

Cambridge TECHNICALS LEVEL 2

DIGITAL MEDIA

Cambridge
TECHNICALS
2016

Unit 8

Creating moving image products

Model assignment - Synoptic Assessment

T/616/9350

Guided learning hours: 60

Version 1 March 2018

Contents

Guidance for tutors on using this assignment	3
General	3
Before using this assignment to carry out assessment	3
When completing the assignment	4
After completing the assignment	7
Reworking the assignment	7
Modifying the model assignment	7
General information for learners	8
Assignment for learners	10
Scenario	10
The tasks	11
Task 1: Create a proposal for an original moving image and audio product to a client brief	11
Task 2: Produce pre-production documentation for a moving image and audio product.	12
Task 3: Record material for a moving image and audio product.	13
Task 4: Edit video and sound for a moving image and audio product.	14
Task 5: Review own skills and the final moving image and audio product.	15
Evidence Checklist	16

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.

ALL THESE MATERIALS MAY BE PHOTOCOPIED. Any photocopying will be done under the terms of the Copyright Designs and Patents Act 1988 solely for the purposes of assessment.

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 a moving image and audio product 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 the digital video editing and audio software at the centre to practise their editing skills as part of formative assessment. This can allow learners to become familiar with any software that they intend to use for their summative assessment and to practise technical skills.

Learners may choose which type of moving image and audio product they want to produce for this unit. Therefore, assessment should reference how learners have used their knowledge to produce a specific format that will meet the requirements of the assignment brief. Please see the scenario on page 10.

Resources to complete the tasks

Access to digital video equipment such as HD DSLRs and prosumer cameras is required. Centres will also need to provide sound recording equipment such as shotgun microphones, boom poles and headphones. Centres should provide professional video editing and special effects software for the post-production stage of creating the moving image and audio product.

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

As there are resource requirements for this assignment, every learner will need access to the following resources for the specific tasks:

- For Task 1 you will need access to the internet for research and a PC/Mac for word processing.
- For Task 2 you will need access to industry standard pre-production documentation.
- For Task 3 you will need access to video recording equipment such as a DSLR and tripods, and sound recording equipment such a separate microphone or audio recorder. You will also need access to the internet to source assets.
- For Task 4 you will need access to digital video editing and digital audio software.
- For Task 5 you will need access to a projector for showing the final product to the client, PC/Mac for word processing and the internet to access online survey software.

Health and Safety and the use of resources

As part of Task 2 learners will need to use industry standard templates that demonstrate learners understand professional health and safety practices involved in the production of moving image and audio products. 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.

Time

You should plan for learners to have 10–20 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, against each of the tasks we've given an indication of how long it should take.

Learners can produce evidence in several sessions:

Task 1: This task requires learners to produce a proposal and sample planning material. This could be evidenced through a treatment or report. The planning materials can be hand drawn and scanned in or produced on the computer and uploaded digitally.

Task 2: This task requires learners to create planning documentation for the creation of the original moving image and audio product that meets the requirements of the scenario. This should include an interpretation of the client brief, a proposal, treatment, as well as an exploration of the genre codes and conventions, a storyboard, a script, hand drawn or uploaded digitally. Recce and risk assessments documentation must also be included. Evidence of understanding the scheduling and distribution of the product should be included in the form of the proposal. Industry standard storyboards and scripts will be included as part of the planning portfolio.

Legal and ethical issues must be addressed and relevant permissions and consideration of copyright of non-original assets should be sought before product production commences. Relevant scheduling guidance from Ofcom should be evidenced and linked directly to the requirements of the brief. This section can be evidenced in a short report.

Task 3: This task will enable learners to use their planning materials to create original content for their product. 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 could be provided in the form of a production diary with photographs and explanations.

The footage and any recorded audio should be reviewed with decisions taken whether or not to use the material in the product.

It is important that the footage and audio recorded adheres to generic codes and conventions of the specific product within the context of the scenario, and this can be evidenced by the learner through annotated video or stills or a short report.

Task 4: This task will enable learners to edit, evaluate and log the content from the production stage of their media product. Early logs and processes must be evidenced by the production of either paper based or digital edit logs.

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

A final edit must be produced. Visual effects and transitions should be applied to the moving image and audio product and these could include filters, colour correction, wipes, cross-dissolves, fades, titles and graphics. This will be evidenced in the final product and through screen shots of the tools used.

Task 5: This task 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.

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. 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 and audio 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.

Learners must 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.

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.

It is a requirement that the final moving image and audio file is exported and submitted in a physical format or can be played as a digital file on a laptop that runs Microsoft Windows or Apple operating systems by the moderator. Videos can be submitted in DVD format, but must be playable on domestic DVD players. Audio evidence should be exported in a file format appropriate to the brief (e.g. mp4 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 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 xxx' or 'Your evidence must include a xxx'. When we do not prescribe the format, we say 'You could include a report or presentation on xxx'. Please look out for this and make sure learners realise that we have prescribed the format for some 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 Section 8 'Internal Assessment', in the qualification handbook.

