OCR
Oxford Cambridge and RSA

Cambridge **TECHNICALS LEVEL 3**

DIGITAL MEDIA

Unit 3

Create a media product

Cambridge TECHNICALS 2016

D/507/6389

Guided learning hours: 60

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LEVEL 3

UNIT 3: Create a media product

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Essential resources required for this unit:
Recommended software for the production of the following media products are:
Print:
Adobe Photoshop/ Adobe InDesign/ Quark
Audio-visual:
Adobe Premiere/ Final Cut Pro
Audio:
Adobe Audition

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

Media products have a range of different purposes. Whether it is to advertise and promote a product or service, inform an audience of a cause or engage and entertain an audience.

This aim of this unit is for you to develop knowledge and understanding of the production processes for producing one of the following media products:

- print-based
- audio-visual
- audio

You will apply your learning gained in Units 1 and unit 2 if completed, to plan and produce a media product. You will complete planning materials to take them forward in the production and post–production stages of your intended media product. You will plan, produce and edit original content for your intended product.

By completing this unit, you will have the skills to:

- create a proposal to meet a client brief
- produce planning materials
- create and manage original content for the product
- apply editing techniques.

TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

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 in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes The Learner will:	Teaching content Learners must be taught:

1. Be able to create a proposal with sample materials for an original media product to a client brief	1.1 how to develop ideas:
	• proposal for an original media product, i.e.
	   ○ type of proposal (e.g. treatment, specification)
	   ○ proposal, i.e.
	     - purpose (e.g. inform, promote, entertain, educate)
	     - form and genre of the media product, e.g.
	       ▪ audio products (e.g. radio drama, music, talk show, audio book, soundtrack, podcast, radio advertisement, original song)
	       ▪ audio-visual products (e.g. promotional video, trailer, advert, TV programme, short film, online content, documentary)
	       ▪ print-based and graphics products (e.g. magazine, newspaper, advertisement, film poster, billboards, information pack, leaflet, digital content, web-pop up)
	     - content, e.g.
	       ▪ audio products (i.e. dialogue, music, sound effects (SFX))
	       ▪ audio-visual products (i.e. mise en scène, camerawork, editing, transitions, SFX, GFX)
	       ▪ print-based and graphics products, i.e.
	         • layout conventions (e.g. slug, body copy, margins, masthead, pull quotes)
	         • interview
	         • review
	         • images
	         • font styles

Learning outcomes	Teaching content
The Learner will:	**Learners must be taught:**

	- target audience (e.g. spending power, demographics, age, gender)
	  - resources and personnel (e.g. software, equipment, assets, job roles and responsibilities)
	  - distribution and marketing methods (e.g. potential synergy and cross promotion of the media product e.g. online, TV, radio, print)
	 o sample materials, i.e.
	  - audio products (e.g. sample sound effects or script)
	  - audio-visual products (e.g. sample script or storyboard)
	  - print based and graphics: (e.g. sketched layout of intended product and or mood boards, plan for images selected fonts/ graphics/ colours)

2. Be able to plan and develop pre-production materials for an original media product to a client brief	2.1 how to develop preproduction materials, e.g. • audio, i.e. o script o written interpretation of the narrative o dialogue (i.e. what characters are saying) o intonation (i.e. instructions on how characters should deliver dialogue based on their character type and action taking place (e.g. SHOUTING, WHISPERS) o sound effects (e.g. sounds that create an atmosphere (e.g. door slam, screeching tyres)) • audio-visual, i.e. o shooting scripts – dialogue, camera directions, location information, GFX and SFX information o annotated storyboards o camera work o transitions o consideration of mise en scène o animatic – using storyboard sketches anchored with audio intended for the production • print-based and graphics, i.e. o annotated sketched layout o mood boards to represent visual styles and themes intended in the final production o plan for photographs (i.e. locations, model, composition) o plan for graphics (e.g. colour, shape) o selected fonts/graphics/colours • preproduction materials to also include the following documentation and evidence considering, i.e. o health and safety requirements o timescales and milestones, i.e.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	- Gantt chart (i.e. breakdown of key activities to be carried out for the production with milestone dates included up until the launch date of the product) - production schedules (i.e. weekly plans for activities to be completed as part of the preproduction, production and post-production stages. - call sheets (e.g. filming, taking photographs) - legal and ethical issues.

