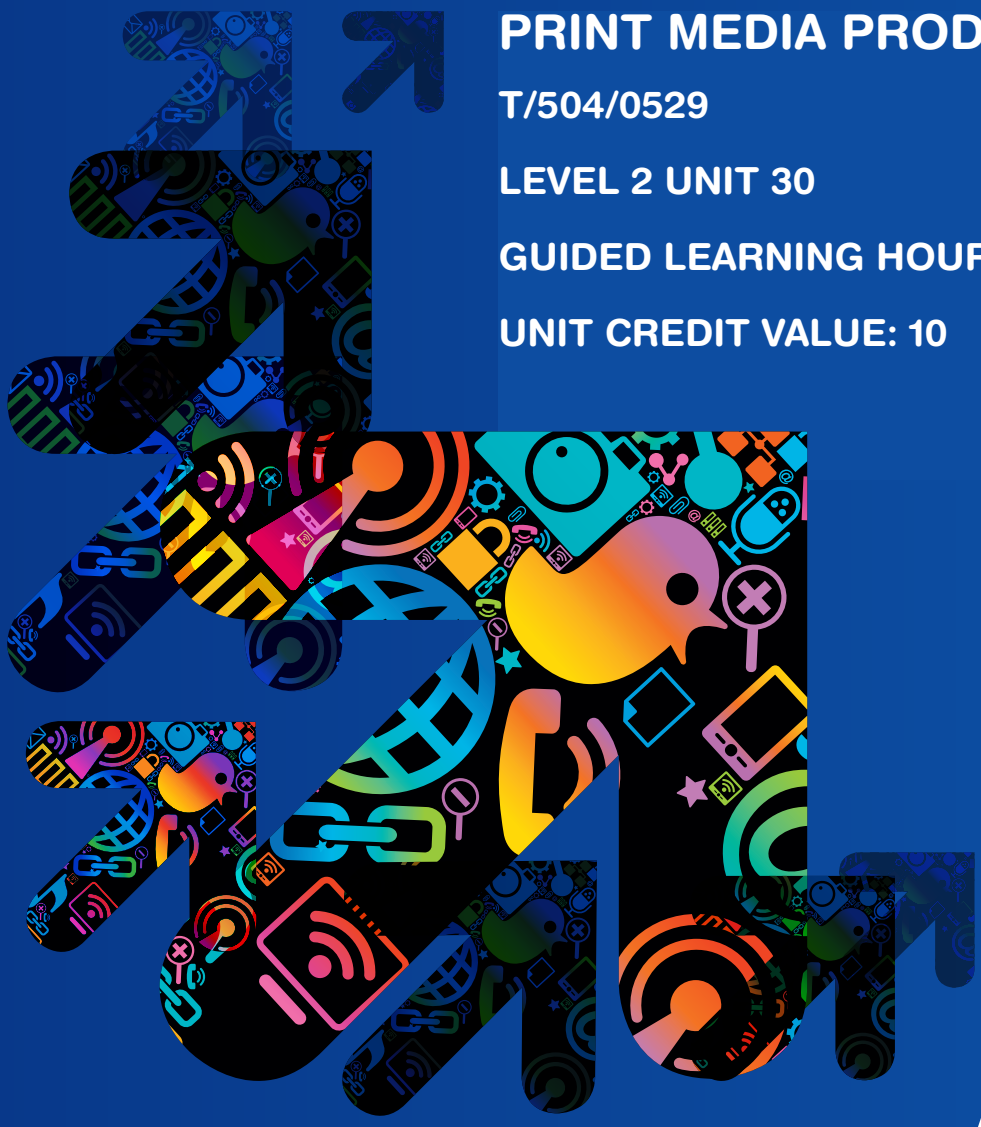
Cambridge TECHNICALS

Accredited

OCR LEVEL 2 CAMBRIDGE TECHNICAL

CERTIFICATE/DIPLOMA IN

MEDIA



PRINT MEDIA PRODUCTION

T/504/0529

LEVEL 2 UNIT 30

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10

OCR

PRINT MEDIA PRODUCTION

T/504/0529

LEVEL 2

AIM OF THE UNIT

By completing this unit learners will understand print media organisations and their products. Learners will be able to plan a new print media product, and produce materials for it.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO) The learner will:	Pass The assessment criteria are the pass requirements for this unit. The learner can:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Understand print media organisations and their products	P1 Learners produce a case study focusing on a print media company or organisation, including: a) production process b) products c) target readership d) distribution e) regulatory bodies		
	P2 Learners explore an existing newspaper and an existing magazine, including: a) front cover/page b) a feature article c) an advertisement d) genre e) content f) style g) target readership		
2 Be able to plan a new print media product	P3 Learners plan a new print media product, including: a) proposal b) target readership c) pre-production materials d) production plan with launch date	M1 Learners provide a detailed proposal and production plan. The chosen idea is relevant and appropriate to the needs of the target readership. The launch date is realistic. Learners choose fonts, colours and layout for their planned UK printed media product	D1 Learners consider legal or ethical issues that may impact on their planned new print media product. Pre-production materials have a consistent style throughout
3 Be able to produce materials for a new print media product	P4 Learners produce the following for the planned print media product: a) a competent front cover/page b) one competent additional page containing an article with relevant image(s)	M2 Learners demonstrate proficient print production skills. The front cover/page and additional page produced are fit for purpose, suitable for the needs of the target reader and generally of a good technical standard	D2 Learners use appropriate conventions. The front cover/page and additional page produced are generally of a high technical standard

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

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

Understand print media organisations and their products

For example:

- pre-production, production and post-production activities and associated job roles, final print run
- journals, periodicals, magazines, newspapers (free/paid for)
- target audience lifestyle and needs, age, gender, interests, etc.
- retail outlets, internet, subscription, free papers, online, etc
- Press Complaints Commission or relevant press regulator, Advertising Standards Authority

For example:

Broadsheets, tabloids, special interest, lifestyle, etc.