Group work

This assignment has not been written to include group work. If you plan to ask learners to work in a team to complete work for assessment, you need to determine at which point in an assessment task learners can work together.

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 because evidence of team working skills is not required by the unit. 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 materials/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 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 8: Creating moving image products

Scenario

Entry for 'UK Place of the Year' competition!

You are working as an intern for a local video production company. The company has been asked by the local council to produce a video of between 1 and 3 minutes that can be used to contribute to the marketing of your local town or city, in their bid to enter 'UK Place of the Year' competition. The video will celebrate the culture, diversity, creativity, art and music, sport, history or any other unique selling point.

The council has given you a choice of the type of video that you can produce so that you can give your own perspective on why your local town or city should win the competition. You are required to make **one** of the following types of moving image and audio products:

A documentary

This will be a short documentary featuring interviews with a range of people who live and work in the area. It can be about a particular topic e.g. football, music scene, environmental and educational achievements of the town or city.

A talent trailer

This will be a trailer that demonstrates the creative talent within the city. This should be a mixture of different types of creative talents such as artists, singers, writers, filmmakers, sports professionals, actors and DJs.

A commercial advertisement

This advert will feature a range of different commercial activities that would contribute to the unique selling point of the area. It may feature footage of shopping areas, cafes and restaurants, parks, colleges, places of entertainment such as a skate park, ice rink or cinema.

The council would like to distribute the moving image and audio online, so it can be shared on their website and across social media to increase exposure of the entries for the competition. The final moving image and audio product will therefore need to be exported in an appropriate format.

The tasks

Task 1: Create a proposal for an original moving image and audio product to a client brief

(This task should take between 1 and 4 hours.)

Learning Outcome 1: Be able to create a proposal with sample materials for an original moving image and audio product to a client brief.

Your task is to:

- Create a proposal for one of the options outlined in the model assignment brief
- Create sample planning materials to demonstrate which option you have chosen and your initial ideas

Task 1: Grading criteria

Pass	Merit	Distinction
P1: Create a proposal that outlines ideas for an original moving image and audio product to meet a client brief	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	
P2: Create sample planning materials to support the proposal		
Evidence		
<p>A written proposal should be produced that outlines the idea, the purpose, the audience for the chosen moving image and audio product to meet the client brief.</p> <p>P1</p> <ul style="list-style-type: none"> • You must produce a proposal of your concept and final idea for your documentary, talent trailer or advertisement. • A treatment can be produced that provides a synopsis of the product, genre, target audience, scheduling and distribution, locations to be used, key equipment, production roles and genre and production conventions (locations, props, camerawork, editing techniques, music). <p>P2</p> <ul style="list-style-type: none"> • You must produce sample planning materials that demonstrate you have understood the client brief and can communicate your ideas. Evidence for this can include mindmaps, moodboards, annotations of the client brief and use of existing products to demonstrate understanding of production codes and conventions. <p>M1</p> <ul style="list-style-type: none"> • In addition to P1 and P2, you must produce a written report that justifies the choice of codes and conventions you have discussed in the proposal and planning materials. This can reference existing products to support your choices made. <p>Evidence of how you have used your learning from:</p> <ul style="list-style-type: none"> • Unit 1 to aid the selection of hardware and software technologies for use within your proposal. Why you have selected what you have? • Unit 2 to support the development of your sample planning materials used in your proposal • Unit 6 to support your research activities and your decision making when considering the requirements of the brief and choosing your genre for the proposed moving image and audio product • Unit 7 to support your decisions when selecting the different types of effects and production techniques for your proposed moving image and audio product • Unit 9 to support your decision making process in selecting and justifying the codes and conventions proposed for use in your moving image and audio product. 		

Task 2: Produce pre-production documentation for a moving image and audio product.

(This task should take between 1 and 3 hours.)

Learning Outcome 2: Be able to develop, review and plan documentation for the production of a moving image and audio product to meet a client brief.

Your task is to:

- Create planning materials to demonstrate understanding of industry documentation
- Identify legal and ethical issues associated with the production of the chosen product.

Task 2: Grading criteria

Pass	Merit	Distinction
<p>P3: Develop and review planning and pre-production documentation that reflects the purpose and genre of the moving image and audio product</p>	<p>M2: Identify and address legal and ethical issues for the intended moving image and audio media product</p>	
<p>Evidence</p>		
<p>A written proposal and pre-production documentation should be produced that fully communicates the idea and knowledge of issues of legislation and regulation using industry standard formats.</p> <p>P3</p> <ul style="list-style-type: none"> • Produce pre-production documentation as relevant to your proposal and sample planning material. <p>M2</p> <ul style="list-style-type: none"> • In addition to P3, you must identify on your proposal or in a separate written report how you have addressed the relevant legal and ethical considerations. <p>Evidence of how you have used your learning from:</p> <ul style="list-style-type: none"> • Unit 2 to support the development and review of your pre-production documentation. How did this learning support your decision to use the materials that you have and why have you chosen those for your proposal, to meet the client brief? • Unit 10 to support you in developing your planning schedules and pre-production documentation. How did the information around the industry job roles and different types of skills requirements help with your decision making? 		

