

Cambridge **TECHNICALS LEVEL 3**

# **DIGITAL MEDIA**

Cambridge  
**TECHNICALS**  
**2016**

**Unit 15**

**Create audio-visual promos**

T/507/6401

Guided learning hours: 60

Version 2 September 2016

## LEVEL 3

### UNIT 15: Create audio-visual promos

**T/507/6401**

**Guided learning hours:** 60

**Essential resources required for this unit:** none

**This unit is internally assessed and externally moderated by OCR.**

#### UNIT AIM

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Audio-visual promotion plays an important part in our day-to-day lives. Before new products are launched, companies rely on these promotions to gain interest in a new product or even to re-launch an old product. Getting the promo right can have a significant impact on the interest of a product or service and the business.

By completing this unit, you will understand audio-visual promos in terms of their use, how audiences are targeted and how existing Audio-visual promos are constructed. You will be able to take a brief and from this be able to generate ideas and plans for an original audio-visual promo including understanding the legal, moral and ethical framework that you would work under in producing such a promo. You will be able to produce material for an audio-visual promo, carry out post production processes to create the Audio-visual promo, gain feedback to justify any decisions that are made and ensure the final promo meets the needs of the brief and matches the target audience.

## 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	Teaching content
The Learner will:	Learners must be taught:
<p>1. Understand the purpose of audio-visual promos</p>	<p>1.1 use and purpose, i.e.</p> <ul style="list-style-type: none"> <li>• inform, educate, entertain, sell products</li> <li>• music promo, trailer for a film/TV programme/game/ animation, TV ident or sting</li> </ul> <p>1.2 audience requirements, i.e.</p> <ul style="list-style-type: none"> <li>• identify genres and audience needs for audio-visual promos, (e.g. horror, TV documentaries, TV drama, role playing, Rhythm and Blues (RnB) needs of audience/ consumer, demographics, lifestyle)</li> </ul> <p>1.3 creation, i.e.</p> <ul style="list-style-type: none"> <li>• camera shots/angles/movement editing, sound, mise-en-scène, visual effects, special effects</li> <li>• elements (e.g. music, lighting, stars, props, costumes)</li> <li>• semiotics (e.g. connotation, denotation, signification, iconography)</li> <li>• techniques (e.g. use of camera techniques, editing, sound).</li> </ul>
<p>2. Be able to generate ideas for an original audio-visual promo</p>	<p>2.1 to produce concept documentation, i.e.</p> <ul style="list-style-type: none"> <li>• ideas to include, i.e. <ul style="list-style-type: none"> <li>○ interpretation of brief</li> <li>○ resources</li> <li>○ personnel timescales</li> <li>○ activities</li> <li>○ contingency plans</li> <li>○ launch date that is required</li> <li>○ purpose</li> <li>○ audience</li> </ul> </li> <li>• thought processes illustrations, e.g. <ul style="list-style-type: none"> <li>○ thought showers</li> <li>○ mood boards</li> <li>○ rough sketches of ideas</li> <li>○ minutes of meetings where ideas are discussed</li> </ul> </li> </ul>



Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<ul style="list-style-type: none"> <li>• carry out a written interpretation of a brief using an industry standard format, i.e.               <ul style="list-style-type: none"> <li>○ plan ideas (e.g. medium, running time, synopsis/outline of game play, target audience)</li> <li>○ pre-production documentation, i.e.                   <ul style="list-style-type: none"> <li>- work plans/production schedules (e.g. that shows weekly/daily activities and milestones, timings and contingency plans)</li> <li>- call sheets for production team (e.g. that outline equipment needed for all locations)</li> <li>- recce/risk assessment of locations and use of equipment (e.g. potential health and safety hazards)</li> </ul> </li> <li>○ illustrate an industry standard series of panels or rough sketches which outline the sequence of the scenes, action, sound (e.g. for the promotional audio-visual product)</li> <li>○ carry out recce of suitable indoor or outdoor locations for production work, for example: filming/ recording locations, interior (i.e. studio location and exterior location)</li> </ul> </li> <li>• illustrate for studio or location, i.e.               <ul style="list-style-type: none"> <li>○ appropriate solutions for identified risk/hazard included on risk assessment, e.g.                   <ul style="list-style-type: none"> <li>- tripping hazard of wires</li> <li>- wires taped down</li> <li>- lighting burn hazard</li> <li>- warning clearly illustrated</li> </ul> </li> </ul> </li> <li>• legal, moral and ethical framework for cinema screening or DVD sale, i.e.               <ul style="list-style-type: none"> <li>○ British Board Film Classification; for TV broadcasting</li> <li>○ online content – Ofcom, self-regulation</li> <li>○ misrepresentation, copyright, royalties that may be needed to be taken into consideration</li> <li>○ value orientated frameworks, stakeholder orientated frameworks, and process orientated frameworks</li> </ul> </li> </ul>
<p>3. Be able to produce production materials for an original audio-visual promo idea</p>	<p>3.1 to produce production material, i.e.</p> <ul style="list-style-type: none"> <li>• hardware (e.g. cameras, tripods, dollies, lighting, sound equipment)</li> <li>• setting up cameras, locations to film, raw footage and logging rushes (e.g. reviewing all footage/audio recorded and specify which footage/audio is useable or not useable and why)</li> <li>• pre-production and planning material as reference to the production process</li> <li>• risk assessment and health and safety guidelines</li> <li>• ensure codes and conventions related to the chosen media product and genre are adhered to.</li> </ul>

