T/616/9350

Guided learning hours: 60

Version 1 March 2018

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Guided learning hours: 60

Essential resources required for this unit: Camera equipment, sound recording equipment, editing software, audio editing software

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

This unit is to be assessed at the end of the learning programme. While carrying out tasks for the summative assessment activity, learners will draw on their skills, knowledge and understanding acquired through other units.

UNIT AIM

Moving image and audio products are produced across all media sectors for many different purposes.

By completing this unit you will gain knowledge about the different types of moving image and audio products, their different purposes and target audiences and the production techniques that are used to create them. You will also build on your planning skills to produce industry standard pre-production documentation to create a moving image and audio product for a set brief or a client. In addition, you will learn how to use cameras, lighting and sound recording equipment to film the product.

You will film your product, and once your product is filmed you will learn how to edit the footage and apply sound editing techniques to create a final export. In order to review your finished product, you will gain feedback from your client and evaluate your learning.

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 create a proposal with sample materials for an original moving image and audio product to a client brief</p>	<p>1.1 Requirements for consideration for an original moving image and audio product, i.e.</p> <ul style="list-style-type: none"> • purpose (e.g. inform, promote, educate) • target audience (e.g. age, gender, income) • genre (e.g. film, TV programme, advertisement) • scheduling/distribution (e.g. primetime, online, TV) • personnel (e.g. camera operator, presenter, editor) • equipment (e.g. DSLR, video camera, boom microphone) • budget (e.g. personnel, equipment, actors, client's given budget) <p>1.2 How to use and apply style, house-style, theme and genre to different moving image and audio products, i.e.</p> <ul style="list-style-type: none"> • film genres (e.g. horror, action) • TV genres (e.g. documentary, soap) • advertising (e.g. commercial, public service) <p>1.3 How to use and apply codes and conventions to different moving image and audio products, i.e.</p> <ul style="list-style-type: none"> • use of titles and graphics (e.g. credits, logos) • use of soundtrack and music (e.g. voiceover, jingles) • genre conventions of mise-en-scène (e.g. location, set design, props, iconography, colours, characters, presenters, acting gesture) • genre conventions of camerawork and editing techniques (e.g. transitions, special effects, shot types) • production techniques - mise-en-scène, camerawork, editing, sound, sound design, sound editing, special effects. <p>1.4 How to develop and use sample planning materials, i.e.</p> <ul style="list-style-type: none"> • moodboard • mindmap • annotations of the brief • analysis of similar products as examples

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
<p>2. Be able to develop, review and plan documentation for the production of a moving image and audio product to meet a client brief</p>	<p>2.1 How to develop and review a proposal to show understanding of a client brief, i.e.</p> <ul style="list-style-type: none"> • purpose (e.g. inform, entertain) • target audience (e.g. gender, age) • concept (e.g. narrative, synopsis) • genre (e.g. horror) • scheduling/distribution (e.g. channel, time, online) • settings (e.g. locations for filming, studio) • personnel (e.g. job roles) • equipment (e.g. DSLR) • budget (e.g. cost of travel) • outlining of legal and ethical and regulatory issues (e.g. Ofcom, BBFC, ASA, copyright, intellectual property, PRS) <p>2.2 How to develop and review a screenplay/script, i.e.</p> <ul style="list-style-type: none"> • synopsis • use of industry formats (e.g. script conventions) <p>2.3 How to develop and review a storyboard/animatic, i.e.</p> <ul style="list-style-type: none"> • drawing or scene content • camera shot type and movement annotations • timings • key editing techniques • key sound effects <p>2.4 How to develop and review pre-production documentation, i.e.</p> <ul style="list-style-type: none"> • reces and risk assessments • production schedules and workplans to include key milestones and contingency plans • call sheets and actor release forms • copyright permission forms • location permission form
<p>3. Be able to produce a moving image and audio product to meet a client brief</p>	<p>3.1 How to use production equipment, i.e.</p> <ul style="list-style-type: none"> • follow safe working practices • follow pre-production material • set up and operate camera, lighting and sound equipment • shoot footage on a video camera according to genre conventions • record sound and sound effects (e.g. record dialogue, foley sound, music) <p>3.2 How to log footage, i.e.</p> <ul style="list-style-type: none"> • test footage evaluation (e.g. to check suitability) • log footage/take record of footage from each camera • sample of footage (e.g. basic rushes) <p>3.3 How to review and source assets, i.e.</p> <ul style="list-style-type: none"> • stock images and footage • music and sound effects

