

Specification

First teaching from September 2022

Issue 1



Pearson BTEC International Level 2 Qualifications in Creative Media

Specification

First teaching September 2022 Issue 1

About Pearson

We are the world's leading learning company operating in countries all around the world. We provide content, assessment and digital services to learners, educational institutions, employers, governments and other partners globally. We are committed to helping equip learners with the skills they need to enhance their employability prospects and to succeed in the changing world of work. We believe that wherever learning flourishes so do people.

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Welcome

With a track record built over 40 years of learner success, our BTEC International Level 2 qualifications are recognised internationally by governments and employers. These qualifications are designed to enhance the curriculum and prepare learners for the ever-changing world of work. BTEC International Level 2 qualifications allow learners to progress to study at Level 3 and above or to the workplace.

Career-ready education

BTECs enable a learner-centred approach to education, with a flexible, unit-based structure and knowledge applied to project-based assessments. BTECs focus on the holistic development of the practical, interpersonal and thinking skills required to be successful in employment and higher education.

When creating the BTEC International Level 2 qualifications in this suite, we worked with many employers, colleges and schools to ensure that we met their needs.

BTEC addresses these needs by offering:

- a range of BTEC qualification sizes, each with a clear purpose, so that there
 is something to suit each learner's choice of study programme and
 progression plans
- internationally relevant content, which is closely aligned with employer and further education needs
- assessments and projects chosen to help learners progress; this means that some assessments and projects are set by you to meet local needs, while others are set by Pearson, ensuring a core of skills and understanding common to all learners.

We provide a full range of support, both resources and people, to ensure that learners and teachers have the best possible experience during their course. See *Section 10 Resources and support*, for details of the support we offer.

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Introduction to the BTEC International Level 2 qualifications for the creative media sector

This specification contains all the information you need to deliver the Pearson BTEC International Level 2 Qualifications in Creative Media. We also refer you to other handbooks and policies. This specification includes all the units for these qualifications.

These qualifications are part of the suite of Level 2 qualifications offered by Pearson. In this suite, there are qualifications that focus on different progression routes, allowing learners to choose the one best suited to their aspirations. These qualifications are not regulated in England.

All qualifications in the suite share some common units and assessments, which gives learners some flexibility in moving between sizes.

In the Creative Media sector, these qualifications are:

Pearson BTEC International Level 2 Award in Creative Media

Pearson BTFC International Level 2 Certificate in Creative Media

Pearson BTEC International Level 2 Extended Certificate in Creative Media.

This specification signposts the other essential documents and support that you need as a centre in order to deliver, assess and administer the qualifications, including the staff development required. A summary of all essential documents is given in *Section 7 Administrative arrangements*. Information on how we can support you with these qualifications is given in *Section 10 Resources and support*.

The information in this specification is correct at the time of publication.

Qualifications, sizes and purposes at a glance

Title	Size and structure	Summary purpose
Pearson BTEC International Level 2 Award in Creative Media	Equivalent in size to one International GCSE. Two units, of which one is mandatory and assessed by a Pearson Set Assignment. Mandatory content (50%).	The Award is designed to support learners who want an introduction to the creative media sector through applied learning and for whom an element of creative media would be complementary. It is designed to be taught alongside other vocational or academic qualifications. The qualification supports progression to further study at Level 3/pre-tertiary education as part of a programme of study that includes BTEC International Level 3 qualifications and/or International A levels.
Pearson BTEC International Level 2 Certificate in Creative Media	240 GLH Equivalent in size to two International GCSEs. Four units, of which one is mandatory and assessed by a Pearson Set Assignment. Mandatory content (25%).	The Certificate has a similar purpose to the Award in that it is designed to support learners who are interested in learning about, and developing skills in, creative media alongside other fields of study, with a view to progressing to a wide range of courses at Level 3/pre-tertiary level. Being a larger size than the Award allows learners to take an additional two specialist units, which will provide them with a broader base of knowledge and skills.
Pearson BTEC International Level 2 Extended Certificate in Creative Media	360 GLH Equivalent in size to three International GCSEs. Six units, of which two are mandatory and are assessed by a Pearson Set Assignment. Mandatory content (33%).	The Extended Certificate is designed to support learners who want to study creative media as a substantial element of a one-year, full-time course alongside smaller courses in other subjects, or for those wanting to take it alongside another area of complementary or contrasting study as part of a two-year, full-time study programme. Being a larger size than the Certificate allows students to develop a still broader base of knowledge and skills, including the opportunity to apply a range of skills to a final creative media project.

Structures of the qualifications at a glance

This table shows all the units and the qualifications to which they contribute. The full structure for this Pearson BTEC International Level 2 qualifications in Creative Media is shown in *Section 2 Structure*. **You must refer to the full structure to select units and plan your programme**.

Key

Pearson Set Assignment units are shown in bold M Mandatory units O Optional units

Unit (number and title)	Unit size	Award	Certificate	Extended Certificate
	(GLH)	(120 GLH)	(240 GLH)	(360 GLH)
1 Research, Develop and Propose Ideas for a Digital Media Product	60	М	M	М
2 Writing for Fictional Media Products	60	0	0	О
3 Writing for Factual Media Products	60	0	0	О
4 Digital Video Production	60	0	0	0
5 Audio Podcast Production	60	0	0	0
6 Digital Print Production	60	0	0	О
7 Digital Photography	60	0	0	О
8 Animation Production	60	0	0	О
9 Web Production	60	0	0	О
10 Advertising Production	60	0	0	О
11 Digital Games Production	60	0	0	О
12 Creative Media Production Project	60			M

Qualification and unit content

Pearson has developed the content of the new BTEC International Level 2 qualifications in collaboration with employers and subject experts so that content is up to date and includes knowledge, understanding, skills and personal attributes required in the sector.

The mandatory content ensures that all learners are following a coherent programme of study and that they acquire knowledge, understanding and skills that will be worthwhile and fulfilling, and will also provide a basis for further study at Level 3. Learners are expected to show achievement across mandatory units as detailed in *Section 2 Structure*.

BTEC qualifications encompass applied learning that brings together knowledge and understanding with practical and technical skills. This applied learning is achieved through learners performing vocational tasks that encourage the development of appropriate vocational behaviours and transferable skills. Transferable skills include communication, teamwork and research and analysis, which are valued by employers. Opportunities to develop these skills are signposted in the units.

Our approach provides rigour and balance, and promotes the ability to apply learning immediately in new contexts. The units include guidance on approaches to breadth and depth of coverage, which can be modified to ensure that content is current and reflects international variations.

Assessment

Assessment is designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. All assessment is internal but some mandatory units are assessed using Pearson Set Assignments.

Pearson Set Assignment (PSA) units

Some units in the qualifications are assessed using a Pearson Set Assignment. Each assessment is set by Pearson and is marked by teachers.

Set assignment units are subject to external standards verification processes common to all BTEC units. By setting an assignment for some units, we can ensure that all learners take the same assessment for a specific unit. Learners are permitted to resit set assignment units during their programme. Please see *Section 6 Internal assessment* for further information.

Set assignments are available from June each year and are valid until the end of August in the following year. For detailed information on the Pearson Set Assignment, please see the table in *Section 2 Structure*. For further information on preparing for assessment, see *Section 5 Assessment structure*.

Internal assessment

All units in the sector are internally assessed and subject to external standards verification. Before you assess you will need to become an approved centre, if you are not one already. You will need to prepare to assess using the guidance in *Section 6 Internal assessment*.

For units where there is no Pearson Set Assignment, you select the most appropriate assessment styles according to the learning set out in the unit. This ensures that learners are assessed using a variety of styles to help them develop a broad range of transferable skills. Learners could be given opportunities to:

- · write up the findings of their own research
- use case studies to explore complex or unfamiliar situations
- · carry out projects for which they have choice over the direction and outcomes
- demonstrate practical and technical skills using appropriate tools/ processes etc.

For these units, Pearson will provide an Authorised Assignment Brief that you can use. You will make grading decisions based on the requirements and supporting guidance given in the units. Learners may not make repeated submissions of assignment evidence. For further information, please see *Section 6 Internal assessment*.

Language of assessment

Assessment of the units for these qualifications is available in English but can be translated as necessary.

Learners taking the qualification/s may be assessed in sign language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments, see *Section 7 Administrative arrangements*.

Grading for units and qualifications

Achievement of the qualification requires demonstration of depth of study in each unit, assured acquisition of a range of practical skills required for employment or for progression to higher education, and successful development of transferable skills. Learners who achieve a qualification will have achieved across mandatory units where applicable.

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P) and Unclassified (U). All mandatory and optional units contribute proportionately to the overall qualification grade, for example a unit of 60 GLH will contribute double that of a 30 GLH unit.

Qualifications in the suite are graded using a scale of P to D*, **or** PP to D*D*. Please see *Section 9 Understanding the qualification grade* for more details. The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes, on the basis of learner performance and in consultation with key users of the qualifications.

1 Qualification purpose and progression

Pearson BTEC International Level 2 qualifications in Creative Media

Who are these qualifications for?

The Pearson BTEC International Level 2 qualifications in Creative Media are designed primarily for learners in the 14–19 age group who wish to develop their knowledge and skills in creative media. These qualifications complement other subjects that they may be studying and are useful in their own right, but they also allow learners to progress to related qualifications at Level 3 and then to higher education or employment.

Which size qualification to choose?

Choosing the most suitable size of qualification will depend on the learner's broader programme of study. For example, a learner who wishes to have a brief introduction to the creative media sector may take the Award, whereas learners who have a greater interest are likely to take the larger Certificate or Extended certificate sizes. At all sizes, learners are likely to combine this with other qualifications, such as International GCSEs, in order to support their desired progression.

Qualification structures have been designed to enable a learner who starts with the smallest qualification to progress easily to the larger qualifications.

What do these qualifications cover?

All learners will be required to take mandatory content that is relevant across a variety of areas of creative media, namely researching and proposing ideas for a creative media product in response to a client brief. In addition, learners take optional units that focus on particular specialisms within creative media, for example, digital photography, video, website production or advertising. For the Extended Certificate, there is a mandatory unit which allows learners to draw together their learning to research and create a digital media product in response to a client brief.

What could these qualifications lead to?

These qualifications support progression to a range of Level 3 courses. Learners who wish to progress to closely-related subjects could progress on to Level 3 courses in:

- · Creative Media
- more specialised courses, for example in photography, video production, advertising, games, web design.

How do these qualifications provide transferable skills?

In the BTEC International Level 2 units, there are opportunities during the teaching and learning phase to give learners practice in developing transferable skills. Where we refer to transferable skills in this specification, we are generally referring to skills in the following three main categories:

- cognitive and problem-solving skills using critical thinking, approaching non-routine problems, applying expert and creative solutions, using systems and technology
- **interpersonal skills** communicating, working collaboratively, negotiating and influencing, self-presentation
- **intrapersonal skills** self-management, adaptability and resilience, self-monitoring and development.

