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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.

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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 an audio-visual promo such as a music video, film trailer or advertisement, 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 editing software at the centre to practice 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 audio-visual promo they want to produce for this unit. Therefore, assessment should reference how learners have used their knowledge of a range of audio-visual promos 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 professional/industry standard video equipment such as HD DSLRs and prosumer cameras is required. Learners should also have access to suitable lighting equipment. Centres will also need to provide sound recording equipment such as shotgun microphones, boom poles and headphones. Centres should provide non-linear professional video editing and special effects software for the post-production stage of creating the promo.

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

Time

You should plan for learners to have 12–21 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, we’ve given an indication of how long it should take against each of the tasks.

Learners can produce evidence over several sessions.

Task 1: This task requires learners to investigate the different types of audio-visual promos. Different purposes, genres, audiences and how audio-visual promos are created using technical codes and conventions should be referenced. This could be evidenced through a report or presentation slides.

Task 2: This task requires learners to create planning documentation for the creation of the original audio-visual promo that meets the requirements of the scenario and learning outcomes. This should include an interpretation of the brief and a proposal, and production schedules will include timescales and milestones that must be achieved to meet deadlines set out for the completion of the production. Evidence of understanding of running time, scheduling/distribution of the audio-visual promo should be included in the form of a proposal or treatment. Thought process and conceptual ideas should be evidenced through the use of moodboards and mindmaps, and industry standard storyboards and scripts will be included as part of the planning portfolio.

For learners working in a group, job roles should be assigned in the group to manage the planning stage of their productions. Evidence of each learner’s contribution to the group must be provided.

Health and safety procedures must be carried out (based on the location and specific film and sound equipment that is being used). The feasibility should be evaluated against the potential risks for all key personnel, cast and crew. Learners should be advised to refer to industry standard process and practices. This can be supported with a range of presentation methods including written notes, photographs, audio-visual recordings, etc.
Legal and ethical issues must be addressed and relevant permissions and consideration of copyright of non-original assets should be sought before production of the audio visual promo begin. Relevant certification from the BBFC or scheduling guidance from Ofcom should be evidenced and linked directly to the requirements of the brief.

**Task 3:** This task will enable learners to use their planning materials to create original content for their audio-visual promo. 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 can be provided in the form of photos or short vlogs.

The footage and any recorded audio should be reviewed and decisions taken whether or not to use the material. This process needs to be documented. Any issues arising in this production task should be dealt with before moving on to the next task and learning outcome, and include a revision of relevant Task 2 documentation if necessary.

It is important that the footage and audio recorded adheres to generic codes and conventions of the specific audio-visual promo within the context of the scenario and this can be evidenced by the learner through annotated video or stills.

Safe and industry standard production practices in the locations where the productions are taking place should be followed based on the risk assessments and recce's that will have been completed as part of Task 2.

**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 that can be produced in the professional non-linear editing software.

An offline edit must be produced to meet all elements of the learning outcomes, and 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.

To enable the learner to evaluate the outcomes of their production content, peer feedback should be included in the early edits, and final productions should reflect this feedback. This could be evidenced in a number of ways, for example by written notes, photographs, vox pops, records of interviews, focus groups or online questionnaires.

A final edit must be produced based on feedback and following original planning in Task 2. Visual effects and transitions should be applied to the audio-visual promo and these may include filters, colour correction, chroma key, wipes, cross-dissolves, fades, titles and graphics.

Audio dubbing will need to be applied to all elements of soundtrack. Audio levels will need to be checked and any sound effects applied consistently and correctly against the set brief. Music should be matched to the visual editing where appropriate. Evidence of audio dubbing processes can take the form of screen grabs and the final edit should display evidence of this process as a step up from the offline edit.

**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 digital audio-visual promos. Tutors must ensure learners can use equipment safely before they use it away from 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.
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.

The only requirement is that the audio-visual promo, offline edits and video rushes are 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 must be playable on domestic DVD players. Audio evidence should be exported in a file format appropriate to the brief (e.g. mp3 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 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/all 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 …’ or ‘Your evidence must include a…’. When we do not prescribe the format, we say ‘You could include a report or presentation on…’. Please look out for this and make sure learners realise that we have prescribed the format for some/all 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 the section 8 ‘Internal Assessment’, in the qualification handbook.

Group work

This assignment has not been written so that include group work can be included. 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 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 Foundation Diploma or Diploma you have an opportunity to secure meaningful employer involvement by working with an employer to modify it.

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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 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 15: Create audio-visual promos

Scenario

Calling all budding video producers!