- meaning created through text, images, layout, masthead, layout, use of colour, etc.
- articles, features, editorials, placement in the newspaper or magazine, etc.
- advertising, style of language, colour, choice of images, meaning created through text, images, layout, etc.
- magazine – lifestyle, special interest, teenagers, women etc.
  – editors page, content, advertisements, number and range of articles, features, horoscopes, etc.
- newspaper – tabloid, broadsheet, etc.
  – articles (number and range), types of pages, i.e. sports and where these are placed in the newspaper, etc.
- style – formal, informal, use of language, colours and imagery, colour, graphics, layout, house style, etc.
- target readership by lifestyle and needs, age, gender, interests etc. how does the product appeal to them, i.e. interviews and posters of bands in teenage magazines, etc.

Be able to plan a new print media product

For example:

- type of product, proposed, content, size, format, etc.
- by age, gender, lifestyle, interests, etc.
- draft layouts, images, thumbnails, font selection, house style, draft articles, etc.
- resources, personnel, timescales, activities, equipment, contingency plans, etc.
- copyright, libel, defamation, accuracy, offensive material, confidentiality, privacy, representation.

Be able to produce materials for a new print media product

Produce final product containing examples of:

- layout, content, house style, colour, images, fonts, articles
- by setting up appropriate equipment
- using pre-production material as reference to the production process
- following production processes to realise the visualisation of the pre-production material, using still cameras for photographs and desktop publishing programmes to produce a final edited product.

DELIVERY GUIDANCE

This unit is centre-assessed and externally moderated.

In order to achieve this unit, learners must produce a portfolio of evidence showing that they can meet all the pass grading criteria.

Portfolios of work must be produced independently. Portfolios put forward for moderation must be available for the OCR Visiting Moderator to access freely during the moderation visit, along with witness statements and any other necessary supporting documentation.

Centres must confirm to OCR that the evidence produced by learners is authentic.

In order to achieve this unit, learners must produce evidence that meets all the pass grading criteria. There are no other additional requirements for this unit.

Learners should gain knowledge, understanding and skills through practical tasks related to their own productions as well as professional produced media products. This unit can be linked with the other print units 12, 14 and 31.

If working as a team, learners should ensure that they have identified their contribution to the planning and execution of any task involving teamwork. If learners are working as a team this presents the opportunity for individuals to draw on their strengths and also to develop new skills.