There are also specific requirements in some units for assessment of these skills where relevant, for example, where learners are required to undertake real or simulated activities. These skills are indicated in the units and in *Appendix 1: Transferable employability skills*.

How do the qualifications provide transferable knowledge and skills for further and higher education?

All BTEC International Level 2 qualifications provide transferable knowledge and skills that prepare learners for progression to university. The transferable skills that universities value include:

- the ability to learn independently
- · the ability to research actively and methodically
- the ability to give presentations and be active group members.

BTEC learners can also benefit from opportunities for deep learning, where they are able to make connections across units and select areas of interest for detailed study.

2 Structure

Qualification structures

The structures for the qualifications in this specification are:

- · Pearson BTEC International Level 2 Award in Creative Media
- · Pearson BTEC International Level 2 Certificate in Creative Media
- · Pearson BTEC International Level 2 Extended Certificate in Creative Media.

Pearson BTEC International Level 2 Award in Creative Media

Mandatory units

There is 1 mandatory unit, which is assessed by a set assignment. Learners must complete and achieve a Pass or above in the mandatory unit.

Optional units

Learners must also complete 1 optional unit.

Pearson BTEC International Level 2 Award in Creative Media				
Unit number	Unit title	GLH	Туре	How assessed
Mandato	ry units – learners complete and a	achieve	one unit	
1	Research, Develop and Propose Ideas for a Digital Media Product	60	Mandatory	Set assignment
Optional	units - learners must complete or	ne optio	nal unit	
2	Writing for Fictional Media Products	60	Optional	Internal
3	Writing for Factual Media Products	60	Optional	Internal
4	Digital Video Production	60	Optional	Internal
5	Audio Podcast Production	60	Optional	Internal
6	Digital Print Production	60	Optional	Internal
7	Digital Photography	60	Optional	Internal
8	Animation Production	60	Optional	Internal
9	Web Production	60	Optional	Internal
10	Advertising Production	60	Optional	Internal
11	Digital Games Production	60	Optional	Internal

Pearson BTEC International Level 2 Certificate in Creative Media

Mandatory units

There is 1 mandatory unit, which is assessed by a set assignment. Learners must complete and achieve a Pass or above in the mandatory unit.

Optional units

Learners must also complete 3 optional units.

Pearson BTEC International Level 2 Certificate in Creative Media				
Unit number	Unit title	GLH	Туре	How assessed
Mandato	ry units – learners complete and a	achieve	one unit	
1	Research, Develop and Propose Ideas for a Digital Media Product	60	Mandatory	Set assignment
Optional	units - learners must complete th	ree opt	ional units	
2	Writing for Fictional Media Products	60	Optional	Internal
3	Writing for Factual Media Products	60	Optional	Internal
4	Digital Video Production	60	Optional	Internal
5	Audio Podcast Production	60	Optional	Internal
6	Digital Print Production	60	Optional	Internal
7	Digital Photography	60	Optional	Internal
8	Animation Production	60	Optional	Internal
9	Web Production	60	Optional	Internal
10	Advertising Production	60	Optional	Internal
11	Digital Games Production	60	Optional	Internal

Pearson BTEC International Level 2 Extended Certificate in Creative Media Mandatory units

There are 2 mandatory units, both of which are assessed by set assignments. Learners must complete and achieve a Pass or above in both mandatory units.

Optional units

Learners must complete 4 optional units.

Pearson BTEC International Level 2 Extended Certificate in Creative Media				
Unit number	Unit title	GLH	Туре	How assessed
Mandato	ry units – learners complete and a	achieve	two units	
1	Research, Develop and Propose Ideas for a Digital Media Product	60	Mandatory	Set assignment
12	Creative Media Production Project	60	Mandatory	Set assignment
Optional	units - learners must complete fo	ur opti	onal units	
2	Writing for Fictional Media Products	60	Optional	Internal
3	Writing for Factual Media Products	60	Optional	Internal
4	Digital Video Production	60	Optional	Internal
5	Audio Podcast Production	60	Optional	Internal
6	Digital Print Production	60	Optional	Internal
7	Digital Photography	60	Optional	Internal
8	Animation Production	60	Optional	Internal
9	Web Production	60	Optional	Internal
10	Advertising Production	60	Optional	Internal
11	Digital Games Production	60	Optional	Internal

Set assignment units

This is a summary of the type and availability of set assignment units. For more information, see *Section 5 Assessment structure*, and the units and sample assessment materials.

Unit	Туре	Availability
Unit 1: Research, Develop and Propose Ideas for a Digital Media Product	An assignment set by Pearson and marked by the centre.The advised assessment period is 15 hours.	Two available for each series.
Unit 12: Creative Media Production Project	An assignment set by Pearson and marked by the centre.The advised assessment period is 20 hours.	Two available for each series.

Employer involvement in assessment and delivery

You are encouraged to give learners opportunities to be involved with employers. For more information, please see *Section 4 Planning your programme*.

3 Units

Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment. The units help you to undertake assessment and quality assurance effectively.

Each unit in the specification is set out in a similar way. This section explains how the units work. It is important that all teachers, assessors, internal verifiers and other staff responsible for the programme review this section.

Section	Explanation
Unit number	The number is in a sequence in the sector. Numbers may not be sequential for an individual qualification.
Unit title	This is the formal title that we always use, it appears on certificates.
Level	All units are at Level 2.
Unit type	This shows if the unit is internal or assessed using a Pearson Set Assignment. See structure information in Section 2 Structure for details.
Guided Learning Hours (GLH)	Units have a GLH value of 60. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
Unit in brief	This is a brief formal statement on the content of the unit that is helpful in understanding its role in the qualification. You can use this in summary documents, brochures, etc.
Unit introduction	This is written with learners in mind. It indicates why the unit is important, how learning is structured and how it might be applied when they progress to employment or higher education.
Assessment	For internal set assignment units, this section states whether set assignments are required to be completed.
Learning aims	These help to define the scope, style and depth of learning of the unit. You can see where learners should be learning standard requirements ('understand') or where they should be actively researching ('investigate'). You can find out more about the verbs we use in learning aims in <i>Appendix 2: Glossary of terms used</i> .
Summary of unit	This section helps teachers to see at a glance the main content areas given against the learning aims and the structure of the assessment. The content areas and structure of assessment must be covered. The forms of evidence given are suitable to fulfil the requirement.

Section	Explanation
Content	This section sets out the required teaching content of the unit. Content is compulsory except when shown as 'e.g.'. Learners should be asked to complete summative assessment only after the teaching content for the unit or learning aim(s) has been covered.
Assessment criteria	Each learning aim has Pass and Merit criteria. Each assignment has at least one Distinction criterion. A full glossary of terms used is given in Appendix 2: Glossary of terms used. All assessors need to understand our expectations of the terms used. Distinction criteria represent outstanding performance in the unit. Some criteria require learners to draw together learning from across the learning aims.
Essential information for assignments	This shows the maximum number of assignments that may be used for the unit to allow for effective summative assessment and how the assessment criteria should be used to assess performance. For set assignment units, this section will include any conditions for taking the assignment.
Further information for teachers and assessors	This section gives you information to support the implementation of assessment. It is important that this is read carefully alongside the assessment criteria, as the information will help with interpretation of the requirements.
Resource requirements	Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources, see <i>Section 10 Resources and support</i> .
Essential information for assessment decisions	This section gives guidance on and examples for each learning aim or assignment of the expectations for Pass, Merit and Distinction standard.
Assessment controls	This section gives details of the rules that learners need to abide by when taking the assessment.
Links to other units and other curriculum subjects	This section shows you the main relationships between different units and any clear links to other curriculum subjects. This helps you to structure your programme and make best use of available materials and resources.
Employer involvement	This section gives you information on the units, which can be used to involve learners with employers. This will help you to identify the kind of involvement that is likely to be most successful.
Opportunities to develop transferable employability skills	This section gives you guidance on how transferable employability skills might be developed in teaching and assessment of the unit.

Index of units

This section contains all the units developed for these qualifications. Please refer to page 3 to check which units are available in all qualifications in the creative media sector.

Unit 1:	Research, Develop and Propose Ideas for a Digital Media Product	17
Unit 2:	Writing for Fictional Media Products	27
Unit 3:	Writing for Factual Media Products	39
Unit 4:	Digital Video Production	51
Unit 5:	Audio Podcast Production	61
Unit 6:	Digital Print Production	73
Unit 7:	Digital Photography	81
Unit 8:	Animation Production	93
Unit 9:	Web Production	103
Unit 10:	Advertising Production	115
Unit 11:	Digital Games Production	125
Unit 12:	Creative Media Production Project	135

Unit 1: Research, Develop and Propose Ideas for a Digital Media Product

Level: 2

Unit type: Pearson Set Assignment

Guided learning hours: 60

Unit in brief

In this unit, learners will learn about research methods, and use them to conduct research into products and audiences. They will use this to develop and propose an idea in an appropriate format.

Unit introduction

Ideas for successful media products don't come from nowhere. They are usually the result of a long process of research to find out what audiences like, and what makes products successful.

It is very important in all media sectors that people are able to communicate effectively to express ideas with clarity and accuracy to others, e.g. clients. Proposing an idea for a digital media product is a key part of the process of gaining approval for the product to go into production.

In this unit, you will learn about research methods and use them to conduct research that will help you generate ideas for your own digital media product. You will select an idea and develop the skills to enable you to propose the idea effectively. The knowledge and skills you acquire will provide a foundation for developing ideas for other units in this qualification. Research skills and the ability to develop and propose ideas are essential in many roles within digital media industries and this unit will help you to progress to further study in further or higher education or to gain employment in the digital media sector.

Assessment

This unit has a Pearson Set Assignment. Learners must complete a Pearson Set Assignment Brief.

Learning aims

In this unit you will:

- A Use research methods to inform ideas for a digital media product
- **B** Develop ideas for a digital media product
- C Propose an idea for a digital media product.

Summary of unit

Learning aim	Key content areas	Assessment approach	
A Use research methods to inform ideas for a digital media product	A1 Purposes of researchA2 Research methodsA3 Summarise and record findings	This unit is assessed through a Pearson Set Assignment.	
B Develop ideas for a digital media product	B1 Generate ideas B2 Select ideas		
C Propose an idea for a digital media product	C1 Develop materials to propose an idea for a digital media productC2 Propose an idea for a digital media product	7.65 igi ii i i i i i i i i i i i i i i i i	

Content

Learning aim A: Use research methods to inform ideas for a digital media product

A1 Purposes of research

Learners need to understand how research can inform ideas for a digital media product.

