Cambridge TECHNICALS

OCR LEVEL 3 CAMBRIDGE TECHNICAL

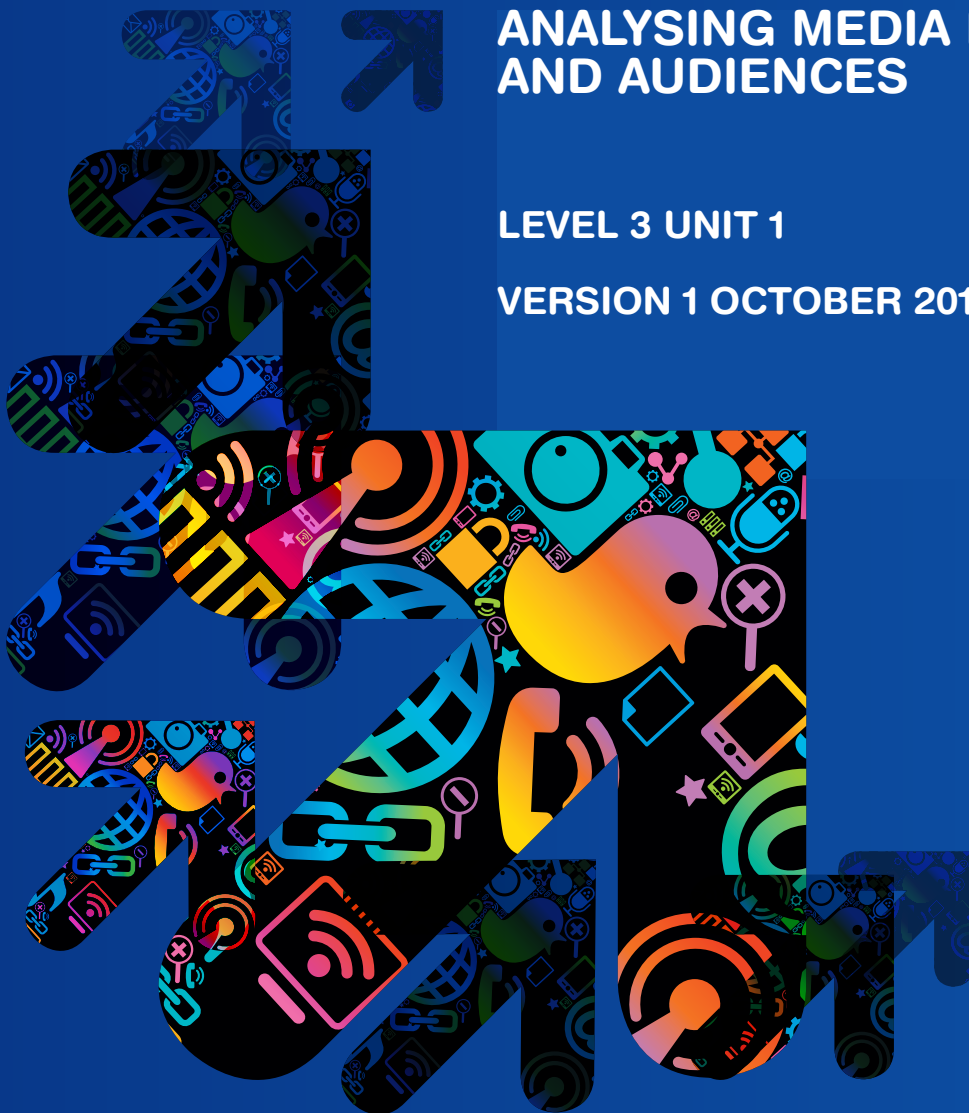## CERTIFICATE/DIPLOMA IN

MEDIA

ANALYSING MEDIA PRODUCTS AND AUDIENCES

LEVEL 3 UNIT 1

VERSION 1 OCTOBER 2013

OCR

WHAT CENTRES ARE ASKING ABOUT THE CAMBRIDGE TECHNICALS IN MEDIA

Level 3 Unit 1 - Analysing Media Products and Audiences

1. Do you recommend I start with the mandatory unit or are there any other delivery possibilities I should consider?

You could consider starting with a unit such as Unit 16 Planning and Pitching an Audio Visual Media Product to get your learners immediately engaged with creative work. You could then follow with the mandatory unit, which would allow your learners to investigate how the production process they have just looked at actually works within the media industry.

You could start with Unit 41 - Production and Post-Production for Film or Unit 14 - Producing a Print Media Product as this gives learners the opportunity to introduce audio-visual and print skills.

2. Can I accommodate Unit 1 into a project based delivery?

Yes you can. For example this unit could be delivered as an information website or as a review section on a film company's website or as an online or hard copy press pack.

