

# Edexcel GCE

## Media: Communication and Production External Assessment Document for the Unit 3: Media Production Brief

Moderation Summer 2012

Paper Reference

**6975/01**

**The brief must be completed and assessed by the  
OPTEMS deadline date.**

There are no time restrictions or set hours in which the projects must be carried out, but a **minimum of 30 hours** should be allowed for the **Media Production Brief**.

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## Notes and Instructions for Teachers and Candidates

This paper is published on the Edexcel website in September of the academic year in which the assessment takes place. This will enable centres to plan the teaching of the unit and allow for development of skills previously acquired in Unit 2. Further advice and guidance can be found on the Edexcel website.

Each candidate is required **to develop and produce a media product** in response to **one** of the four briefs in this paper. It is advisable that the production and post-production stages are undertaken once the pre-production stage has been completed by candidates and following consultation with a teacher.

This paper should be read in conjunction with the specification for this unit, in particular the sections headed *What you need to learn* and *Delivering this unit*.

It should be noted that for the assessment of this unit **each** candidate needs to produce:

- the pre-production, production and post-production documentation, as evidence for criterion (a)
- the product made in response to one of the briefs provided, as evidence for criteria (b) **and** (c)
- an evaluation of the work, as evidence for criterion (d).

The candidate's work must include evidence of:

- understanding the production processes
- application of production techniques and skills to the creation of a media product
- ability to work to a brief
- evaluation of the media product's fitness for purpose and the candidate's own work.

The **assessment criteria** for this unit and the **allocation of marks** are shown on pages 9 and 10. Your attention is drawn to criterion (d) and the requirements for the Quality of Written Communication (QWC).

There are no set time constraints on the production, other than that imposed by the requirement to have the work ready for moderation. All work to be submitted for moderation must be marked and internally standardised before external moderation takes place.

The only moderation opportunity for this unit will take place in the summer term.

**Teachers are advised to read the guidance accompanying this paper on the Edexcel website.**

## Introduction

This unit will allow you to put into practice the skills you have developed in Unit 2. You will create a media product to **one** of the briefs on the following pages. You will be demonstrating your understanding and skills in pre-production, production and post-production techniques relevant to your chosen medium.

**Remember, you must produce the appropriate documentation to support your pre-production, production and post-production stages. You must also evaluate your work in an appropriate format. You will be assessed on the Quality of Written Communication (QWC) in your evaluation.**

## Scenario

### Your-Identity

Your identity and personal information are valuable. Criminals can find out your personal details and use them to open bank accounts and to get credit cards, loans, state benefits and documents such as passports and driving licences in your name.

Criminals commit identity theft by stealing personal information. This is often done by asking someone to open an email requesting personal details. Often these emails look like they come from a trusted source, but the source itself may be part of a scam. Personal details may also be obtained by criminals who access social networking and communication sites, and once again this can lead to identity theft.

Anyone can be affected by identity theft. This kind of fraud can seriously affect your personal financial circumstances, as well as costing government and financial services millions of pounds every year. If your identity is stolen, you or your family may have difficulty getting bank accounts, student loans, credit cards or a mortgage until the matter is resolved.

A campaign has been launched by **Your-Identity**, a government agency, that will help young people to appreciate the growing problem of identity theft. The growth of social networking and communication sites is allowing identity theft to increase at an alarming rate. Providing information about identity theft in schools, colleges and youth clubs will alert young people to this growing problem.

**Your-Identity** want you to make a media product that will alert young people to the problem of identity theft.

Your media product can be in any style or genre. You will have to decide which particular medium you are going to use **and** the age range of the young people you intend to target.

You have been sent the following four briefs and you now need to choose **one** of them to work to.

## **Brief 1: Moving Image**

**Your-Identity** want young people to be aware of the consequences of identity theft especially when going online through social networking or communication sites. Sometimes identity theft can lead to a false cry for help from a stranded relative requiring the immediate transfer of money. Likewise, a promise to make you rich beyond your dreams in return for your bank details is hard to refuse.

We want you to research, plan and produce a moving image product that will inform your chosen target audience of young people about the dangers of identity theft. We are happy for your moving image product to be produced in whatever format you think would be suitable for the target audience. We would welcome conventional and unconventional approaches to the subject, but the message must be appropriate for the target audience.

The moving image product you develop in response to this brief could be in a fictional or factual genre, and we do not want to restrict your choice of style, content or length. However, the finished product must demonstrate clearly the issues surrounding identity theft and the actions that can be taken to prevent it.

You must include appropriate ideas development, pre-production, production and post-production documentation as well as an evaluation of your own work. Your budget does not have to include any costs of duplication, printing or postage for distributing your moving image product.

## **Brief 2: Audio**

**Your-Identity** want young people to be aware of the consequences of identity theft especially when going online through social networking or communication sites. Sometimes identity theft can lead to a false cry for help from a stranded relative requiring the immediate transfer of money. Likewise, a promise to make you rich beyond your dreams in return for your bank details is hard to refuse.