- Audience research:
 - to categorise target audiences
 - demographics e.g. age, gender, ethnic background, occupation, geo-demographic, psychographics
 - to research responses, opinions, attitudes, behaviour patterns, media consumption preferences.
- Product research:
 - o to investigate existing media products, e.g. style, structure, format, purpose
 - o to research the market
 - popularity of existing media products, e.g. ratings, circulation figures, web hits, audience opinions
 - research into competitor products
 - research into gaps in market
 - investigate current market trends.

A2 Research methods

Learners need to use audience and product research to inform ideas for a digital media product.

- Creating a research plan:
 - o defining the purpose of the research, i.e. what you need to find out
 - selecting appropriate methods
 - primary, e.g. interviews, observations, questionnaires, surveys, focus groups
 - secondary, e.g. using libraries and archives, internet searches, accessing published ratings/circulation figures
 - selecting participants, e.g. by demographics, suitability for research purpose, number of respondents required
 - consideration of the quality of sources, e.g. relevance, accuracy, reliability, validity
 - o timeframe.
- Conducting planned research and gathering findings.

A3 Summarise and record findings

Learners need to summarise and record the findings of their research to inform ideas for a digital media product.

- Organise and log findings.
- Summarise findings:
 - o written conclusions
 - o visual representations, e.g. graphs, infographics, charts, tables.

Learning aim B: Develop ideas for a digital media product

B1 Generate ideas

Using their research findings as a starting point, learners need to use ideas generation techniques to develop and refine ideas for a digital media product.

- · Consideration of research findings.
- · Consideration of brief, client, audience.
- · Ideas generation techniques:
 - o visual, e.g. mind maps, thumbnails, sketches, moodboards
 - o oral, e.g. brainstorming, discussions, focus groups
 - o written, e.g. outline, synopsis, annotations.
- Combining and refining ideas.

B2 Select ideas

Learners need to review the ideas they have generated and select a final idea to develop into a finished proposal.

- Review of each idea:
 - o strengths and weaknesses, e.g. SWOT analysis
 - o appropriateness to client, brief and audience
 - o practical/logistical considerations, e.g. achievable, resources, timeframes, budget, personnel
 - o applicable codes of practice
 - o legal/moral restrictions, e.g. privacy, libel/defamation, discrimination, data protection, freedom of information, copyright.
- · Selecting a final idea.
- Justifying the final selection.

Learning aim C: Propose an idea for a digital media product

C1 Develop materials to propose an idea for a digital media product

Learners will develop materials to support their proposed idea for a digital media product.

- Written materials:
 - o types, e.g. report, presentation notes, games design document
 - considerations
 - structure, e.g. idea synopsis, how the idea fulfils the brief and is appropriate to the audience, practical/logistical and legal/moral considerations, justification, content breakdown
 - clarity of information
 - appropriateness of information
 - language used, e.g. formal, informal, use of humour, use of persuasive techniques.
- Visual/audio-visual materials:
 - o types
 - graphic, e.g. concept art, illustrations, graphs, photographs
 - moving image, e.g. embedded video clips, animated motion graphics
 - audio, e.g. narration on presentation, sound effects
 - o considerations, e.g. layout, headings, use of colour, labels and legends on charts, captions.

C2 Propose an idea for a digital media product

The learner will propose an idea in a written, visual or verbal format, or a combination of some or all of these as appropriate.

- · Presentation formats:
 - o written, e.g. proposal, treatment, report, annotations on visual presentation
 - o visual, e.g. concept art, storyboards, video, presentation software
 - o oral, e.g. presentation, discussion, question/answer session.

Assessment criteria

Pass		Merit	Disti	nction
Learning aim A: Use research methods to inform ideas for a digital media product				Plan and conduct
	Conduct product and audience research. Make basic use of methods to record findings.	A.M1 Plan and conduct competent research to inform ideas for a digital media product, summarising findings appropriately.		effective research to inform ideas for a digital media product presenting relevant findings clearly and effectively.
Learning aim B: Develop ideas for a digital media product			B.D2	Consider research findings and make
	Use basic ideas generation techniques to generate ideas for a digital media product. Select an idea for a digital media product with some links to the brief.	B.M2 Make appropriate use of ideas generation techniques to generate ideas for a digital media product and select an idea which appropriately links to the brief.		effective use of different ideas generation techniques to generate and refine ideas for a digital media product, justifying the selection of an idea which effectively links to the requirements of the brief.
Learning aim C: Propose an idea for a digital media product				Develop and use detailed materials
	Develop basic materials to propose an idea. Propose an idea using a basic presentation format.	C.M3 Develop and use appropriate materials to propose an idea competently using a suitable presentation format.		to propose an idea effectively using a structured and engaging presentation format

Essential information for assignments

This unit is assessed using a Pearson Set Assignment Brief. A set assignment must be used to assess learners.

Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners will select and use a range of research methods to conduct targeted research that will clearly assist in informing the ideas generation process for a digital media product. As part of the planning process they will demonstrate consideration of the purpose of the research and the methods and sources used, e.g. learners may discuss why they have used audience viewing figures to research the popularity of competitor products, or why they have distributed digital surveys to members of relevant internet forums to research preferences into their initial ideas.

Learners will review their research findings to select relevant findings to inform their conclusions, which they will present clearly and effectively, e.g. using clear and effective graphs or infographics, well-chosen quotes that clearly support the points they are making. The research findings presented will be 'to the point' and the information will be sufficient and effective in communicating and supporting the conclusions, without the inclusion of unnecessary or irrelevant information.

For Merit standard, learners will plan and use a range of research methods to conduct targeted research to assist in informing the ideas generation process for a digital media product. The methods used will be planned in advance and will be appropriate to assist learners in generating their ideas though they may not always consider the suitability of the sources, e.g. not considering that a website may contain outdated information, or selecting members of a focus group solely from their peers without explaining if or why this is an appropriate choice.

Learners will present relevant research findings that inform their conclusions using appropriate written and visual techniques, e.g. graphs and quotes, but these may lack detail. For example, a learner may present the content and platform preferences of the respondents, but not the reasons for these. Alternatively, when selecting the findings learners may have left in some unnecessary or less relevant information alongside information which supports the conclusions being presented, making the useful information more difficult to find.

For Pass standard, learners will conduct both product and audience research intended to inform ideas for a digital media product, but there will be little evidence of planning and methods used will tend towards the obvious, e.g. a questionnaire to peers into audience preferences and a web search of existing products on the market. There is unlikely to be any explanation of the reasons why these methods have been selected. The research may clearly be biased towards an existing idea e.g. by using leading questions, and findings will relate to the purpose of the research. However, these finding are likely to be basic and recorded in a descriptive manner, lacking in explanation of conclusions, e.g. "I asked if I should use humour in my media product, and 90% of people thought I should". The findings presented are likely to show a lack of appropriate selection meaning that less relevant information will also be included, e.g. graphs showing that of 15 members of the class surveyed, 14 were sixteen years old. Findings will be presented in a basic manner, e.g. charts without titles, labels or a key, broad statements leading to vague and unsupported conclusions.

Learning aim B

For Distinction standard, learners will clearly show how the ideas generation process has used the research findings as a starting point, and how they have used techniques effectively to generate a range of different ideas. At this level learners may, for example, produce detailed sketches for several ideas and present these to a focus group to discuss the audience response. They will demonstrate that they have considered strengths and limitations of these ideas to assist them in selecting an idea, combining or refining ideas as appropriate, with detailed consideration of the requirements of the brief, practical or logistical factors, and other considerations. They will be able to clearly justify their reasons for discounting some ideas and selecting a final idea which meets the requirements of the brief. For example, a learner may show that they have decided not to go ahead with the idea that was favoured by most of the research respondents because it would rely on access to locations that would be difficult or costly to arrange, but following further focus groups they have retained some elements of the original idea within their final proposed idea.

For Merit standard, learners will show how appropriate use of ideas generation techniques, e.g. a formal brainstorming session with peers resulting in a detailed mindmap have helped to generate different ideas. These are then likely to be further developed, e.g. into annotated sketches, though these may be variations on a theme. Learners will demonstrate that they have appropriately reviewed the ideas they have generated when selecting a final idea which clearly links to the brief, and are likely to make reference to the research, though this may have had only a limited impact on the final idea. For example, based on their research the learner may have concluded that a video should show young people undertaking adventurous pursuits. The learner may have then brainstormed ten ideas for filming different adventurous pursuits, and discounted several of these on the basis that they would be too dangerous, costly or difficult to film, selecting three to incorporate into their final product.

For Pass standard, learners will have generated ideas for a digital media product using basic techniques, though the use of techniques will be limited and are likely to be less formally conducted. For example, learners may have recorded their own thoughts using a basic mind map with limited detail, or briefly listed some variants on an idea following a discussion with a teacher or peer.

They will have selected one idea to propose but the research may have had limited impact on the generation and selection of ideas. The selected idea will some links to the brief, e.g. a connection to the theme of the brief, but the link to the research may not be clear, or learners may have become fixed on an idea during the ideas generation phase, and other ideas generated will show little variation from the original. Practical considerations will be only basically considered, e.g. learners may propose shooting on location in a park or in a woods as two distinctly separate ideas, and are unlikely to have considered logistical implications of choosing the location.

Learning aim C

For Distinction standard, learners will develop detailed materials which they will use to clearly communicate their idea and provide clear evidence of how the idea will fulfil the brief. This may take any form appropriate to the idea being proposed, e.g. a written proposal for a magazine with a visual rough of the front cover and annotations explaining how the idea will fulfil the brief. Whatever methods are used, the information will be clear and appropriate and conveyed effectively e.g. using persuasive language and engaging visual/audio visual content. The communication of the idea will be well structured, e.g. a verbal presentation will include an effective introduction and conclusion, or a written proposal will include a contents pages, clear headings and captions to images.

For Merit standard, learners will develop appropriate materials to allow them to communicate their idea competently, e.g. learners will show how the idea fulfils the brief and is appropriate to the audience and include some information relating to logistical and legal or moral considerations.

The learner may communicate the idea in any form appropriate to the idea being proposed, e.g. a short visual presentation for a magazine including ideas for articles. The idea is unlikely to be communicated persuasively and learners may occasionally be unclear about elements of important information, or include less relevant information in some areas.

For Pass standard, learners will develop basic materials to provide a summary of the idea being proposed e.g. list of contents for a magazine proposal. The idea will be presented in a basic presentation format, e.g. oral presentation with limited but relevant supporting materials, such as rough sketches of page layouts. The communication techniques used will be basic, e.g. although the language may not always be appropriate, most aspects of the proposed idea are clear.

Assessment controls

Time: this assignment has a recommended time period. This is for advice only and can be adjusted depending on the needs of learners.

Supervision: you should be confident of the authenticity of learners' work. This may mean that learners should be supervised.

Resources: all learners should have access to the same types of resources to complete the assignment.

Research: learners should be given the opportunity to carry out research outside of the learning context if required for the assignment.