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
<p>4. Be able to finalise production materials for an original audio-visual promo idea</p>	<p>4.1 use post-production processes, i.e.</p> <ul style="list-style-type: none"> <li>• log recordings (e.g. quality, usability, duration)</li> <li>• use digital editing software (e.g. adjusting levels, adding sound/visual enhancements)</li> </ul> <p>4.2 exported file formats to evaluate feedback to justify decisions, i.e.</p> <ul style="list-style-type: none"> <li>• online surveys</li> <li>• questionnaires</li> <li>• face to face interviews</li> </ul> <p>4.3 to produce an offline edit by, i.e.</p> <ul style="list-style-type: none"> <li>• placing selection of shots into the sequence, in order, without applying effects</li> <li>• make notes with reference to the storyboard and suggest changes</li> </ul> <p>4.4 to apply visual effects (e.g. filters, colour correction, chromakey, pre-set explosions)</p> <p>4.5 to apply transitions (e.g. wipes, cross dissolves, fades, titles, credits, spinning graphics, rolling credits)</p> <p>4.6 audio dub, i.e.</p> <ul style="list-style-type: none"> <li>• checking audio levels</li> <li>• apply wild tracks and make corrections where necessary</li> <li>• apply audio/sound effects (e.g. reverbs, thunder, gun shots)</li> <li>• apply soundtrack/music track to visuals</li> </ul>

## 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. Understand the purpose of audio-visual promos	P1: Explain the structure of identified audio-visual promos for different purposes	M1: Analyse the different approaches used in the identified promos	D1: Compare and contrast the messaging within these identified promos
2. Be able to generate ideas for an original audio-visual promo	P2*: Create concept documentation or designs  <i>(*Synoptic assessment from Unit 2 Pre-production and planning)</i>		
	P3*: Produce pre-production materials  <i>(*Synoptic assessment from Unit 2 Pre-production and planning)</i>	M2: Discuss the issues and risks involved in producing the planned promo	
3. Be able to produce production materials for an original audio-visual promo idea	P4: Create the production materials in line with the plan		D2: Justify the creation process against the original concept documentation
4. Be able to finalise production materials for an original audio-visual promo idea	P5: Produce an off line edit of the promo		
	P6: Carry out post-production processes to edit the audio-visual material to produce the final product	M3: Justify the visual and audio effects used within the promo	

## \*SYNOPTIC ASSESSMENT

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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

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### LO1 Understand the purpose of audio-visual promos

- P1:** Learners are required to analyse how and where audio-visual promos are used in different mediums. Evidence of understanding could be produced in the form of a formal word processed report or presentation with detailed speaker notes.
- M1:** Learners must research the different approaches used in the identified audio-visual promos using the information outlined in the teaching content on how audio-visual promos are created. This can be evidenced by building on the P1 evidence.
- D1:** Learners must evidence their comparisons and contrasts between the identified audio-visual promos this could be in relation to audience and purpose and which approaches are most suitable. Evidence for this can be a continuation from M1 evidence.

### LO2 Be able to generate ideas for an original audio-visual promo

- P2:** Learners will develop concept documents for their original audio-visual promo. This will include medium, running time, a synopsis/outline, target audience and genre. This could be evidenced using a formal word processed report, mood board, or rough sketches of ideas.
- P3:** Learners must produce pre-production materials for their original audio-visual promo. They should illustrate this through industrial standard methods. This could be evidenced using the rough sketches of the scenes, action sound, etc., notes and pictures from recces or a formal report including all the above areas.
- M2:** Learners must identify the legal ethical and moral issues they will need to consider when producing their audio-visual promo as outlined in the teaching content. This can be evidenced using a formal written report or presentation with detailed speaker notes. This can be a continuation of the evidence produced for P3.

### LO3 Be able to produce production materials for an original audio-visual promo idea

- P4:** Learners must produce their audio-visual promo in line with their ideas from LO2. They must evidence the areas outlined in the teaching content. The evidence could be in the form of a formal written report including photographs to show hardware setups; the use of the pre-production material must be referred to, the legal constraints that have been met and how, this could be further evidenced by video of the production and the part the learner has played (e.g. direction of cast and crew). If learners are working as a team then each learner must be able to illustrate the part they have played.
- D2:** Learner must be able to justify the creation process they have taken against the original concept document. This could be evidenced in a formal written document including tables to justify any decisions that were made.

#### **LO4 Be able to finalise production materials for an original audio-visual promo idea**

- P5:** Learners must create their final audio-visual promo using post production processes as outlined in the teaching content. This can be evidenced by a formal report including screen captures of the post-production process.
- P6:** Learners are required to complete post-production edits to their final audio-visual promo. This can be evidenced by a formal report including screen captures of the post-production process.
- M3:** Learners must identify any enhancements they could make to their final promo. They must gain feedback, using methodologies outlined in the teaching content, from their target audience. Learners must then analyse the feasibility of acting on this feedback to enhance their final promo. Learners will need to decide a preferred method of feedback which, depending on the method, can be evidenced as a video (e.g. face to face interview, focus group) or as a questionnaire survey and presented within a formal document or presentation. Learners can evidence how they would act on this in a further section in this report or presentation.

**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 a pathway optional unit in the Moving Image and Audio Production 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 could work in an audio-visual promo company. This could give learners an insight into the processes that the company goes through to plan, compose and finally deliver an audio-visual promo.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	Learners may undertake a project to produce an audio-visual promo for a company – it may be that this forms part of a set of ideas for a new promotional campaign/ or competition.
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.	
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.	Industry practitioners could be invited in to review and feedback on learners finished promo's, in a 'dragon's den' style.

To find out more

**[ocr.org.uk/digitalmedia](http://ocr.org.uk/digitalmedia)**

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

Alternatively, you can email us on **[vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)**



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