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
<p>4. Be able to edit a moving image and audio product to meet a client brief</p>	<p>4.1 How to import footage into editing software, i.e.</p> <ul style="list-style-type: none"> • set up a project file • name project files and apply version control procedures • import footage, checking properties and settings are suitable for the project file and purpose/distribution of the product • rename footage <p>4.2 How to create an offline edit, i.e.</p> <ul style="list-style-type: none"> • create a basic edit decision list • create an offline edit • get initial client feedback on offline edit and make agreed changes <p>4.3 How to add visual and special effects, i.e.</p> <ul style="list-style-type: none"> • titles and graphics • transitions • colour and lighting correction <p>4.4 How to apply sound editing techniques, i.e.</p> <ul style="list-style-type: none"> • add sound effects and music • adjust audio levels using project software • ensure soundtrack reflects genre and purpose <p>4.5 Export the final moving image and audio product, i.e.</p> <ul style="list-style-type: none"> • export the final product in an appropriate format
<p>5. Be able to review own skills and the final moving image and audio product to meet a client brief</p>	<p>5.1. How to evaluate the product, i.e.</p> <ul style="list-style-type: none"> • based on feedback (e.g. strengths and weaknesses) • against brief and purpose (e.g. have the purpose and client requirements been met) <p>5.2. How to evaluate own skills, i.e.</p> <ul style="list-style-type: none"> • strengths • areas for improvement • how using different skills and techniques could enhance a product

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 create a proposal with sample materials for an original moving image and audio product to a client brief	<p>P1: Create a proposal that outlines ideas for an original moving image and audio product to meet a client brief</p> <p>P2: Create sample planning materials to support the proposal</p>	M1: Justify the codes and conventions and production techniques to be used in the intended moving image and audio visual product to meet a client brief	
2. Be able to develop, review and plan documentation for the production of a moving image and audio product to meet a client brief	P3: Develop and review planning and pre-production documentation that reflects the purpose and genre of a moving image and audio product	M2: Identify and address legal and ethical issues for the intended moving image and audio media product	
3. Be able to produce a moving image and audio product to meet a client brief	P4: Record footage that reflects the purpose of the moving image and audio product	M3: Record footage that reflects the genre and conventions of the moving image and audio product	
4. Be able to edit a moving image and audio product to meet a client brief	P5: Produce an offline edit of the moving image and audio product	M4: Apply visual and special effects to the moving image and audio product and export the moving image and audio product	D1: Apply sound editing techniques to enhance the moving image and audio product
5. Be able to review own skills and the final moving image and audio product to meet a client	P6: Explain strengths and/or weaknesses in the final moving image and audio product		D2: Evaluate how using different skills and techniques could enhance the final moving image and audio product

LO	Pass	Merit	Distinction
brief	P7: Review how skills and techniques were applied to support the development of the final moving image and audio product		

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 Be able to create a proposal with sample materials for an original moving image and audio product to a client brief

This LO is about learners knowing about the different types of moving image and audio products made by different media industries, their purposes, audiences and conventions.

P1: The learners must create a proposal that outlines ideas for an original moving image and audio product to meet the client brief. This can be in the form of a treatment that demonstrates understanding and knowledge of the brief, purpose of the product and target audience.

P2: The learners must create sample material such as mindmaps, moodboards, and annotations of the client brief or other similar products to demonstrate ideas.

M1: The learners must discuss the codes and conventions and production techniques used within a range of different moving image and audio products. This can build upon the work produced for P2 by learners explaining how the choice of initial ideas influenced their work. This could be evidenced in a written report.

LO2 Be able to develop, review and plan documentation for the production of a moving image and audio product to meet a client brief

This LO is about the learners using research from LO1 to develop plans for the production of a moving image and audio product for a specified purpose and audience.