Links to other units and curriculum subjects

This unit is designed to be delivered in conjunction with one of the optional units, with teaching and assessment taking place either before, or alongside, that unit.

The skills and knowledge they acquire in Unit 1 act as a foundation on which all of the other optional units build since all of them involve research and generating ideas for digital media products. The ideas generation undertaken in Unit 1 could also go on to be developed practically into a media product to fulfil the requirements of learning aims B and C of many of the optional units, e.g. *Unit 4: Digital Video Production*. Teachers should bear this in mind when planning delivery.

If this unit is delivered alongside one of the optional units, then the understanding of digital products relating to that sector developed by the optional unit will benefit learners when developing ideas and considering the logistical implications of those ideas for Unit 1.

Employer involvement

This unit would benefit from employer involvement in the form of:

- · guest speakers and interview opportunities
- · visits to appropriate organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research and planning skills, and skills in communicating ideas and proposals in written, visual or verbal formats.

Unit 2: Writing for Fictional Media Products

Level: 2

Unit type: Internal

Guided learning hours: 60

Unit in brief

Learners will develop the knowledge, skills and understanding to plan and write a scene for a fictional drama.

Unit introduction

In the digital age, the written word is as important as ever. Without effective writing, fictional media products can't engage their audience. Whether they are making fictional characters come alive with quirky dialogue or constructing intricate plots, writers of fictional drama are able to write compelling stories that have a huge impact on audiences.

In this unit, you will explore how the features of writing fictional drama are combined by writers to entertain audiences. You will investigate how writers of fictional drama engage their audiences. You will also learn how to use the conventions of audio and moving image scripts but predominantly you will develop and use a wide range of fictional writing techniques. You will need to develop characters and a story for a fictional drama and plan and write a script for a specific fictional drama scene.

Learning aims

In this unit you will:

- A Explore the features of writing fictional drama
- **B** Plan content for a fictional drama scene
- **C** Write a fictional drama scene.

Summary of unit

Learning aim	Key content areas	Assessment approach	
A Explore the features of writing fictional drama	A1 Features of writing fictional drama A2 Engaging audiences	A written report, article or presentation comparing how fictional drama scenes create meaning and engage audiences.	
B Plan content for a fictional drama scene	B1 Developing characters and a story for a fictional dramaB2 Planning a scene for a fictional drama	Portfolio of development work, including evidence of: developing the characters and story for a new fictional drama	
C Write a fictional drama scene	C1 Conventions of audio and moving image scriptsC2 Fictional writing techniques	 planning a specific scene for a fictional drama annotated drafts of the development of the script. A final script for a scene from a TV, film, radio or podcast fictional drama. 	

Content

Learning aim A: Explore the features of writing fictional drama

A1 Features of writing fictional drama

Learners will need to explore specific scenes from fictional dramas to compare how the features of writing fictional drama combine to create meaning for audiences.

- Fictional drama formats:
 - o scripted audio drama, e.g. radio, podcast
 - o scripted moving image drama, e.g. film, television.
- Characters:
 - o the protagonist:
 - characteristics, e.g. distinctive traits, character flaws
 - motivation or drive, e.g. problem to solve, dilemma, call to action
 - journey, e.g. how the scene fits into the protagonist's journey or struggle
 - o the role of other characters in the scene, e.g. antagonist, helper, mentor, caregiver.
- Drama and conflict:
 - o main goal or objective, e.g. what is the protagonist trying to achieve in this scene?
 - o obstacles, e.g. what is stopping the protagonist from achieving the main goal?
 - o tactics:
 - actions, e.g. what does the protagonist do to achieve the goal?
 - dialogue, e.g. what does the protagonist say to achieve the goal?
 - o non-verbal communication, e.g. body language, facial expressions, eye contact, proximity to others
 - impact on the story, e.g. character's decisions, reactions, dilemmas, consequences
- Setting:
 - o establishing the time, place and mood through:
 - music, e.g. soundtrack, atmospheric music
 - sound effects, e.g. isolated sounds, ambience
 - location, e.g. specific details
 - mise-en-scene, e.g. lighting, costume, props
 - dialogue, e.g. use of language, dialect, setting the scene.

A2 Engaging audiences

Learners will need to investigate how writers of fictional drama engage the audience.

- · Underlying meanings, e.g. what does the writer reveal about:
 - the characters' motivations
 - the characters' relationships with each other
 - o the part they play in the story.
- Maintaining audience interest, e.g.:
 - high stakes for the protagonist
 - o complex and fascinating characters.
- Manipulating the audience reaction, e.g.:
 - o emotional reaction
 - revelations
 - o dead ends
 - o cliff-hangers.

Learning aim B: Plan content for a fictional drama scene

B1 Developing characters for a fictional drama scene

Learners will need to develop ideas for characters for their own fictional drama.

- Generating ideas for the protagonist:
 - o motivation, e.g. goal, drive, desire
 - o character flaw, e.g. jealousy, self-doubt, lack of self-control, stubbornness, greed
 - o distinctive character traits, e.g. interests, favourite possessions.
- Developing characters:
 - o name, age and occupation
 - o role in the story, e.g. antagonist, helper
 - o main physical features
 - o personality traits, e.g. fun-loving, cheerful, lazy, bad-tempered, reserved.

B2 Developing the story for a fictional drama scene

Learners will need to develop ideas for the overall story and for a specific scene for their own fictional drama.

- Story structure:
 - o summary of the story, e.g. title, logline, brief synopsis of the story
 - o what is the trigger or incident that sets the story in motion?
 - o what is the main conflict/struggle in the story?
 - o how will the story end?
- Planning a specific scene for a fictional drama:
 - o who are the characters in the scene?
 - o where is the scene set?
 - o what is the purpose of the scene?
- · Character motivation:
 - o what is the protagonist's goal in the scene you plan to write?
 - o what is at stake, e.g. what will happen if the protagonist does not achieve the goal?
 - o obstacles, e.g. what is standing in the way?

Learning aim C: Write a fictional drama scene

C1 Conventions of audio and moving image scripts

Learners will need to select the format for their fictional drama scene and understand the conventions of audio or moving image scripts.

- Conventions of audio scripts, e.g. radio, podcast:
 - o dialogue
 - sound effects
 - o music.
- Conventions of moving image scripts, e.g. TV, film:
 - slug line
 - dialogue
 - o descriptions of key aspects of:
 - mise-en-scene, e.g. setting, lighting, costume, props
 - action.

C2 Fictional writing techniques

Learners will need to combine different fictional writing techniques to write a scene from their fictional drama in the format of a script for TV, film, radio or a podcast.

- Techniques to hook the audience at the beginning of the scene:
 - o grab the audience's attention, e.g. extreme action, intriguing behaviour, dramatic dialogue
 - o establish at least one question regarding the story, e.g. who, why, what?
- · Techniques for writing about setting:
 - appeal to the senses, e.g. describe what the characters can see, hear, smell, touch, taste
 - o include colours, e.g. to reflect the characters' emotions, to convey meanings
 - o establish the mood, e.g. through music, sound effects, mise-en-scene.
- Techniques for writing dialogue:
 - keep dialogue short and to the point, e.g. remove any niceties, remove uninteresting conversation
 - write broken dialogue, e.g. include fragments of thoughts, incomplete sentences, interruptions
 - o conveying individuality and character, e.g. word choice, slang, speech quirks
 - o keep dialogue lively, e.g. characters can exaggerate, lie, be evasive
 - o include non-verbal dialogue, e.g. movement, body language, gestures
 - o purpose of dialogue, e.g. create conflict, convey emotion, advance the plot, set the scene, establish character.
- · Techniques for writing plot:
 - o showing not telling, e.g. demonstrate emotions, character and personality traits
 - o increase the conflict, e.g. add to the challenges throughout the scene, raise the stakes
 - build tension, e.g. what dramatic choice, decision or dilemma does the protagonist face?
 - add suspense, e.g. putting the protagonist in jeopardy, actions that have consequences.
- Editing and redrafting:
 - o edit the dialogue, e.g. trimming dialogue, improving word choices
 - o ensure consistency in the writing, e.g. character's dialogue, tone, mood.

Assessment criteria

Pass	Merit		ction	
Learning aim A: Explore the features of writing fictional drama			Analyse how the features of	
 A.P1 Describe the features of fictional drama in different scenes. A.P2 Describe how a fictional drama scene engages the audience. 	A.M1 Explain how the features of fictional drama writing are used to create meaning and engage audiences in different fictional drama scenes.		fictional drama writing combine to create meaning and engage audiences in different fictional drama scenes.	
Learning aim B: Plan conte scene	nt for a fictional drama	ma		
B.P3 Carry out basic planning for a scene from a new fictional drama.	B.M2 Carry out competent planning for a scene from a new fictional drama.	BC.D2	Make good use of	
Learning aim C: Write a fict		planning, scripting conventions and		
 C.P4 Make basic use of the conventions of audio or moving image scripts. C.P5 Make basic use of fictional writing techniques to produce a straightforward script for a fictional drama scene. 	C.M3 Make appropriate use of scripting conventions and fictional writing techniques to produce a suitable script for a fictional drama scene.		fictional writing techniques to produce an effective script for a fictional drama scene.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, C.P4, C.P5, B.M2, C.M3, BC.D2)

Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners will investigate specific scenes from different fictional dramas. These are likely to include different formats, such as comparing a scene form a fictional storytelling audio podcast with a scene from a television drama, although they do not have to.

Learners will analyse how the features of writing fictional drama combine to create meaning for the audience. For example, by analysing how the flaw of one protagonist becomes an obstacle, which creates conflict in the scene that is reinforced through the soundtrack. Learners will also make effective comparisons between their chosen scenes, for example by comparing the way non-verbal language is used by characters from different fictional drama scenes to communicate meaning to the audience.

Learners will analyse how different fictional media drama scenes engage their audience, for example by revealing underlying meanings about a character's motivation and relationship with other another character, increasing the stakes to maintain the interest of the audience and manipulating the audience, e.g. by making a character unsympathetic to provoke an unfavourable emotional response or introducing a false clue to guide the audience towards the wrong conclusion.

For Merit standard, learners will investigate specific scenes from different fictional dramas. These could be in the same format or different formats; for example, learners could choose to compare scenes from two different film dramas or compare a scene from a radio drama with a scene from a television drama.

Learners will explain how the features of writing fictional drama create meaning for the audience. For example, by comparing the goal of different protagonists and how these drive the action in scenes from different fictional dramas or how the use of sound effects in two different audio dramas create meaning for audience. However, learners are likely to explain each feature in isolation, rather than make links between them.

Learners will explain how different fictional media drama scenes engage their audience, for example by developing fascinating and complex characters to maintain the interest of the audience. Learners will also make appropriate comparisons between their chosen scenes, for example by comparing how audiences are meant to react to the use of shocking revelations in two different scenes.