3. Do you have any suggestions of media institutions that I could use as a contextual basis for this unit?

You could use media institutions across a range of disciplines that are well known to the learners, which would engage their interest. For example you could choose Rockstar Games who produce the Grand Theft Auto video game series or Eon Productions who produce the James Bond film series. In print production you could choose the Bauer Media Group who produce Heat magazine. In audio production you could choose Def Jam Records who produce artists such as Rihanna and Kanye West.

4. When choosing a suitable context for the unit are there any areas I should be looking to avoid?

You should avoid areas where they would be a grey area in terms of regulation. This would apply to websites where a national regulatory framework does not exist.

Equally when selecting an institution and its associated product it would be advisable to select institutions who have some association with a UK Regulator such as BBFC, Ofcom, Press Complaints Commission (or other relevant body), ASA, PEGI, although this does not limit Centres to the study of UK based institutions. It would be advisable that Centres do not select a media product which has not been released yet as this makes information gathering difficult for learners for Learning Outcome 1.

5. To achieve P1 what kind of detail is OCR looking for in relation to the components listed?

To achieve P1 a) you would be expected to provide full details of the media institution's ownership structure such as who are the board of directors and CEO? Is there a parent company, and who are the individuals and groups that are the major shareholders?

To evidence b) the operating model of the institution, you would be expected to describe the structure of the media institution with a brief description of the departments and how they work together as a media institution to produce its products. A flow diagram is often a useful way to illustrate how the media institution operates, how they do business (Ie what products do they produce), how do they produce them, how they distribute them.

To evidence c) learners need to evidence the products that the institution makes and you would be expected to describe at least three distinct media products made by that institution.

To evidence d) market position, you would need to identify the commercial success of the institution in relation to it's competitors in the market and include information such as the annual profit of the institution and what are its most successful products.

To evidence e) competitors you would need to identify those media institutions which produce competing media products and describe some of the products that rival those of your chosen institution.

6. Should there be a logical flow through the unit? Am I expected to take my initial context and ensure all remaining criteria hang off it?

You do not have to complete the unit in chronological order. For example you could start with the analysis of genre of your chosen media product then go on to investigate the institution that produced it at a later stage. What you must do though is ensure that all the Learning Outcomes for this unit are evidenced through your learners' investigations of the institution and the chosen media product produced by that institution.

7. What format do you recommend learners should adopt for evidence generation in this unit?

Learners should adopt a presentation style format that can easily visualise the required evidence. There are many options to deliver this other than PowerPoint. Online tools such as www.prezi.com, www.gliffy.com, and www.lucidchart.com can be used.

8. Some of my candidates want to work as a group when undertaking research. Is this approach possible for this unit and are there any pitfalls I should watch out for?

It is acceptable for your learners to work as a group when carrying out research but the evidence they generate to meet the assessment criteria must be solely their own. You should watch out for any work that has been submitted by learners that appears to be duplicated across the group. To get around this problem you could have learners work in research groups focussed on a specific genre such as action films and then get them to produce evidence on differing institutions and products.

9. The unit appears quite theoretical in nature. Are there any practical activities I could introduce to bring the content of the unit to life and motivate learners?

To give this unit more of a practical focus you could ask learners to produce their evidence as a documentary film or animation that covers all of the assessment criteria. It may even be possible to combine this unit with Unit 17 Producing an Audio Visual Media Product where the evidence of planning and making a documentary covers Unit 17 and the content covers the mandatory unit as long as the evidence is distinctly evidenced by learners for each unit.

10. What resources could I draw on when delivering the content of this unit?

There are resources such as www.imdb.com that covers TV and film production. You could use www.mobygames.com for videogame production. Print production can be covered using www.magforum.com.

11. If my candidates do not achieve one of the merit criteria in its entirety what are the implications of this for the overall grade that can be awarded?

If your learners do not achieve one of the merit criteria they will only be able to receive a pass grade overall.

12. I am struggling to understand the progression required to move from P2 to D1. Can you provide an example of how the coverage required in P2 could be extended to achieve a successful outcome in D1? What would the evidence look like for example?

In P2 learners are asked to analyse each of the listed individual components. To progress to D1 they would need to show an understanding of how these elements combine to create meaning within the media product as a whole. For example, learners would need to demonstrate an understanding of how the use of CGI has become conventional in the production process of a sci-fi movie as this contributes to the construction of its genre. Learners would also need to demonstrate how media language is combined in the selected media product and how the media producer uses media language to produce a desired meaning for their target audience.

13. M2 and D2 look like they could be achieved through a presentation type activity. Is this permissible and are there any issues in terms of evidence generation that I should be aware of?

A presentation activity is permissible. Learners should be aware that they must clearly analyse all of the components in P3 before moving onto a more detailed analysis at M2 and D2. Any presentation activity should be clearly evidenced with audio or audio-visual evidence, and if working in a group, individual learners' contribution to the presentations should be supported by a witness statement from the tutor.

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