

Cambridge TECHNICALS LEVEL 3

# DIGITAL MEDIA

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Unit 3

Create a media product

Model assignment

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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](http://www.ocr.org.uk).

The following tasks have been designed to allow learners to demonstrate their skills in all the production stages of a media product in a chosen medium (print, audio or audio-visual). Learners should be able to produce original content using professional software to create a professional product that meets the purpose of the chosen brief.

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, a preliminary task should be provided by the centre to allow learners to explore their skills and abilities in print, audio and audio-visual production, and editing to form 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 media product they want to produce for this unit. Therefore, assessment should be based on quality and not quantity of work produced; especially when comparing audio-visual productions with print-based productions. Please see the scenario on page 10.

## Resources to complete the tasks

Access to professional/Industry standard software. Centres should use suitable desktop publishing software for print products and non-linear editing software for audio and audio-visual products. For example, Adobe Creative Suite, Final Cut Pro, QuarkXPress.

Industry standard templates to complete relevant health and safety procedures (recce and risk assessment).

## 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 create original proposal documentation (e.g. treatment) to create an original media product (print/graphics, audio or audio-visual) that meets the requirements of the client brief and learning outcomes. This could be evidenced through a report or presentation slides for the proposal. Sound files, script, storyboard and sketches can be used to support the proposal.

**Task 2:** Following on from the previous task, the learner can now start the planning stage of their production. The learner should use the planning materials to organise and prepare for the relevant original content intended for their production. 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). 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.

Timescales and milestones must be achieved to meet deadlines set out for the completion of the production. Legal and ethical issues must be addressed and relevant permissions sought before production stages begin. These must be evidenced.

**Task 3:** This task will enable learners to use their planning materials to create original content for their production. The learner must evidence the setting up of relevant equipment and/or software and the following of safe production practices in the locations where the productions are taking place. 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.

**Task 4:** This task will enable learners to evaluate and log the content from the production stage of their media product. This must be evidenced.

Professional non-linear editing software/desktop publishing software must be used to manipulate production materials generated by the learner.

Post-production tools must be used to create and enhance meaning into the production.

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, audio-visual recordings, focus groups, questionnaires.

## Health and Safety and the use of resources

Please specify if there are any health and safety considerations tutors must make. For example if you have specified the use of any specific resources where the tutor must supervise the use of the equipment at all times because there is a risk of harm to the learner then please say so.

## 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 any desktop publishing, audio or audio-visual evidence is exported and submitted in a physical format. Videos to be submitted in DVD format must be playable on domestic DVD players. Audio must be in a CD format, for example desktop publishing evidence (pdf), audio evidence (MP3) audio-visual (MP4), etc.

Evidence of all 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 of the tasks in this assignment. We have made that clear in the respective tasks. Where we prescribe the format, we state this as 'You must produce a ...' or 'Your evidence must include a ...'. When we do not prescribe the format, we say 'You could include a report on...'. Please look out for this and make sure learners realise that we have prescribed the format for some 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 section 8, 'Internal Assessment', in the qualification handbook.

## Group work

This assignment has not been written to include group work. 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.

# 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 to which this assignment relates. 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](http://www.ocr.org.uk/i-want-to/skills-guides/) 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 3: Create a media product

### Scenario

#### The scenario

Your region needs you!

You have been asked to produce promotional material for the new regional culture award as part of 'The Culture Campaign'. Cities and towns in your region are all taking part to promote the range of cultures that are part of each city and town's unique identity.

You are required to make **one** of the following media products to showcase and promote your local town or city:

#### **An audio product**

**This could be, for example, one of the following:**

- a radio advert
- an original song
- a music talk show, etc.

#### **An audio-visual product**

**This could be, for example, one of the following:**

- a promotional video
- online content
- a documentary

#### **Print based/graphics product**

**This could be, for example, one of the following:**

- a double page spread for a local magazine or newspaper
- a print based/graphics advertisement which includes two of the following:
  - a poster
  - a billboard
  - digital content/web pop-up
  - a leaflet
- an information pack

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 plan, produce and edit a promotional media product in the medium of your choice (print based, audio or audio-visual) which is outlined in the task details.

As a starting point you should:

- develop a proposal and sample material for the main scenario in your chosen medium
- plan the production using planning documentation
- produce original content for your intended media product
- edit the original content together 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: Create a proposal for a media product

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

Learning Outcome 1: Be able to create a proposal with sample materials for an original media product to a client brief.

### Your task is to:

Create a proposal and sample material for the intended media product in the chosen medium.

| Pass   | Merit   | Distinction |
|--|---|-------------|
| 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<br><br><i>*Synoptic assessment from Unit 1 Media products and audiences</i> |             |
| P2: Create sample materials to support the proposal  |   |             |
| <b>Evidence</b>  |   |             |
| <p>The proposal could be presented in a written or video format that demonstrates the initial planning ideas for development of the chosen media product. You must produce sample material that could be incorporated in the content of the proposal.</p> <p>The proposal evidence must include:</p> <ul style="list-style-type: none"> <li>• treatment</li> <li>• images and graphics to create visual support to the learner's planning ideas</li> <li>• examples of existing products that the learner wants to pastiche based on layout, style, form, etc.</li> </ul> <p>The sample material to support the proposal could include:</p> <ul style="list-style-type: none"> <li>• sound effects</li> <li>• first page of a script or storyboard</li> <li>• sketched layouts</li> <li>• font styles</li> </ul> |   |             |

## **Task 2: Plan and develop pre-production materials**

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

Learning Outcome 2: Be able to plan and develop pre-production materials for an original media product to a client brief.