For Pass standard, learners will investigate specific scenes from different fictional dramas. These are likely to be in the same format, such as scenes from different film dramas.

Learners will describe some of the features of writing fictional drama, such as the conflict that is created between two characters. However, learners are unlikely to consider how that conflict is used to create meaning for audiences, e.g. by explaining what consequences the conflict will have upon the story. Learners will describe some of the more straightforward features of their chosen scenes, for example the use of music, although they will not develop their descriptions to explore how music creates meaning for audiences, e.g. by establishing the setting.

Learners will describe how at least one of their chosen fictional drama scenes engage their audience, for example by describing a how a cliff-hanger creates suspense in a scene.

Learning aims B and C

For Distinction standard, learners will make good use of planning when developing characters for their fictional drama. They will create interesting characters, such as a protagonist with a specific goal, character flaw and character traits and main characters with a clearly identified role to play in the story and different personality traits.

Learners will effectively plan their story, e.g. through a short summary and details of the trigger, conflict and ending. Learners will also make good use of planning when developing ideas for a specific scene from their fictional drama, such as clearly establishing the protagonist's motivation, e.g. the goal, what's at stake and the obstacles that stand in the way.

Learners will make good use of the conventions of either audio or moving image scripts, such as incorporating dialogue, sound effects and music into an audio script.

Learners will also make good use of fictional writing techniques to produce an effective final script. For example, learners are likely to use techniques to hook the audience at the beginning of their scene, such as including dramatic dialogue or establishing an intriguing question, e.g. why has that character just done that? Learners are also likely to use effective techniques to describe the setting, such as including colours to reflect the character's emotions. Learners will write effective dialogue by combing techniques for writing dialogue, such as keeping dialogue to the point, lively and use it to convey a character's individuality, e.g. through specific word choices. Learners will also utilise techniques for writing plot, such as increasing the conflict by adding to the challenges that the protagonist faces throughout the scene and adding suspense by including actions that will have considerable consequences.

Learners will make good use of editing and redrafting to ensure that the final fictional drama script engages the audience, such as trimming unnecessary dialogue, improving word choices, and ensuring consistency in each character's dialogue.

For Merit standard, learners will carry out competent planning for their fictional drama scene. For example, their characters will have a defined role and will be developed appropriately, e.g. given a name, age and physical features. However, it is unlikely that the protagonist will have a clear goal or character flaw.

Learners will appropriately plan their story, e.g. through a short summary of the story and the main conflict in the story. Learners will also develop ideas for a specific scene from their fictional drama, such as aspects of the context, e.g. setting, and character motivation, e.g. what the protagonist is trying to achieve.

Learners will make appropriate use of the conventions of either audio or moving image scripts, such as including suitable descriptions of action and key aspects of mise-enscene alongside the dialogue in a film script.

Learners will also make appropriate use of fictional writing techniques to produce a suitable final script. For example, the use of techniques to hook the audience at the beginning of the scene are likely to be partially successful, such as opening the scene with action that lacks the drama to fully grab the audience's attention. Learners are likely to use techniques for writing about setting, such as describing aspects of the location. However, these descriptions are unlikely to establish a discernible mood, e.g. downbeat.

Learners will write appropriate dialogue by making competent use of techniques for writing dialogue, such as keeping dialogue short, writing broken dialogue and including non-verbal dialogue. Learners will also make some use of techniques for writing plot, such as showing a character's emotions through action rather than telling the audience how someone is feeling through clumsy dialogue. However, the plot is likely to lack conflict, tension and suspense.

Learners will make some appropriate use of editing and redrafting, such as removing some of the unnecessary dialogue and any obvious inconsistencies in the mood of the scene. However, the final script is still likely to include some rambling dialogue.

For Pass standard, learners will carry out basic planning for their fictional drama scene such as providing some basic information about their characters. However, the structure of the story is likely to be unclear at the planning stage. Learners may identify the setting for a specific scene from their fictional drama, although any information about the purpose or character motivation in the scene is likely to have limited relevance.

Learners will make basic use of the conventions of either audio or moving image scripts, such as including vague descriptions of action or protracted descriptions of mise-enscene in a television script.

Learners will also make basic use of fictional writing techniques to produce a straightforward final script. For example, there may be evidence of the basic use of techniques for writing about setting, such as a description of what the characters can see, although this is unlikely to convey much information to the audience.

Learners will mostly write unrealistic or uninteresting dialogue, although there may be some basic use of techniques for writing dialogue, such as adding slang to convey character or including non-verbal dialogue, e.g. movement.

There may be some limited evidence of the use of techniques for writing plot, such as adding suspense by putting the protagonist in jeopardy. However, learners are unlikely to use editing and redrafting to appropriately trim dialogue, which will remain too longwinded, or improve the consistency of the final script, which may include unintentional shifts in tone and characterisation.

Links to other units and curriculum subjects

This unit may be taught alongside or following on from *Unit 1: Research, Develop and Propose Ideas for a Digital Media Product*, and the assignment may continue on from the ideas generated in that unit.

This unit also links to:

- · Unit 4: Digital Video Production
- · Unit 5: Audio Podcast Production
- Unit 12: Creative Media Production Project.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- workshops with practitioners.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop their skills in:

- planning
- research
- · working with own initiative
- · problem solving
- creativity
- · communication.

Unit 3: Writing for Factual Media Products

Level: 2

Unit type: Internal

Guided learning hours: 60

Unit in brief

Learners will develop the knowledge, skills and understanding to plan and write content for factual media products.

Unit introduction

With fake news and misinformation circulating on online platforms, factual media products have a responsibility to provide their audiences with impartial and objective information that they can trust.

However, journalists and documentary makers do a lot more than inform people about events that may affect them, they tell stories. Whether it's a topical newspaper article, a hard-hitting television documentary or a street-smart radio news package, the job of the writer is to make the story come alive. The most successful journalists and documentary makers interrogate the facts and write captivating stories that spark conversation.

In this unit you will explore how the features of factual writing are combined by writers to inform, explain and challenge audiences. You will also investigate how writers engage their audiences. You will learn how to gather information from secondary sources and conduct interviews. You will also develop and use factual writing and editing techniques. You will need to research, structure, write and edit content for a factual media product.

Learning aims

In this unit you will:

- A Explore the features of factual writing in media products
- **B** Plan content for a factual media product
- **C** Write content for a factual media product.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore the features of factual writing in media products	A1 Features of writing factual media products A2 Engaging audiences	A written report, article or presentation comparing how factual media products create meaning and engage audiences.
B Plan content for a factual media product	B1 Planning to write for a factual media productB2 Selecting information	A portfolio of development work, including evidence of: selecting a story,
C Write content for a factual media product	C1 Factual writing techniquesC2 Editing techniques	purpose and audience researching information from secondary sources conducting interviews annotated drafts of the development of the factual writing editing the final draft. A final news article or script for a news package or script for a documentary.

Content

Learning aim A: Explore the features of factual writing in media products A1 Features of writing factual media products

Learners will need to explore news articles, news packages and scenes from scripted documentaries to compare how the features of writing factual content combine to create meaning for the audience.

- · Factual media formats:
 - o news articles, e.g. newspapers, magazines, websites
 - o news packages, e.g. television and radio news bulletins
 - o scripted documentary, e.g. television, film, radio, podcast.
- Context:
 - o the target audience for the factual media product
 - o reasons for telling this story:
 - newsworthy, e.g. public interest, local/national/global appeal, timely, unexpected, prominence
 - importance or relevance to the target audience
 - potential impact on the target audience
 - o the story, e.g. answering the 5 Ws:
 - who is involved in the story? e.g. focus of a news article, the main character in a documentary
 - what has happened? e.g. events, actions
 - why has it happened? e.g. the driving force to make a person act like this
 - when did it happen? e.g. time
 - where did it happen? e.g. place
 - o the purpose of the story, e.g.:
 - conveying information
 - explaining issues
 - persuading others to take action
 - bringing understanding of a story
 - challenging unfairness/abuse of power.
- Structuring the story:
 - o news article, e.g. inverted pyramid structure
 - o script for news packages and script or voiceover for documentaries:
 - introduction to hook the audience, e.g. ask a question, establish a problem, introduce characters
 - body, e.g. substance of the story, conflict, different opinions, developing the focus of the story
 - ending, e.g. final thought for the audience, look to the future, comparison to other events.
- Impartiality:
 - o balance, e.g. between different viewpoints and opinions
 - o objectivity, e.g. presenting the facts, letting audiences decide what to think, avoiding bias, avoiding rumour and speculation, accuracy.

A2 Engaging audiences

Learners will need to investigate how factual media products engage the audience.

- Use of interviews and quotations from interviews:
 - o people involved, e.g. to add important information, to add authenticity, to personalise the story
 - o experts, e.g. to add credibility, to add to audience understanding
 - members of the public, e.g. to add different opinions, eyewitnesses adding information.
- Facts and figures, e.g. statistics, graphs, charts, diagrams.
- Use of language:
 - o clear, e.g. plain language, one thought per sentence, simple but powerful words
 - o concise, e.g. short sentences and paragraphs
 - o mode of address, e.g. the relationship with the audience, formal, conversational.

Learning aim B: Plan content for a factual media product

B1 Planning to write for a factual media product

Learners will need to plan their story and gather information from secondary sources and their own interviews.

- Selecting a story and format:
 - format, e.g. news article for a newspaper, magazine or online, news package for TV or radio, documentary for TV, film or radio, non-fiction podcast
 - o audience, e.g. age, brief lifestyle profile
 - o purpose, e.g. inform, explain, persuade, challenge
 - o story, e.g. relevance to audience, newsworthiness, personal interest, unexpected, impact.
- Research:
 - o gathering facts and statistics from secondary sources, e.g. internet, media sources, official sources, trustworthy sources
 - o fact checking, e.g. cross-checking with other sources, making sure information is up to date, verifying names and places.
- Conducting interviews:
 - selecting interviewees
 - o interview techniques:
 - preparing questions, e.g. open, direct, short, incisive
 - asking follow-up questions
 - o recording the interview, e.g. audio or video recording.

B2 Selecting information

Learners will need to select the information to include in their writing for a factual media product.

- Establish the 5 Ws and one H, e.g. who, what, where, when, why and how.
- · Select, omit and prioritise information:
 - o select content, e.g. based on the chosen angle or focus
 - o select quotations from interviews or sections of an interview to use
 - o order the information, e.g. most important to the story, most interesting to the audience.

Learning aim C: Write content for a factual media product

C1 Factual writing techniques

Learners will need to combine different factual writing techniques to write a news article, news package or the script for a scene of a documentary.

