



Accredited

OCR LEVEL 2 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN MEDIA

PLANNING AND PRODUCING A MEDIA PRODUCT

LEVEL 2 UNIT 13

VERSION 1 OCTOBER 2013



WHAT CENTRES ARE ASKING ABOUT THE CAMBRIDGE TECHNICALS IN MEDIA

Level 2 Unit 13 - Planning and Producing a Media Product

1. The unit is 60 GLH in total and focuses on two important aspects – planning and production. How would you split the time between these two important themes given the assessment requirements of the unit?

Up to Learning Outcome 3 learners will still be in the planning and pre-production stage so approximately 20 hours should be allocated to planning, and the remaining 40 hours to production.

This weighting is recommended in light of the fact the distinction criteria falls into the production side of the assessment criteria.

2. Do you have any resources that you would use to introduce the key themes in this unit?

Resources that could be used to introduce this unit are mind-mapping tools such as www.spicynodes.org that could be used to show learners how to develop their ideas.

To introduce learners to planning ideas you could use an online storyboard creation tool such as www.storyboardthat.com. To illustrate how the overall production process could be planned you could use a tool such as www.productionminds.com. You can also use www.creativeskillset.org which has overviews and case studies that cover a range of media industry production processes.

3. If taking a project based approach and bolting units together what units could be developed with this unit into an overarching project?

You could make this unit the core of an advertising project where learners design and create a product in unit 10 then produce an advertising campaign that incorporates units 14, 15 and 16 to promote their product. Learners could also combine unit 13 with those suggested in the Delivery Guidance of the Unit Specification.

4. In P1 learners have to generate ideas for an original media product. How could this exercise be organised in a group scenario and how could the individual learner ensure individual and authentic evidence was generated?

In a group scenario you could begin with a starting point such as a provocative newspaper headline. Learners could then brainstorm an idea based on the headline. To ensure that evidence is diverse and authentic you could get learners to generate their ideas according to the codes and conventions of a variety of different genres such as horror or romance and also to produce their ideas for different platforms.

5. In P2 learners have to produce a production plan. Are there any particular industry standards that learners need to be aware of in terms of format and design?

The treatments that learners produce should be word-processed and at least one page of A4. The timescales for production should be in a table or Gantt chart format and clearly identify the dates and times when production will take place. Recces should include the full address of the location where production will take place and what activities will take place in specific parts of the location. If possible, photographs of the location should be included identifying whether the location selected is suitable.

A risk assessment should be in table format, clearly stating what each hazard during the production will be, who will be likely to encounter the hazard, the level of risk that the hazard entails and how the risk can be minimized. Relevant legal and ethical issues could cover permissions for filming and use of copyrighted audio and images.



6. In one of the merit criteria learners are asked to edit the media product they have created. How could they demonstrate evidence of this to the OCR moderator?

Learners could take screen grabs of the editing process and/or get a colleague to record them on a phone or camera carrying out the actual editing process. Learners could also evidence the separate section of the final media product that they have edited through screen grabs and camera recording for instance. Free online screen recording software such as <http://www.screencast-o-matic.com/> and <http://www.screenr.com/> can also be used.

7. Is it better to get all learners to choose their own individual original media product or is it better to give a series of contexts from which learners make an appropriate choice?

It's best to use a combination of both approaches. Initially give learners a series of contexts to start them off. If there are learners who already have a specific idea in mind give them the opportunity to produce their idea.

8. What should my role be in terms of giving feedback to learners during the planning and production of their media product?

Your role as tutor in giving learners feedback should be to advise them where there are any gaps in their evidence that would mean them not meeting the assessment criteria, and then to monitor their work to ensure that the evidence they produce is appropriate. You should also give them feedback as to the fitness of purpose of their product to ensure that they produce a viable media product.

9. Could a client brief approach be developed for this unit where learners have to pitch their ideas for their chosen original media product?

Yes, a client brief could be developed. This would enable learners to get feedback on their ideas and refine them so that their products are fit for purpose.

10. In D1 we are looking for a high standard and quality original media product. Can you give some idea of how these qualitative criteria can be secured. How does this move the learners evidence on from Merit?

Learners having a strong and detailed idea in P1 and P2 can secure these qualitative criteria. The editing techniques that are used should fully show how all the intentions of the production have been met. Learners should use commercial products as a benchmark for the quality of their editing. This moves learners on from M3 by showing their capability to produce an error free edit that is technically and aesthetically pleasing to an audience. Learners could also include a brief commentary regarding the post-production decisions they have made to support the evidencing of these criteria.

11. In M1 we ask that the plan learners produce is detailed and appropriate for their chosen idea. Can you explain a little more about what the moderator will be looking for in relation to these two descriptors?

What a moderator would expect is that the production could be carried out in the time and on the dates specified and with the resources detailed in the plan. With the risk assessment moderators would expect it to be feasible in the sense that it relates fully to the production and all activities detailed can be carried out. The moderator expects all documents to be clearly presented and easily readable.



12. When learners are trying to come up with ideas for their original media product are there any contexts that should be avoided or treated with caution.

Ideas that should be avoided and/or treated with caution are ones that are too lengthy to complete within the guided learning hours given, such as an hour long film or complex videogames and websites. Contexts that involve large amounts of external personnel that may cause difficulties in getting organised should also be avoided, as well as projects that involve impractical locations such as filming on train in underground stations.

13. If the planning taken by learners is excellent but the production element to learners' evidence generation is weak what are the implications for the overall grade they can be awarded?

The implications for this is that learners may only receive the pass grade as to achieve a merit grade all merit criteria must be achieved.

14. Should this unit be tackled at the start or end of the course?

This unit could be tackled at the beginning of the course as it's a good practical introduction to media which should engage the learners by allowing them to develop their creativity and get hands on with media equipment.

Alternatively learners could start with the skills units and then tackle this unit at the end of the course as a way in which to demonstrate the skills they have developed.

15. Our centre has limited access to media and ICT equipment. How would you suggest we tackle this unit?

You could use online production tools. There is a wide range of software that is free to use such as www.pixlr.com for digital imaging, www.wix.com for web design, www.soundation.com for audio production, www.wevideo.com for video production and www.yoyogames.com/studio and www.unity3d.com for 2D and 3D videogame design.

It is recommended though that you plan your delivery of the course based on the resources and expertise that you have available.

16. At our centre we are ICT focussed and we will be working solely on computers in the classroom to create products such as magazines and websites. How can we evidence risk assessments and/or recces in P2 and M1?

To evidence these criteria you could focus on the hazards to equipment that you use, such as liquids near computers. You could also focus on the hazards to the learners, such as incorrect posture when using computers and eye strain due to insufficient breaks. A risk assessment could focus on prevention of these hazards.

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