3. Be able to create production materials for an original media product to a client brief	3.1 to use techniques to create:
	• audio products (e.g. radio drama, music talk show, audio book, soundtrack, podcast, radio advertisement, original song)
	• audio-visual products (e.g. promotional video, trailer, advertisement, TV programme, short film, online content, documentary)
	• print-based and graphics products (e.g. magazine, newspaper, advertisement, film poster, billboards, information pack, leaflet, digital content, web-pop up)
	
	3.2 to apply production techniques and methods, e.g.
	• use of planning materials
	• set up of relevant equipment and or software and methods and techniques for the production processes, e.g.
	  o audio products (i.e. using sound equipment, setting up audio software, audio recordings)
	  o audio-visual products (i.e. setting up cameras, locations to film, raw footage and logging rushes (e.g. reviewing all footage/audio recorded and specifying which footage/audio is useable or not useable and why))
	  o print-based and graphics (i.e. taking photographs, sourcing your assets, writing body copy, setting up software (e.g. desktop publishing, image editing))
	• ensure safe working practices are followed
	• ensure codes and conventions related to the chosen media product and genre are adhered to.

4. Be able to carry out post-production techniques and processes for an original media product to a client brief	4.1 post-production processes, e.g.
	• audio, i.e.
	  o review of recorded audio based on the suitability of use for the intended production, i.e. strengths, improvements
	  o edit dialogue/sound effects/music to create meaning (i.e. using audio-editing software)
	  o applying audio effects to enhance meaning (e.g. volume, echo)
	  o save and export in appropriate file formats (e.g. wav, mp3)

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:

	• audio-visual, i.e.
	   o review of recorded footage and audio based on the suitability of use for the intended production i.e. strengths, improvements
	   o producing edit decision lists, i.e. what editing decisions will be applied to the usable unedited footage outlined from logging the rushes (e.g. cut, dissolve, black and white filter)
	   o producing an off-line edit, i.e. arrange useable footage into the timeline to produce a rough edit of the intended product. NOTE no visual or audio effects are to be added to the off-line edit.
	   o apply visual (e.g. filters, transitions) and audio effects to enhance meaning (e.g. volume, echo)
	   o save, render and export in appropriate file formats (e.g. mov., mp4, AVI)
	• print-based and graphics, i.e.
	   o review the suitability of content for the intended productions (i.e. strengths, improvements)
	   o version controls (i.e. saving drafts of work regularly to back up work) of print productions, subediting (i.e. proofreading from another student or tutor) written content
	   o editing text and images together (i.e. captions, overlap, wrapping) to create meaning
	   o applying visual effects (e.g. filters) to enhance meaning
	   o save and export in appropriate file formats (e.g. eps, tiff, pdf, jpeg)
	• analyse how post-production techniques and processes enhance meaning in the final product, i.e.
	   o evidence of tools and effects used (e.g. filters, transitions, volume) to support analysis
	   o present the media product to the client/focus group in order to obtain feedback at various stages of production.

GRADING CRITERIA

LO	Pass	Merit	Distinction
	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 media product to a client brief	P1: Produce a proposal for the original media product to meet the client brief	M1*: Justify content, distribution and marketing methods identified for the planned production to meet a client brief (*Synoptic assessment from Unit 1 Media products and audiences)	
	P2: Create sample materials to support the proposal		
2. Be able to plan and develop pre-production materials for an original media product to a client brief	P3*: Develop pre-production materials for an original media product (*Synoptic assessment from Unit 2 Pre-production and planning)	M2*: Legal and ethical issues are identified and resolved for the planned production (*Synoptic assessment from Unit 2 Pre-production and planning)	
3. Be able to create production materials for an original media product to a client brief	P4: Create production materials to be used in the original media product	M3*: Create production material that follows the codes and conventions of the chosen genre for the media product (*Synoptic assessment from Unit 1 Media products and audiences)	

LO	Pass	Merit	Distinction
4. Be able to carry out post-production techniques and processes for an original media product to a client brief	P5: Carry out post-production techniques and processes to produce a final original media product in line to the client brief	M4: Demonstrate how the exported media product meets the client brief	D1*: Analyse how post-production techniques and processes create meaning in the media product to meet the client brief *(*Synoptic assessment from Unit 1 Media products and audiences)*

*SYNOPTIC ASSESSMENT

When learners are taking an assessment task, or series of tasks, for this unit they will have opportunities to draw on relevant, appropriate knowledge, understanding and skills that they will have developed through other units. We've identified those opportunities in the grading criteria (shown with an asterisk). Learners should be encouraged to consider for themselves which skills/knowledge/understanding are most relevant to apply where we have placed an asterisk.

ASSESSMENT GUIDANCE

Due to learners producing one of the media products for this unit, assessment should be based on quality and not quantity of work produced – especially audio-visual productions compared to print-based productions.