- Writing for a factual media product:
 - o news article:
 - headline, e.g. short, emotive, positive, alliteration
 - written article, e.g. inverted pyramid structure
 - quotations from your own interviews
 - statistics from your research, e.g. graph, chart, table
 - o news package:
 - reporter's script, e.g. spoken, spoken to camera, voiceover, links between different sections
 - interviews or vox pops, e.g. transcripts of selected responses, paraphrasing
 - description of video, e.g. video footage shot on location, cutaways, library footage
 - description of audio, e.g. sound effects, ambient/atmospheric audio
 - o script for a scene of a documentary:
 - script, e.g. spoken, spoken to camera, voiceover
 - interviews, e.g. transcripts of selected responses, paraphrasing
 - description of video, e.g. action, recreation of events
 - description of audio, e.g. music, sound effects, ambient/atmospheric audio.
- · Writing techniques:
 - hook the audience, e.g. include the latest, most interesting, most important, most significant, most attention-grabbing aspect of the story
 - maintain the interest of the audience, e.g. introduce new information, detail, explanation, quotations, interviews
 - o style:
 - clear, e.g. plain language, simple sentences, avoiding jargon
 - concise, e.g. key facts, short sentences
 - engaging, e.g. powerful words, curious events, intriguing details
 - direct speech for quotations.

C2 Editing techniques

Learners will need to proofread, edit and refine their writing for a news article, news package or documentary.

- Accuracy:
 - o information, e.g. facts, statistics
 - spelling, grammar and punctuation.
- Readability, e.g. appropriate language for the audience, short paragraphs, flow, avoid acronyms, consistent tense.
- · Word limits:
 - o remove redundant words and phrases
 - o remove the least important and least effective words or sections.
- Ensuring fairness, e.g. treating people with respect, representing different sides of the story, avoid derogatory language.

Assessment criteria

Pass		Merit	Disti	nction
Learning aim A: Explore the features of factual writing in media products				Analyse how the
	Describe the features of factual writing in different factual media products. Describe how a factual media product engages the audience.	A.M1 Explain how the features of factual writing create meaning for audiences and how factual media products engage audiences.		features of factual writing combine to create meaning for audiences and how factual media products engage audiences.
Lear prod	ning aim B: Plan conte luct			
	Carry out basic planning for writing content for a factual media product. Gather basic information from an interview or secondary sources.	B.M2 Carry out competent planning and gather appropriate information from an interview or secondary sources.	B.D2	Carry out effective planning and gather effective information from an interview and secondary sources.
Learning aim C: Write content for a factual media product				
C.P5	Make basic use of factual writing techniques to produce a straightforward news article or script for a news package or documentary scene.	C.M3 Make appropriate use of factual writing and editing techniques to produce a suitable news article or script for a news package or documentary scene.	С.D3	Make good use of factual writing and editing techniques to produce an effective news article or script for a news package or documentary scene.

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, B.M2, C.M3, B.D2, C.D3)

Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners will investigate different factual media products. These factual media products are likely to be in different formats and serve different purposes, such as comparing a newspaper article conveying information and a radio documentary bringing understanding of a specific story, although they do not have to be.

Learners will analyse how the features of writing factual media products combine to create meaning. For example, by analysing how the context of the story is revealed through the structure and the extent to which the structure provides balance and objectivity. Learners will also make effective comparisons between their chosen factual media products, for example by comparing the different ways that introductions can hook the audience, e.g. through a controversial incident that establishes the central problem in a film documentary or by posing an intriguing question in a television news package to generate curiosity.

Learners will specify the audience for each factual media product and analyse how the different factual media products engage their audience, for example by analysing how the use of statistics and interviews with experts add credibility to the story and how a conversational mode of address creates greater impact with particular audiences.

For Merit standard, learners will investigate different factual media products. These could be in the same format or different formats, for example learners may choose to compare television and radio news packages or compare an online news article with an episode of a non-fiction podcast.

Learners will explain how the features of writing factual media products create meaning for the audience. For example, by comparing how different news articles answer the '5 Ws' to create meaning for their audience or how different television news packages achieve balance between different viewpoints. However, learners are likely to explain each feature of the factual media products in isolation, rather than making links between them.

Learners will explain how different factual media products engage their audience, for example by explaining how specific interviews with people involved add authenticity and personalise a particular story. Learners will also make appropriate comparisons between their chosen factual media products, for example by comparing what makes different stories newsworthy. However, learners are unlikely to link this with specific audiences, for example by analysing why the story has prominence for a particular audience.

For Pass standard, learners will investigate different factual media products. These are likely to be in the same format, such as scenes from different scripted television documentaries.

Learners will describe some of the features of writing factual media products. For example, learners may describe how an online news article begins with what happened and who involved. However, learners are unlikely to consider how this creates meaning for audiences, e.g. by communicating the most important aspects of that story to the audience first.

Learners will describe how at least one of their chosen factual media products engages the audience, for example by describing some of the more straightforward features of the factual media products, such as using plain and clear language. However, learners are unlikely to develop their descriptions, for example by identifying some of the simple but powerful words in a television documentary that help to engage audiences.

Learning aim B

For Distinction standard, learners will carry out effective planning for writing factual content, including clearly establishing the story, format, audience and purpose.

Learners will gather effective information from at least one interview and different secondary sources. The interviewee will be carefully selected and the interview will be conducted with the effective use of interview techniques, such as asking direct open questions and follow-up questions that elicit interesting information. Learners will gather a broad range of relevant information from secondary sources, which is likely to come from different types of source, such as the internet and other media sources. At least some of the information will be fact checked, for example by cross-checking with official sources and ensuring the information is up to date.

Learners will select an appropriate angle or focus for their story and they will effectively select, omit and prioritise information for their story, such as selecting the most important and interesting information and picking quotations or sections from the interview that will engage the audience.

For Merit standard, learners will carry out competent planning for writing factual content. They are likely to make the story, format, audience and purpose clear, although at least one of these aspects may be undefined.

Learners will gather appropriate information from an interview or secondary sources. Any interview that is conducted will make competent use of interview techniques, such as asking open questions that elicit appropriate information. Learners will gather relevant information from secondary sources, which is likely to be different internet sources. It is unlikely that any of the information will be fact checked.

Learners are unlikely to select an angle or focus for their story. They will establish most, if not all, of the 5 Ws and they will competently select information for their story, such as selecting important information and picking appropriate quotations or sections from the interview.

For Pass standard, learners will carry out basic planning for writing factual content. They will select the format, although the audience, purpose and story are likely to be unclear at the planning stage.

Learners will gather basic information from an interview or secondary sources. Any interview that is conducted will make basic use of interview techniques, such as asking questions that elicit information with limited relevance. Learners will gather some information from secondary sources, which is likely to be a small number of Internet sources. However, the information is likely to have limited relevance.

Learners will establish some of the 5 Ws, however, they are unlikely to select or prioritise any of the information they have gathered, instead drawing on all of their information to write their content for a factual media product.

Learning aim C

For Distinction standard, learners will make good use of the features of the chosen format. For example, a news article will include an effective headline, an inverted pyramid structure, well-chosen quotations from the learner's interview and well-presented statistics to support understanding.

Learners will also make good use of factual writing techniques, such as including the most attention-grabbing aspect of the story in the introduction to hook the audience and maintaining the interest of the audience with good use of new information, details and quotations/interviews. The writing will be clear, concise and engaging, for example by using plain language, only including key facts and adding details of curious events and intriguing details.

Learners will make good use of editing techniques. For example, the final factual writing will be mostly accurate in relation to the facts and statistics that are included and the spelling, grammar and punctuation. Readability features, such as short paragraphs and appropriate language for the audience, will help the writing to flow and the final product is likely to meet any word limit. The final product is also likely to be fair, for example by treating people with respect and including different sides of the story.

The final news article, script for a news package or script for a scene for a documentary will be effective in meeting its intentions, e.g. communicating a global issue to the intended audience through the personal story of a character in the script for a scene from a documentary.

For Merit standard, learners will make appropriate use of some, but not all, of the features of the chosen format. For example, the script for an audio news package is likely to include transcripts from interviews (or paraphrased interviews) and a description of sound effects but may not have a description of ambient audio.

Learners will also make appropriate use of factual writing techniques, such as including some of the most important information in the introduction to hook the audience and maintaining the interest of the audience with appropriate use of new information, details or quotations/interviews. The writing will be mostly clear, for example by using plain language and avoiding jargon. However, learners are likely to including lots of information, rather than focusing on the key facts.

Learners will make appropriate use of editing techniques. For example, the spelling, grammar and punctuation will be inconsistent but accurate in places. Some readability features will be evident, such as using appropriate language for the audience, although the final product is unlikely to meet any word limit. The final product may not be entirely fair, for example it may avoid derogatory language but may favour one side of the story.

The final news article, script for a news package or script for a scene for a documentary will be suitable for its audience and purpose, e.g. explaining different sides of a local issue to the intended audience through a script for a television news package.

For Pass standard, learners will include at least one of the features of the chosen format. For example, the script for a documentary scene may not have any interviews or descriptions of music but it will have a description of some of the action.

Learners will make basic use of factual writing techniques. For example, the information that learners include in their introduction will be relevant to the story but is unlikely to be the most interesting, significant or attention-grabbing aspect of the story. Learners will introduce further information and details, although this is unlikely to maintain the interest of the audience. The writing will be clear is parts. However, it will not be concise and is likely to include lots of uninteresting information.

Learners are unlikely to use editing techniques to improve the accuracy, readability or fairness of the final news article, script for a news package or scene from a documentary, e.g. there is likely to be limited accuracy in the spelling, grammar and punctuation.

The final news article, script for a news package or script for a scene for a documentary will be straightforward, e.g. although the writing will be basic, it will communicate some relevant information about the chosen story.

Links to other units and curriculum subjects

This unit may be taught alongside or following on from *Unit 1: Research, Develop and Propose Ideas for a Digital Media Product*, and the assignment may continue on from the ideas generated in that unit.

This unit also links to:

- Unit 4: Digital Video Production
- · Unit 5: Audio Podcast Production
- · Unit 6: Digital Print Production
- Unit 12: Creative Media Production Project.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- · workshops with practitioners.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop their skills in:

- planning
- research
- · working with own initiative
- problem solving
- creativity
- communication.

Unit 4: Digital Video Production

Level: 2

Unit type: Internal

Guided learning hours: 60

Unit in brief

In this unit, learners will explore the features of digital video for different purposes and platforms. They will use their findings to inform planning for a video product for a specified purpose, which they will then shoot, edit and publish to a digital platform.

Unit introduction

Digital video production covers a wide range of film and video making from movies, TV adverts, news, music videos, promotional videos to tutorials and viral videos on the web. These videos may have been made by one person with a camera or a cast and crew of hundreds. However, the common factor these all share is the use of camerawork and features which communicate effectively with the target audience.

In this unit you will explore the features of video products for different purposes and platforms. You will then use camerawork, mise-en-scene (setting, locations, props, costumes and make-up), lighting, sound and editing to create a video product for a specified purpose, which you will publish to a digital platform.