You have been asked to produce an audio-visual promo that will contribute to the marketing and/or content for a new arts and music summer festival called ‘Soundlines’ that will celebrate culture, creativity, film and music of your region. Local bands, poets, filmmakers and creative professionals will be performing and showing their work at lots of different venues. The festival will be three days long, running from 19th – 21st July.

You are required to make one of the following types of audio visual promo that can be used as part of products to showcase and promote your local town or city:

1. A music video product (up to 3 minutes long)
   This will be for a local band/artist for one of the acts that might play at ‘Soundlines’.
   The music video can be either performance or narrative based production. The music video is likely to be distributed online and played on the channel of the local TV station during the festival.

2. A series of three TV advertisements (up to 40 seconds long for each advertisement)
   These will be a series of adverts for Soundlines. The advert should feature the title and date of the festival and show the breadth of content that audiences will expect to experience as part of the festival. It may be distributed online and scheduled in advertising slots between primetime programmes on regional TV and narrowcast music and arts channels. This can take the form of an animated product, too.

3. A promotional documentary (up to five minutes long)
   This will be a short documentary featuring interviews with a range of artists that might play or perform at Soundlines that will show the breadth of culture and creativity within the region, or it can be a behind the scenes documentary on just one artist or band. This may be distributed online on the Soundlines website or website of the artist.

4. A film trailer (up to 2 minutes 30 seconds long)
   A trailer for a local independent film about homelessness, mental health problems or drug abuse that will be screened as part of the Soundlines festival. The film trailer will feature content suitable for an audience of teenagers/young professionals.

All content produced must be original and produced by you. However, music or audio effects from a copyright-free source may be used, but must be referenced.
**Introduction to the tasks**

You need to investigate audio-visual promo productions and plan, produce and edit your own, original audio-visual promo.

As a starting point you should:

- Investigate and analyse the purposes, audiences and technical conventions of audio-visual promos.
- plan the audio-visual promo using pre-production documentation
- using use professional equipment to create production material for the audio-visual promo by recording original footage and audio
- edit the material using professional software to create meaning and a response to the scenario

You should present your work using a range of mediums in the planning, production and post-production stages. This could include photographs, audio commentary or written notes to evidence your progression and development of your production in the production stages.
The tasks

**Task 1: Analysing audio visual promos**

(This task should take between 3 and 4 hours.)

Learning Outcome 1: *Understand the purpose of audio-visual promos*

Your task is to:

Create a report or presentation that investigates the different purposes, audiences, structure, conventions and production techniques of audio-visual promos. This needs to be completed so that you can explain the structure, technical approaches and messages that are created within audio-visual promos.

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1: Explain the structure of identified audio-visual promos for different purposes</td>
<td>M1: Analyse the different approaches used in the identified promos</td>
<td>D1: Compare and contrast the messaging within these identified promos</td>
</tr>
</tbody>
</table>

**Evidence**

The report could be presented in a written or video format that demonstrates investigation and analysis of a range of audio-visual promo products that have been created for different purposes and audiences.

The report or presentation must include:

**P1**
- analysis of the purposes, audiences and structures of a range of audio-visual promos. This may include reference to narrative and production techniques to aid explanation of structure.

**M1**
- analysis of different approaches used in the range of audio-visual promos you have analysed. This may include a discussion of how conventions of genre and the medium have been used as an approach. Alternatively, this may include a discussion of production techniques to demonstrate a technical approach to how the audio-visual promo has been produced.

**D1**
- analysis of the messages, such as issues of representation, narrative meaning or specific connotations, will be included in the report.
- a comparison of the messages within the audio-visual promos that have been analysed will also be included in the report.
Task 2: Planning the audio-visual promo

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

Learning Outcome 2: Be able to generate ideas for an original audio-visual promo

Your task is to:

Develop concept ideas and pre-production materials for an original audio-visual media product.

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<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
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</thead>
<tbody>
<tr>
<td>P2*: Create concept documentation or designs</td>
<td>M2*: Discuss the issues and risks involved in producing the planned promo</td>
<td>*Synoptic link to Unit 2 Pre-production and planning *Synoptic link to Unit 2 Pre-production and planning</td>
</tr>
<tr>
<td>P3*: Produce pre-production materials</td>
<td>*Synoptic assessment from Unit 2 Pre-production and planning</td>
<td></td>
</tr>
</tbody>
</table>

Evidence

You must produce evidence that demonstrates planning of your concept and final idea for your audio visual promo.

P2
- mood boards, mindmaps to show initial planning to represent visual styles and themes intended in the final audio-visual promo
- annotated storyboards that show camera and editing techniques and key sounds to be used in the final audio-visual promo

You must produce pre-production materials which are consistent with industry standards. Your evidence must include pre-production materials presented as shown below:

P3
- tables, written notes or online applications to organise timescales and milestones
- call sheets
- forms to evidence permissions for models/actors /locations, risk assessment and recce of locations, etc.