### **Your task is to:**

Develop pre-production materials to plan your content for an original media product.

| <b>Pass</b>  | <b>Merit</b>   | <b>Distinction</b> |
|--|--|--------------------|
| <p>P3*: Develop pre-production materials for an original media product</p> <p><i>*Synoptic link to Unit 2 Pre-production and planning</i></p>  | <p>M2*: Legal and ethical issues are identified and resolved for the planned production</p> <p><i>*Synoptic link to Unit 2 Pre-production and planning</i></p> |                    |
| <b>Evidence</b>  |  |                    |
| <p>You must produce pre-production materials which are consistent with Industry standards.</p> <p>Your evidence must include pre-production materials presented as shown below:</p> <ul style="list-style-type: none"> <li>• forms to evidence permissions for models/actors /locations, risk assessment and recces of locations, etc.</li> <li>• mood boards, storyboards to represent visual styles and themes intended in the final production</li> <li>• tables, written notes or online applications to organise timescales and milestones</li> <li>• consideration of legal and ethical issues that could impact the production</li> </ul> |  |                    |

### **Task 3: Create production materials**

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

Learning Outcome 3: Be able to create production materials for an original media product to a client brief.

#### **Your task is to:**

Generate original content for your media product.

| <b>Pass</b>   | <b>Merit</b>   | <b>Distinction</b> |
|---|--|--------------------|
| P4: Create production materials to be used in the original media product  | M3*: Create production material which follows the codes and conventions of the chosen genre for the media product.<br><br><i>*Synoptic link to Unit 1 Media products and audiences</i> |                    |
| <b>Evidence</b>   |  |                    |
| <p>You must produce production materials to create content for the production.</p> <p>Your evidence must include relevant production materials for the chosen medium:</p> <ul style="list-style-type: none"><li>• <b>audio products</b>, i.e. using sound equipment, setting up audio software, audio recordings</li><li>• <b>audio-visual products</b>, i.e. setting up cameras, locations to film, raw footage and logging rushes</li><li>• <b>print based and graphics</b>, i.e. taking photographs, sourcing your assets, writing body copy, setting up software (e.g. desktop publishing, image editing)</li></ul> |  |                    |



## Task 4: Post-production techniques and processes

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

Learning Outcome 4: Be able to carry out post-production techniques and processes for an original media product to a client brief.

### Your task is to:

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

| Pass   | Merit   | Distinction  |
|--|---|--|
| 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<br><br><i>*Synoptic link to Unit 1 Media products and audiences</i> |
| <b>Evidence</b>  |   |  |
| <p>You must carry out post-production stage techniques and processes consistent with your planning materials.</p> <p>Your evidence must include:</p> <ul style="list-style-type: none"> <li>• <b>audio products</b>, i.e. manipulating content, applying effects (e.g. screenshots, screen recordings)</li> <li>• <b>audio-visual products</b>, i.e. manipulating content, applying effects (e.g. screenshots, screen recordings), offline edit</li> <li>• <b>print based and graphics</b>, i.e. manipulating content, applying effects, version controls for desktop publishing work and image editing (e.g. organised folders and file names)</li> <li>• Evaluation of feedback on the media product</li> <li>• An analysis of how post-production techniques and processes created meaning in your media product to meet the client (e.g. written report supported with screenshots, screen recordings, or audio-visual commentary).</li> </ul> |   |  |

# Evidence Checklist

## OCR Level 3 Cambridge Technicals in Digital Media

### Unit 3: Create a media product

LEARNER NAME:

| <b>For PASS have you:<br/>(as a minimum you have to show you can meet every pass criterion to complete the unit)</b>           | <b>Where can your tutor find the evidence? Give page no(s)/digital timings, etc.</b> |
|--|--|
| Produce a proposal for the original media product to meet the client brief. (P1)   |  |
| Create sample materials to support the proposal. (P2)  |  |
| Develop pre-production materials for an original media product. (P3)   |  |
| Create production materials to be used in the original media product. (P4)   |  |
| Carry out post-production techniques and processes to produce a final original media product in line to the client brief. (P5) |  |

| <b>For Merit have you:</b>   | <b>Where can your tutor find the evidence? Give page no(s)/digital timings, etc.</b> |
|--|--|
| Justify content, distribution and marketing methods identified for the planned production to meet a client brief. (M1) |  |
| Legal and ethical issues are identified and resolved for the planned production. (M2)                                  |  |
| Create production material which follows the codes and conventions of the chosen genre for the media product. (M3)     |  |
| Demonstrate how the exported media product meets the client brief. (M4)  |  |

| <b>For Distinction have you:</b>  | <b>Where can your tutor find the evidence? Give page no(s)/digital timings, etc.</b> |
|---|--|
| Analyse how post-production techniques and processes create meaning in the media product to meet the client brief. (D1) |  |

To find out more

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

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

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