You will work individually on the pre-production stage to develop an idea and complete pre-production activities. During filming you will undertake camera set up and operation and may work individually or manage actors and crew to support the production of your video. You will then individually edit and publish your video to a digital platform.

Learning aims

In this unit you will:

- A Explore the purposes, features and platforms of digital video products
- **B** Plan and shoot footage for a digital video
- C Edit and publish a digital video.

Summary of unit

Learning aim	Key content areas	Assessment approach	
A Explore the purposes, features and platforms of digital video products	A1 Purposes and features of digital videoA2 Digital video platforms and audiences	An article for a print or online magazine comparing features of digital video products for different purposes and how different platforms attract audiences.	
B Plan and shoot footage for a digital video	B1 Planning and pre-production B2 Shooting footage	A portfolio of planning and pre-production evidence. A production log to record the process of:	
C Edit and publish a digital video	C1 Carrying out editing for a digital video productC2 Exporting and publishing a digital video product	 managing the shoot shooting and reviewing footage editing the video. The final published video. 	

Content

Learning aim A: Explore the purposes, features and platforms of digital video products

A1 Purposes and features of digital video

Learners will investigate purposes and features of digital video products.

- Purposes:
 - o entertainment, e.g. to create suspense, to make people laugh, to keep people watching/make them eager to watch the next episode
 - o to inform or educate, e.g. to instruct or encourage people to change behaviour
 - o to promote, persuade or increase popularity, e.g. to persuade people to buy a product, vote a certain way or share the video with others.
- Features:
 - o types, e.g. TV programmes, movies, tutorials, advertisement, music video
 - o genre, e.g. sci-fi, horror, comedy, soap opera, news, documentary, reality TV
 - o genre codes:
 - mise-en-scene, e.g. setting, props, costumes, lighting, characters
 - camerawork, e.g. shot types, movement
 - style, e.g. colours, use of language
 - audio codes, e.g. music, sound effects, voiceover
 - o conventions, e.g. expectations of genre, subverting expectations
 - o narrative structures:
 - linear and non-linear
 - open and closed
 - equilibrium, disruption and resolution
 - continuity and non-continuity
 - cliff-hangers
 - o narrative techniques, e.g. establishing shots, shot-reverse shot, 180-degree rule, montage, flashbacks, use of pace
 - representation, e.g. stereotypes, stock characters, audience positioning and identification.

A2 Digital video platforms and audiences

Learners will compare how different platforms attract different audiences.

- Platform types:
 - o cinema
 - television
 - o online, e.g. streaming, downloads, video sharing, social media
 - o DVD/Blu-Ray.
- · Audience demographics for different platforms.
- Frequency of viewing for different platforms.
- Reasons for choosing platform, e.g. popularity, convenience, accessibility, related to purpose of viewing (entertainment/information), group/individual viewing, interactive (allows commenting, liking, sharing), genre/content available on platform.

Learning aim B: Plan and shoot footage for a digital video

B1 Planning and pre-production

Learners will carry out planning to enable them to shoot the footage for a digital video.

- Establish the intended purpose of the video.
- · Use research to generate ideas for the video.
- Plan and communicate ideas, e.g. script, storyboard, shooting script (shot type, length of shots, dialogue, directions, audio).
- · Pre-production:
 - o crew, e.g. personnel required, crew roles
 - o locations, e.g. sourcing, recces, suitability, permissions, risk assessing
 - o resources, e.g. sourcing props, booking equipment
 - o administration, e.g. budgets, schedules, minutes of meetings
 - o health and safety, e.g. risk assessments, electrical cables, lifting and carrying.

B2 Shooting footage

Learners will set up and operate the camera to shoot footage, and manage the other roles and equipment necessary for the production of a digital video.

- · Camera operation:
 - o camera set-up, e.g. focus, depth of field, white balance
 - o camera movement, e.g. panning, tilting, zoom in, handheld, Steadicam, tracking
 - o framing
 - o angles, e.g. low, high, canted
 - shot types, e.g. extreme long-shot, long shot, medium shot, close-up, extreme close-up
 - shot duration.
- · Sound:
 - o sound quality, e.g. microphone set-up, ambient noise
 - o diegetic sound, non-diegetic sound.
- · Lighting set-up:
 - o natural light conditions, e.g. direction of light, shadows
 - lighting techniques (or lighting effects), e.g. high key lighting, low key lighting, two-point lighting, three-point lighting.
- Directing actors and crew.
- Managing mise-en-scene:
 - setting, e.g. interior, exterior
 - o props, costume and makeup.
- Review footage, e.g. lighting quality, continuity, sound quality, suitability.
- · Reshooting footage as necessary.

Learning aim C: Edit and publish a digital video

C1 Carrying out editing for a digital video product

Learners will select footage and carry out editing to create a digital video product.

- Selecting footage from rushes.
- Rough cut.
- Use of editing techniques for an intended purpose:
 - o continuity, e.g. shot-reverse shot, eyeline matching, 180 degree rule, cutaway
 - o as narrative devices, e.g. montage, flashbacks
 - o editing to create an atmosphere, e.g. suspense, sympathy with the characters, humour
 - o editing video to sound cues, e.g. editing to the beat for music videos.
- · Adding transitions, e.g. cut, dissolve, fade, wipe.
- · Adjusting contrast, brightness and colour balance.
- Adding effects, e.g. slow/fast motion, freeze frame, split screen, green/blue screen, chroma key.
- Adding sound, e.g. voiceovers, music score, incidental music, sound effects.
- · Adding text and graphics, e.g. titles, captions, logos, motion graphics.
- · Checking the edit, e.g. technical qualities, continuity.
- · Creating a final cut.

C2 Exporting and publishing a digital video product

Learners will export a digital video product and publish to a specified platform.

- Export in an appropriate format for specified platform:
 - o formats (e.g. mov, mp4) and compression (e.g. H.264)
 - o size (e.g. 720p, 1080p, 4k) and aspect ratio (e.g. 4:3, 16:9)
 - o frame rate
 - o consideration of platform and use, e.g. streaming, video sharing, TV.
- Publishing, e.g. to web or video sharing platforms.

Assessment criteria

Pass		Merit		Distin	ction
Learning aim A: Explore the purposes, features and platforms of digital video products				A.D1	Analyse how the
	Describe purposes and features of digital video products. Describe how different platforms attract audiences.		Explain purposes and features of digital video products, using appropriate examples. Explain how different platforms attract audiences, using appropriate examples.		features of digital video products are used for different purposes to attract audiences across different platforms, using detailed discussion of well-chosen examples.
Learning aim B: Plan and shoot footage for a digital video					
	Carry out basic preproduction planning for a video shoot. Set up and operate the camera to shoot basic footage for a digital video.		Carry out competent preproduction planning that supports the production of a digital video. Competently set up and operate the camera, and manage mise-en-scene, to shoot footage for a digital video.	BC.D2	preproduction planning and management that fully supports the production of a digital video, demonstrating
Lear	Learning aim C: Edit and publish a digital video				effective camerawork,
	Carry out basic editing of footage for a digital video product. Export footage in a digital format.		Select and edit footage to convey an intended purpose for a digital video product. Export footage in an appropriate format to publish to a digital platform.		mise-en-scene and editing to fulfil an intended purpose.

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.M2, A.D1)

Learning aims: B and C (B.P3, B.P4, B.M3, B.M4, C.P5, C.P6, C.M5, C.M6, BC.D2)

N.B. for the second assignment, it is permissible for groups of learners to work together on a longer, more ambitious, video product, but learners must each be individually responsible for the management, camera operation, editing and publishing of an individual scene or scenes.

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to:

- · cameras, e.g. video camera, DSLR, smartphone
- · video editing software.

It would also be beneficial to learners if they are able to access additional equipment to support filming, e.g. tripods, external microphones and studio lighting, though these are not essential for the delivery of the unit.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners will analyse how the features of digital video products are used for different purposes across different platforms, and how both the features used, and the platforms, can attract different audiences. They will discuss, in detail, well-chosen examples of specific video products, making reference to specific scenes from their chosen examples, to illustrate and clarify the analysis.

For example, a learner at this level will analyse the different codes and conventions used for different purposes in different genres or types of video, and will link this to the audience and platform, e.g. they may comment that camerawork in a chase scene of a specific Hollywood action movie follows the action to draw the viewer into the scene, and that the editing deliberately increases in pace, or uses lots of special effects, to increase the tension which appeals to a teenage audience and is likely to attract them to view the initial release at the cinema. They may recognise that, when viewing at the cinema there is no facility to pause or rewind, so viewers are more likely to be caught up in the action. They are likely to make comparisons between their different examples.

Learners will compare different genre or type of video products and comment on how viewing habits change on different platforms, e.g. comparing how watching a music video on a streaming platform allows them to leave comments, but how the same video shown on TV may be enjoyed and discussed as a group activity, or may simply provide a background to other activities. They will discuss, in detail, well-chosen examples of existing specific video products to support the points they are making.

For Merit standard, learners will explain how the features of digital video products are used for different purposes, e.g. how a slow zoom into a scene within a specific movie has been used to build tension. They will use appropriate examples from specific existing video products to illustrate the points they are making. They will also explain how different platforms can attract different audiences, e.g. that teenagers like to watch videos on streaming platforms as they can watch them individually whenever and wherever they like, which may lead to clicking on other recommended videos, and they can still feel part of a community by commenting on videos online.

For Pass standard, learners will describe the purposes and features of digital video products and how different platforms can attract audiences. Descriptions are likely to be brief and non-specific, e.g. learners at this level may comment that 'viral videos on the internet are designed to entertain young people who will then share them with others' but reference to specific viral videos will either be absent, or will be basic, e.g. limited to listing examples but adding nothing to the discussion.

Learning aims B and C

For Distinction standard, learners will manage their production effectively, using others in support roles, such as actors or second camera operators where necessary. They will demonstrate effective and skilful pre-production processes, and will produce a portfolio of planning which effectively supports the production of their video, such as detailed recces and resource lists, and realistic schedules. Learners will effectively communicate their ideas, e.g. the script, storyboard or shooting script will demonstrate a clear sense of direction and purpose. Ideas will be clearly defined and reveal good understanding of the conventions of the genre being worked in, e.g. by deliberate use of costume and props which help establish the genre and support the narrative. Production paperwork will be detailed and relevant.

Learners will use production and editing techniques effectively to achieve their intentions; there will be an overall sense that they are in control of the technology and are able to use it to serve their objectives. Camerawork, sound and lighting will be appropriate and effective. Footage will be well-chosen and shots will demonstrate good effective management of mise-en-scene.

The editing will be effective, e.g. pace will be good and transitions will be used appropriately. Pace will be good and transitions will be used appropriately. Overall, the combination of footage and editing will demonstrate a clear sense of purpose, e.g. shots will have been selected and edited together in such a way as to build tension, or a montage of different long shots of buildings will have been used to establish the location where the video is taking place.