P3: The learners must develop and review planning and pre-production material for the production of a moving image and audio product that discusses genre conventions and purpose. The evidence for this could be in the form of mind maps, mood boards and supporting written report or presentation.

M2: Legal and ethical issues are identified and addressed for the intended moving image and audio media product. This should cover any regulatory issues around scheduling and content, and any issues about copyright and the use of intellectual property. Ethical issues could also include issues of representation and offence to members of the target audience. The evidence for this could be in the form of written report.

LO3 Be able to produce a moving image and audio product to meet a client brief

This LO is about the learners being able to record footage and sound so that they are able to produce a moving image and audio product.

P4: The learners should record footage that reflects the purpose for the planned moving image and audio product.

M3: In addition to P3, learners should record footage that reflects the codes and conventions of the genre for the planned moving image and audio product.

The evidence for these should be in the form of the sourced assets; recorded footage, vlog, annotated screen shots, screen recordings.

LO4 Be able to edit a moving image and audio product to meet a client brief

This LO is about the learners creating an offline edit and 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.

P5: The learners should produce an offline edit of the moving image and audio product. The evidence for this is the final moving image and audio product without enhancements, together with supporting documentation, such as screenshots and an explanation.

M4: The learners should apply visual and special effects to the offline edit 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, detailing visual and special effects applied.

D1: The learners should apply sound editing techniques so that the soundtrack of the moving image and audio product produced has been enhanced. Evidence for this is the final moving image and audio product together with supporting documentation showing the sound editing techniques and processes being used.

LO5 Be able to review own skills and the final moving image and audio product to meet a client brief

This LO involves learners gaining and reviewing feedback from the client and audience on their final moving image and audio product. Learners should use the feedback to review the final outcomes of the moving image and audio product. Learners will also review their own skills developed throughout completion of all units within this qualification and how these have impacted on the product development.

P6: Learners must explain strengths and/or weaknesses in the final moving image and audio product. They must explain why elements are strengths and the benefits they bring and/or explain why elements are weaknesses, how they impact on the product and give suggested improvements for development. Evidence could be in the form of a written report or vlog or annotations.

P7: Learners must review the skills, knowledge and understanding they have developed throughout the completion of the units within this qualification. They must identify how they have used the skills, knowledge and understanding to support the development of the final moving image product, evidencing how they have used their learning from other units to influence their work on the development of this final product. This should include areas such as planning, creation and production, special and visual and audio effects and editing in post-production. The model assignment for this unit identifies the opportunities for assessing the synoptic links. This review serves as a conclusion to the learner's programme of learning. Evidence could be in the form of a written report, blog, vlog or podcast.

D2: Learners must review outcomes from P7 to evaluate how using different skills and techniques they have learned across the qualification could enhance the final moving image and audio product. The evaluation must conclude with what impact any enhancement the learner suggests would have on the final moving image and audio product. Learners could refer to skills and techniques they used and how they could be used in a different way, as well as considering those they did not use. Evidence could be in the form of a written report, vlog or podcast.

SYNOPTIC ASSESSMENT

This unit acts as a synoptic unit within the Level 2 Cambridge Technical Diploma in Digital Media, Digital content for media products pathway and requires learners to draw on their skills, knowledge and understanding developed through this qualification.

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

Unit 7, Using special and visual effects for moving image content

Unit 9, Pitching advertising concepts

Unit 10, Developing digital media portfolios

MEANINGFUL EMPLOYER INVOLVEMENT – A REQUIREMENT FOR TECHNICAL CERTIFICATE QUALIFICATIONS

These qualifications have been designed to be recognised as Technical certificates in performance tables in England. It is a requirement of these qualifications for centres to secure employer involvement through delivery and/or assessment of these qualifications for every learner.

The minimum amount of employer involvement must relate to at least one or more of the elements of the mandatory content (this unit is a mandatory unit in the Moving image and audio content for media products pathway), although we encourage you to find ways to engage with employers for other units as well.

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 Handbook 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 recording and editing footage and sound.
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 planning and preproduction skills LO2) 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’ for LO4) for the specific unit.
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 review element of the unit (LO5). This would give them feedback against brief and contribute to the element of report writing and suggestions for revisions to the final production.

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

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

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



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