We want you to research, plan and produce an audio product that will inform your chosen target audience of young people about the dangers of identity theft. We are happy for your audio product to be produced in whatever format you think would be suitable for the target audience. We would welcome conventional and unconventional approaches to the subject, but the message must be appropriate for the target audience.

The audio product you develop in response to this brief could be in a fictional or factual genre, and we do not want to restrict your choice of style, content or length. However, the finished product must demonstrate clearly the issues surrounding identity theft and the actions that can be taken to prevent it.

You must include appropriate ideas development, pre-production, production and post-production documentation as well as an evaluation of your own work. Your budget does not have to include any costs of duplication, printing or postage for distributing your audio product.

### **Brief 3: Print**

**Your-Identity** want young people to be aware of the consequences of identity theft especially when going online through social networking or communication sites. Sometimes identity theft can lead to a false cry for help from a stranded relative requiring the immediate transfer of money. Likewise, a promise to make you rich beyond your dreams in return for your bank details is hard to refuse.

We want you to research, plan and produce a print product that will inform your chosen target audience of young people about the dangers of identity theft. We are happy for your print product to be produced in whatever format you think would be suitable for the target audience. We would welcome conventional and unconventional approaches to the subject, but the message must be appropriate for the target audience.

The print product you develop in response to this brief could be in a fictional or factual genre, and we do not want to restrict your choice of style, content or size. However, the finished product must demonstrate clearly the issues surrounding identity theft and the actions that can be taken to prevent it.

You must include appropriate ideas development, pre-production, production and post-production documentation as well as an evaluation of your own work. Your budget does not have to include any costs of duplication, printing or postage for distributing your print product.

## **Brief 4: Interactive media**

**Your-Identity** want young people to be aware of the consequences of identity theft especially when going online through social networking or communication sites. Sometimes identity theft can lead to a false cry for help from a stranded relative requiring the immediate transfer of money. Likewise, a promise to make you rich beyond your dreams in return for your bank details is hard to refuse.

We want you to research, plan and produce an interactive media product that will inform your chosen target audience of young people about the dangers of identity theft. We are happy for your interactive media product to be produced in whatever format you think would be suitable for the target audience. We would welcome conventional and unconventional approaches to the subject, but the message must be appropriate for the target audience.

The interactive media product you develop in response to this brief could be in a fictional or factual genre, and we do not want to restrict your choice of style, content or file size. However, the finished product must demonstrate clearly the issues surrounding identity theft and the actions that can be taken to prevent it.

You must include appropriate ideas development, pre-production, production and post-production documentation as well as an evaluation of your own work. Your budget does not have to include any costs of duplication, printing or postage for distributing your interactive media product.

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## Assessment criteria

	Mark Band 1	Mark Band 2	Mark Band 3	Mark awarded
<b>(a)</b> <b>AO2</b>	Shows a limited understanding of pre-production, production and post-production techniques through documentation which is lacking in detail. <b>(0–4)</b>	Shows an adequate understanding of pre-production, production and post-production techniques through documentation which is limited in detail. <b>(5–8)</b>	Shows an excellent understanding of pre-production, production and post-production techniques through documentation which is very well organised and fully covers all aspects of the process. <b>(13–16)</b>	<b>16</b>
<b>(b)</b> <b>AO3</b>	Demonstrates a limited range of production and technical skills which are applied to a media product which achieves only some of its intentions. <b>(0–5)</b>	Demonstrates an adequate limited range of production and technical skills which are applied to a media product which achieves its intentions. <b>(6–10)</b>	Demonstrates an extensive range of production and technical skills which are applied to a media product which successfully achieves its intentions. <b>(16–20)</b>	<b>20</b>
<b>(c)</b> <b>AO3</b>	Produces a media product which addresses only some of the brief and the intended audience. <b>(0–4)</b>	Produces a media product which addresses the brief and the intended audience. <b>(5–8)</b>	Produces a media product which demonstrates creativity, fully addresses the brief and successfully engages the intended audience. <b>(13–16)</b>	<b>16</b>

	Mark Band 1	Mark Band 2	Mark Band 3	Mark awarded	
(d)* AO4 QWC (i-iii)	<p>Provides a basic evaluation of own work and of the product's fitness for purpose.</p> <p>Uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.</p> <p>(0-2)</p>	<p>Provides an adequate evaluation of own work and of the product's fitness for purpose.</p> <p>Uses everyday language but there are occasional uses of specialist vocabulary. The response lacks clarity and organisation although some attempt at focus is evident. Spelling, punctuation and the rules of grammar are used with occasional accuracy.</p> <p>(3-4)</p>	<p>Provides, with appropriate illustration, a clear evaluation of own work and of the product's fitness for purpose.</p> <p>Uses some specialist terms and the response shows some focus and organisation.</p> <p>Spelling, punctuation and the rules of grammar are used with some accuracy.</p> <p>(5-6)</p>	<p>Provides, with analysis of well-chosen illustrations, a critical evaluation of own work and of the product's fitness for purpose.</p> <p>Uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.</p> <p>(7-8)</p>	8
<b>Total marks</b>				<b>60</b>	

\* Opportunity for learners to be assessed on Quality of Written Communication (QWC) – (i-iii).