P1: it may be helpful for learners to look at case studies supported by teacher led discussions, in order to understand the UK media publishing industry, its processes and products. It may also present an opportunity, where possible, for learners to undertake a visit to printers of magazines or newspapers, or for the Centre to arrange visits from guest speakers or practitioners. Learners may also find company websites or published information useful sources for their explorations. They may also wish to use sources such as business libraries, trade magazines, for example. Suggested evidence could include a written report, diagrams and graphs, audiovisual presentation of the material, wall chart diagram of the production process, information sheets, a slide show with supporting notes or blog.

P2: learners should be taught the principles of textual analysis for print media publishing products. They should also understand the media theory relevant to signification such as denotation and connotation so that they are able to explore the chosen print products. Learners may also find it helpful to look at company websites with regard to information on their readership profile - this may also be available in company published material. Their findings could be evidenced by outcomes such as information sheets, annotated material, slide presentation or a commentary over audiovisual material.

P3/M1/D1: it may be helpful to use case studies to make learners aware of the legal and ethical issues applicable to media products when they are planning their print media product. It may be helpful for learners to debate these issues through class discussions considering issues such as copyright, intellectual property rights, use of offensive material, etc. Learners may find it beneficial to utilise online sources of information such as the Press Complaints Commission or other Press regulator and Advertising Standards Authority (ASA). Work could be evidenced in written format including letters to relevant bodies or online requests applying for copyright permission. It is important that learners relate the relevant legal and ethical issue to the particular media product they are planning. Learners should where possible use industry standard formats for their proposal and production plan. They may also find it useful when exploring the target audience to use a variety of methods such as questionnaires, interviews and focus group as well as looking at the magazines/newspapers readership profile and they should look to compile this information into a written presentation. When learners are producing pre-production material for the planned media print product they should, wherever possible, work to a deadline and follow safe working practices. It may provide good experience for learners to work in a team, dependent on the media product. However individual learner's contribution to the overall work must be clearly identifiable. If working as a group it is important that learners can demonstrate their contribution to the process - this could take the form of a witness statement from the teacher. Learners should be taught appropriate production skills in line with commercial practices which may be possible through teacher led skills workshops or by inviting guest practitioners to the Centre.

P4/M2/D2: when learners are producing their planned media print product they should wherever possible work to a deadline and follow safe working practices and should keep in mind the intended house style of the planned print media product. It may provide good experience for learners to work in a team, dependent on the media product. However

individual learner's contribution to the overall work must be clearly identifiable. If working as a group it is important that learners can demonstrate their contribution to the process – this could take the form of a witness statement from the teacher. Learners should be taught appropriate production skills in line with commercial practices which may be possible through teacher led skills workshops or by inviting guest practitioners to the Centre.

Learners should be encouraged wherever possible to evidence the grading criteria through a variety of mediums (i.e. written format, written presentations, verbal presentations, audio content, audiovisual content) aiming to highlight their strengths, whilst being encouraged to develop their existing skills and knowledge by using a range of mediums to evidence their work.

RESOURCES

This section provides suggestions of suitable resources. The list is neither prescriptive nor exhaustive, and learners should be encouraged to gather information from a variety of sources.

Some suggested resources are intended for Tutor use. The resources in this section were current at the time of production.

Books

Richardson P & Taylor G (2008)	*A Guide to the UK Publishing Industry* Publishers Association
Clark G & Phillips A (2008)	*Inside Book Publishing* Routledge (4th edition)
Bann, D (2006)	*The All New Print Production Handbook* RotoVision
Friedlander, EJ & Lee J (2003)	*Feature Writing for Newspapers and Magazines: The Pursuit of Excellence* Allyn & Bacon (5th edition)
Hennessy, B (2005)	*Writing Feature Articles* Focal Press (4th edition)
Dick, J (1996)	*Writing for Magazines* A&C Black Publishers Ltd
Whittaker J (2008)	*Magazine Production* Routledge (1st edition)

Websites

www.pcc.org.uk

www.asa.org.uk

www.guardianunlimited.co.uk

www.timesonline.co.uk

www.mirror.co.uk

LINKS TO NOS

The Publishing Training Centre – Publishing (2005)

UNIT 1 Identify and evaluate markets, publishing priorities and resources

UNIT 2 Develop publishing proposals

The Newspaper Society – Multimedia and Print Journalism (2007)

12 Convert material for page make-up

14 Write captions

15 Write headings

17 Design and produce page layout



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

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