Task 3: Record material for a moving image and audio product.

(This task should take between 3 and 5 hours.)

Learning Outcome 3: Be able to produce a moving image and audio product to meet a client brief

Your task is to:

- Record appropriate material for the chosen brief
- Source appropriate assets for the chosen brief.

Task 3: Grading criteria

Pass	Merit	Distinction
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	
Evidence		
<p>You should source assets, record and log footage and sound reflecting conventions.</p> <p>P4</p> <ul style="list-style-type: none"> • Follow safe working practices when filming. This can be evidenced through the use of a production diary including photos that show setting up of relevant equipment. • Record footage that is fit for purpose for the chosen product. This can be evidenced through production of basic rushes and the final product. The rushes will be evidenced in the production of a footage log. • You must source assets for use in the chosen product that meet the purpose. <p>M3</p> <ul style="list-style-type: none"> • In addition to P4, you must record material that reflects the genre and conventions of the moving image and audio product. • This can be evidenced through production of basic rushes and the final product, to be supported with evidence (e.g. vlog, annotated screen shots, screen recordings) that demonstrate how your material reflects the appropriate genre and conventions. <p>Evidence of how you have used your learning from:</p> <ul style="list-style-type: none"> • Unit 1 to aid the selection of hardware and software technologies used in the generation of your original content for your moving image and audio product. Why did you decide to use what technologies you did and how successful were they in developing the product? • Unit 2 in solving any health and safety issues. How did this learning support your decision making process during the production process? • Unit 6 to support the sourcing and creating of assets. How did this help with your decision making processes and support you skills and techniques in creating them? • Unit 10 to support your decision making processes during the production process. How did the information around the industry job roles and different types of skills requirements help with your decision making. 		

Task 4: Edit video and sound for a moving image and audio product.

(This task should take between 3 and 5 hours.)

Learning Outcome 4: Be able to edit a moving image and audio product to meet a client brief

Your task is to:

- Import footage
- Off line edit video and sound to produce the final product
- Apply visual, special and/or sound effects.

Task 4: Grading criteria

Pass	Merit	Distinction
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
Evidence		
<p>You should edit footage and sound that reflects the purpose of the chosen product.</p> <p>Your evidence must include:</p> <ul style="list-style-type: none">• Annotated screenshots and explanations of tools and techniques used.• An offline edit• Screenshots or other evidence of the final exported audio visual product. <p>Evidence of how you have used your learning from:</p> <ul style="list-style-type: none">• Unit 1 to make decisions about the exporting requirements of your final moving image and audio product. How have you used this information and did you make the right choices?• Unit 7 to support your decisions when importing and editing footage for your moving image and audio product. Why did you use the editing techniques in your post-production processes, what impact did these have on your final product?		

Task 5: Review own skills and the final moving image and audio product.

(This task should take between 2 and 3 hours.)

Learning Outcome 5: Be able to review own skills and the final moving image and audio product to meet a client brief

Your task is to:

- Review own skills and the moving image and audio product

Task 5: Grading criteria

Pass	Merit	Distinction
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
P7: Review how skills and techniques were applied to support the development of the final moving image and audio product		
Evidence		
<p>Your evidence must be in the form of a written report, blog or vlog, podcast with annotations and include the following:</p> <ul style="list-style-type: none"> • Strengths and weaknesses identified and evaluated based on client and or audience feedback • How the final digital media meets the purpose of and client brief • How using different skills and techniques could enhance a product. <p>Evidence of how you have used your learning from:</p> <ul style="list-style-type: none"> • Unit 6 and 9 to carry out your review. How has your learning supported your decision making, in gaining feedback and evaluating your product and skills used? 		

Evidence Checklist

OCR Level 2 Cambridge Technicals in Digital Media

Unit 8: Creating moving image products

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.
Created a proposal that outlines ideas for an original moving image and audio product to meet a client brief (P1)	
Created sample planning materials to support the proposal (P2)	
Developed and reviewed planning and pre-production documentation that reflects the purpose and genre of a moving image and audio product (P3)	
Recorded footage that reflects the purpose of the moving image and audio product (P4)	
Produced an offline edit of the moving image and audio product (P5)	
Explained strengths and/or weaknesses in the final moving image and audio product (P6)	
Reviewed how skills and techniques were applied to support the development of the final moving image and audio product (P7)	

For Merit have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
Justified the codes and conventions and production techniques to be used in the intended moving image and audio visual product to meet a client brief (M1)	
Identified and addressed legal and ethical issues for the intended moving image and audio media product (M2)	
Recorded material that reflects the genre and conventions of the moving image and audio product (M3)	
Applied visual and special effects to the moving image and audio product and exported the moving image and audio product (M4)	

For Distinction have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
Applied sound editing techniques to enhance the moving image and audio product (D1)	
Evaluated how using different skills and techniques could enhance the final moving image and audio product (D2)	

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**



**Cambridge
Assessment**

OCR
Oxford Cambridge and RSA

OCR is part of Cambridge Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. ©OCR 2018 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office 1 Hills Road, Cambridge CB1 2EU. Registered company number 3484466. OCR is an exempt charity.