LO1 Be able to create a proposal with sample materials for an original media product to a client brief

P1: Learners are required to create a proposal for the media product they are going to create, as part of LO2–LO4. The format of the proposal should be a treatment if they are making an audio or audio-visual product. For a print-based and graphics product, the specification information for what they are going to make must be identified. For the treatment, learners must include and discuss the headings highlighted in the teaching content for this LO in relation to the media product that they are making. They can evidence the proposal as a written report or audio commentary supported with images.

P2: Learners are required to create sample material to support the proposal for the media product they are going to make. This will allow learners to gain and develop skills based on the hardware and software they will use for LO3–LO4. Examples of the sample materials that they can make are outlined in the teaching content for this LO which is specific to the media product that learners are going to make. Evidence for an audio sample should be at least 5–10 seconds duration. For a sample script, this must be for the first page of dialogue. For a storyboard, this must be for the first page of action including camera directions. Sample of sketched layout pages for a print-based and graphics product must be at least one page.

M1: Learners are required to justify content, distribution and marketing methods that are realistic and feasible for the media product they are going to produce. This must be detailed to gain the M1 for this LO compared to evidence for P1. They can evidence the proposal as a written report or audio commentary supported with images.

LO2 Be able to plan and develop preproduction materials for an original media product to a client brief

P3: Learners are required to produce a range of preproduction materials for the intended media product. Specific documentation to be produced by the learner is outlined in the teaching content for the specific media product that the learner is going to produce and must be completed. Learners must include reference to the proposal that they completed as part of LO1 to inform their preproduction materials. Presentation of preproduction materials, health and safety requirements, and timescales and milestones information should be consistent with industry standards. Where learners are working in groups, each individual's contribution must be evidenced or supported by a witness statement.

M2: Learners are required to address and resolve legal and ethical issues as part of the preproduction materials for their media product. This must be relevant and applicable to the media product being made. This can be evidenced in a written format or audio-visual commentary supported by images.

LO3 Be able to create production materials for an original media product to a client brief

P4: Learners are required to produce production materials for the chosen medium. Evidence of specific production materials, which must be produced for the medium that the learner is producing, is outlined in the teaching content. Learners must produce original production materials. Any sourced content (e.g. sound effects) must be referenced. Evidence of setting up equipment can be evidenced as photographs with annotated notes. Where learners are working in groups, each individual's contribution must be evidenced or supported by a witness statement.

M3: Learners are required to produce production materials that reflect the codes, conventions and genre for the media product being produced. This is linked to synoptic learning from Unit 1, LO3. Evidence of the production materials to be produced is specified for each medium in the teaching content.

LO4 Be able to carry out post-production techniques and processes for an original media product to a client brief

P5: Learners are required to carry out post-production techniques and processes for the production materials produced for LO3. A review of the suitability of the production materials for LO3 must be included and reviewed against the strengths and improvements of the content that has been created. This can be evidenced as written notes supported with visuals or photographs. Evidence of post-production techniques and methods can be evidenced as screen recordings and or screenshots which are supported with a commentary (written or audio recording) of the tools used. Where learners are working in groups, each individual's contribution must be evidenced or supported by a witness statement

M4: Learners are required to export the media product in a file format that is suitable for the distribution of media product specified in the proposal for LO1. Information about the appropriate file format that could be used is specified in the teaching content for each medium.

D1: Learners are required to analyse how post-production techniques and processes that they used created meaning in the media product. This must include a reference to meeting the requirements of the client brief and proposal created for LO1. This must include the specific post-production tools used to create meaning supported with examples from the media product. This can be evidenced as a written report supported with images or audio-visual commentary.

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/.

MEANINGFUL EMPLOYER INVOLVEMENT - a requirement for the Foundation Diploma, Diploma and Extended Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure for every learner employer involvement through delivery and/or assessment of these 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 Digital Content for Interactive Media, Moving Image and Audio Production, and Digital Media Practitioner for Product Development specialist pathway.

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	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	Learners have the opportunities to complete work experience and or work placements, with Media organisations to be part of a media production team as an assistant or to support media product developments.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	
3. Learners 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.	For LO1 to help learners decide which media product to make and to gain experience of producing all the media products on offer for this unit, a mock/preliminary brief could be set by the centre in association with local organisations for an audio-visual, print-based and audio product to be made to promote their business as part of an advertising campaign to be seen/broadcast over different mediums (local radio/billboard/website). Learners could then be given the opportunity to produce a sample of each product and gain experience of working in groups.
4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner'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.	

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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