Your evidence should include:

M2
- evidence to show consideration of copyright issues.
- consideration of regulatory issues that could impact the scheduling/distribution of the final audio-visual promo
**Task 3: Create production materials for an audio visual promo**

Learning Outcome 3: *Be able to produce production materials for an original audio-visual promo idea*

**Your task is to:**

Generate original content for your media product.

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<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
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</thead>
<tbody>
<tr>
<td>P4: Create the production materials in line with the plan</td>
<td></td>
<td>D2: Justify the creation process against the original concept documentation</td>
</tr>
</tbody>
</table>

**Evidence**

You must produce production materials to create content for the production.

Your evidence must include relevant production materials that will fulfil the requirements for the chosen brief.

Your production evidence must include:

**P4**

- filming video. i.e. setting up cameras, locations to film, raw footage and logging rushes. You will evidence that you have completed the task of filming your planned material through photographs or short vlogs. You must do this to show your role in the production. This must include risk assessment directly related to filming using the available equipment.

- A series of rushes must be included as evidence of filming.

- evidence of recording and audio work i.e. setting up and using sound equipment, audio recordings and gathering sound assets. This can be a series of screen grabs or short vlogs. This must include risk assessment directly related to sound recording and copyright of any found soundtrack assets.

Your evidence should include:

**D2**

- a report that justifies the creation process you have taken against the original concept document to show how your filming of the audio-visual promo relates to planned work. The report could include tables or diagrams to justify any decisions that you have made.
**Task 4: Editing the audio-visual promo**

(This task should take between 3 and 6 hours.)

**Learning Outcome 4: Be able to finalise production materials for an original audio-visual promo idea.**

**Your task is to:**

Carry out post-production techniques and processes to produce a final media product.

<table>
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<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
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</thead>
<tbody>
<tr>
<td>P5: Produce an offline edit of the promo</td>
<td></td>
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</tr>
<tr>
<td>P6: Carry out post-production processes to edit the audio-visual material to produce the final product</td>
<td>M3: Justify the visual and audio effects used within the promo</td>
<td></td>
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</tbody>
</table>

**Evidence**

You must carry out post-production edits and add effects to your audio-visual production material.

Your evidence must include:

**P5**
- an offline edit. You will submit an audio-visual product without adding special effects, transitions or final audio dubbing techniques.

**P6**
- the final audio-visual promo. This will include all titles and graphics based on your chosen brief from the scenario. It will include all relevant transitions. All audio dubbing will be complete and all incidental music and sound effects will have been added to the product to enhance meaning.

Your evidence should include:

**M3**
- you will justify any visual effects and/or sound effects you have used in your audio-visual promo. You will state why you have used these effects in relation to following specific conventions or to create meaning for the target audience.
## Evidence Checklist

**OCR Level 3 Cambridge Technicals in Digital Media**  
**Unit 15: Create audio-visual promos**

**LEARNER NAME:**

### For PASS have you:  
(as a minimum you have to show you can meet every pass criterion to complete the unit)

<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>P1:</td>
<td>Explained the structure of identified audio-visual promos for different purposes</td>
</tr>
<tr>
<td>P2:</td>
<td>Created concept documentation or designs</td>
</tr>
<tr>
<td>P3:</td>
<td>Produced pre-production materials</td>
</tr>
<tr>
<td>P4:</td>
<td>Created the production materials in line with the plan</td>
</tr>
<tr>
<td>P5:</td>
<td>Produced an off line edit of the promo</td>
</tr>
<tr>
<td>P6:</td>
<td>Carried out post-production processes to edit the audio-visual material to produce the final product</td>
</tr>
</tbody>
</table>

**Where can your tutor find the evidence? Give page no(s)/digital timings, etc.**

### For Merit have you:  

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<table>
<thead>
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<tbody>
<tr>
<td>M1:</td>
<td>Analysed the different approaches used in the identified promos</td>
</tr>
<tr>
<td>M2:</td>
<td>Discussed the issues and risks involved in producing the planned promo</td>
</tr>
<tr>
<td>M3:</td>
<td>Justified the visual and audio effects used within the promo</td>
</tr>
</tbody>
</table>

**Where can your tutor find the evidence? Give page no(s)/digital timings, etc.**

### For Distinction have you:  

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</tr>
</thead>
<tbody>
<tr>
<td>D1:</td>
<td>Compared and contrast the messaging within these identified promos</td>
</tr>
<tr>
<td>D2:</td>
<td>Justified the creation process against the original concept documentation</td>
</tr>
</tbody>
</table>

**Where can your tutor find the evidence? Give page no(s)/digital timings, etc.**