For Merit standard, learners will demonstrate competent use of pre-production processes. Ideas will show some development and competent communication, e.g. scripts or storyboards will be organised and appropriately detailed demonstrating some sense of direction and creative intent.

Learners will demonstrate some ability to independently set up and operate the camera, and manage filming processes and mise-en-scene, and the shoot will be organised with some efficiency. Footage will be produced competently, for example camera work will show some understanding of framing; sound level and lighting continuity will be generally consistent. Learners will demonstrate some understanding of the impact of the processes on the production, e.g. learners may comment that they changed the position of the camera on an outside shoot to ensure that the sun was not directly behind the actor which would have spoiled the shot.

Learners will demonstrate competent application of editing techniques and will be sufficiently competent in technical skills to be able to express their intentions to some degree. Edits and transitions will clearly be used for a reason, for example, learners may have desaturated footage to black-and-white to indicate a flashback.

Learners will export their films using an appropriate digital video file format with consideration of factors including compression and aspect ratio. The resulting video will be in a format which is suitable for its intended web or video sharing platform.

For Pass standard, learners will apply pre-production processes at a basic level. Ideas may be limited to brief outlines and will tend towards the obvious or the impracticable. Scripts, storyboards and other such documentation may be roughly sketched out.

Learners will carry out camerawork for a production to a basic standard and may demonstrate a limited grasp of technology and skills which will hinder them in expressing their intentions. For example, shots may not be framed effectively with little consideration of background noise or lighting continuity. Where smartphones have been used for filming, consideration should still have been given to basic filming conventions, particularly capturing footage in a landscape format. The shoot will demonstrate only sufficient organisation to allow the production to take place and will be supported by basic pre-production documentation, e.g. learners may have conducted a recce and risk assessment of the location to be used for filming, but the documentation of these is likely to be brief and will not contain meaningful comments to assist the production

Editing will be limited to sequencing shots together and shots chosen may not demonstrate consideration of continuity when edited together. Transitions may feel like they have been added ineffectively without consideration to how they affect the pace or narrative. The final product may generally lack coherence or pace.

Learners will export their films using a digital video file format to allow smooth playback, e.g. mov or mp4 but there is unlikely to be any consideration of factors such as compression or aspect ratio which may result in a file size which is unsuitable for its intended platform, or cropping or distortion of the image area in the exported video. Production logs will be evident but these will only provide a brief record of the processes the learner has undertaken, with little detail of how or why these were carried out.

Links to other units and curriculum subjects

process such as identifying locations of potential tip hazards.

This unit may be taught alongside or following on from *Unit 1: Research, Develop and Propose Ideas for a Digital Media Product*, and the assignment may continue on from the ideas generated in that unit.

Employer involvement

This unit would benefit from employer involvement in the form of:

- quest speakers and interview opportunities
- visits to appropriate media organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop skills in planning, managing processes, working with others and working within deadlines.

Unit 5: Audio Podcast Production

Level: 2

Unit type: Internal

Guided learning hours: 60

Unit in brief

Learners will develop the knowledge, skills and understanding to plan and record an audio podcast production.

Unit introduction

Audio podcasting is flourishing because, put simply, podcasts are a powerful way to tell stories and connect with people. Audio podcasts are an opt-in medium; you have to choose what to listen to and when to listen, which means they build a very close relationship with their listeners. Whether you want insight, information or amusement, there's a podcast for you to listen to and when you find a new podcast, it's like finding a new friend.

In this unit, you will explore audio podcast formats and features and the relationship between different podcasts and their listeners. You will develop skills in podcasting by developing an idea for your own podcast and learning how to plan, record and edit an episode, or extract from an episode, of that podcast. You will also engage in audio podcast production processes and techniques, including creating an identity and writing for a podcast, recording interviews and audio mixing.

You will work individually to plan your audio podcast production. However, when you record the audio for an episode of your podcast, you may choose to work with a host, guests, voice actors and/or an interviewee. You will then individually edit your episode, or extract from an episode, of the audio podcast.

Learning aims

In this unit you will:

- A Explore audio podcast formats, features and audiences
- **B** Plan an audio podcast production
- **C** Record and edit an audio podcast production.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore audio podcast formats, features and audiences	A1 Investigating audio podcast formats and featuresA2 Investigating audio podcast audiences	A written report, article or presentation comparing different audio podcasts.
B Plan an audio podcast production	B1 Developing an idea and an identity for a new audio podcastB2 Planning and writing content for an audio podcast episode	A portfolio of development work, including evidence of: developing an idea and an identity for a new podcast
C Record and edit an audio podcast production	 C1 Recording audio content C2 Reviewing recorded audio content C3 Editing audio content into a podcast episode 	 planning and writing content for an episode of a new podcast recording audio reviewing audio recordings editing and mixing a rough edit of a podcast episode or extract from an episode using a review process to identify and make improvements. A short episode, or extract from an episode, of a new audio podcast.

Content

Learning aim A: Explore audio podcast formats, features and audiences A1 Investigating audio podcast formats and features

Learners will need to investigate the formats and features of different audio podcasts and how they combine to create meaning.

- Podcast formats:
 - o conversational, e.g. interview, monologue, co-hosted, panel
 - o storytelling, e.g. non-fictional storytelling, fictional storytelling.
- Podcast features:
 - o creating an identity for the podcast:
 - podcast name and description
 - category, e.g. true crime, comedy, TV and film, health and fitness, music
 - cover artwork
 - episode titles
 - o structure:
 - episodes, e.g. self-contained episodes, serials
 - intro, e.g. podcast explanation, episode summary, welcome
 - outro, e.g. signposting additional content, calls-to-action (CTA) such as inviting listeners to leave comments, feedback, suggestions
 - sponsorship, promotion and advertising, e.g. style, position, length
 - narrative structure, e.g. plot, characters, events, narrative arc, momentum, cliff-hangers
 - o content:
 - conversational podcasts, e.g. hosts, guests, interviews, range of voices, range of opinions
 - storytelling, e.g. interviews, sound effects, ambient sound, actuality, multiple voice actors
 - o music:
 - uses, e.g. title music, ambient music, segues between sections, musical interludes, narrative beds
 - meanings, e.g. setting the mood/tone, creating emotion, providing information/insight for the listener, communicating context, highlighting the importance of something, representing a person, place or event.

A2 Investigating audio podcast audiences

Learners will investigate the relationship between different podcasts and their listeners.

- · Comparing the purpose of different audio podcasts:
 - o entertainment, e.g. having fun, expressing creativity
 - o information, e.g. exploring interests, connecting with others with similar interests
 - o education, e.g. sharing expertise
 - o promotion, e.g. for businesses, non-profit organisations, community activities.
- Exploring podcast audience appeal:
 - o listener/subscriber profiles, e.g. shared demographics and characteristics, common interests, lifestyle
 - o audience response, e.g. reviews, ratings, subscribers or downloads, charts
 - o reasons for listening, e.g. problems to solve, uses and gratifications
 - o accessing podcasts, e.g. podcast hosting websites, RSS feeds, distributors
 - o locations for listening to podcasts, e.g. home, commuting, work, outside.

Learning aim B: Plan an audio podcast production

B1 Developing an idea and an identity for a new audio podcast

Learners will need to generate and select ideas for a new audio podcast.

- · Developing an idea for a new audio podcast:
 - establishing the purpose of the podcast
 - selecting a topic/category
 - o defining the target listener/potential subscriber:
 - shared characteristics and interests
 - reason for listening
 - o deciding on the format, e.g. conversational, storytelling
 - o structuring the podcast, e.g. self-contained episodes, serial, number of episodes, frequency of episodes, episode length.
- · Creating an identity for a new audio podcast:
 - o choosing a name for the podcast
 - writing a description of the podcast
 - o designing the cover artwork.

B2 Planning and writing content for an audio podcast episode

Learners will need to plan and write content for an episode of a new audio podcast.

- Planning an episode of a new audio podcast:
 - researching existing podcast episodes
 - selecting a theme/focus for the episode
 - o making decisions on content:
 - conversational podcast, e.g. the host(s), guests, interviewees, regular sections
 - storytelling podcast, e.g. the story, characters, events, host, interviewees
 - o use of music:
 - types, e.g. title music, music beds, stings
 - selecting specific music
 - ensuring that music choices comply with copyright law, e.g. royalty-free, used with permission or acknowledgement
 - o planning the episode structure:
 - ordering sections of content for a conversational podcast
 - narrative structure for a storytelling podcast, e.g. the hook, action, character reflection, three act structure, false climaxes, point of view (POV).
- · Writing an episode of a new audio podcast:
 - o episode title
 - o writing an intro, e.g. explain, summarise, welcome, be concise, be unique
 - o drafting main content:
 - scripted segments/script outlines for the host
 - questions for an interviewee, e.g. short, open, direct questions
 - script for a fictional storytelling podcast episode, e.g. narration, dialogue, sound effects/soundscape cues
 - o writing an outro, e.g. encouraging listeners to subscribe, leave a comment, review, message on social media.

Learning aim C: Record and edit an audio podcast production

C1 Recording audio content

Learners will need to use appropriate equipment, skills and techniques to record audio for an episode, or extract from an episode, of their podcast.

- Selecting audio recording equipment:
 - o microphone, e.g. condenser USB, dynamic USB
 - o portable recording device, e.g. smartphone, field recorder
 - accessories, e.g. headphones to monitor audio recordings, microphone stand, pop filter.
- · Skills and techniques for recording audio:
 - o types:
 - voices
 - ambient sound
 - o room acoustics, e.g. absorbing sound, reducing echo, controlling reverberation
 - o clean recordings, e.g. use quiet spaces, eliminate background noises
 - o microphone techniques, e.g. distance from mic, talking past the mic, avoid noise around the mic.
- · Recording contributors, e.g. host, guest, voice actor, interviewee:
 - preparing the contributor, e.g. put them at ease, share expectations, share microphone techniques
 - o interview techniques:
 - give the interviewee time to speak and develop a response
 - listen carefully to the responses to questions
 - ask follow-up questions
 - using body language to put the interviewee at ease
 - o monitor the quality of the audio recordings.

C2 Reviewing recorded audio content

Learners will need to organise and review the audio they have recorded.

- Storing audio recordings:
 - maintaining an organised folder structure, e.g. folders for different types of audio, podcast sections
 - o using appropriate file names and formats.
- Reviewing and selecting the best audio:
 - o listen to and log all audio recordings
 - o rate each logged audio recording, e.g. technical quality, fitness for purpose
 - o review and set actions, e.g. notes on editing, mixing, re-recording
 - o rerecord audio to improve quality.

C3 Editing audio content into a podcast episode

Learners will need to use audio editing software to edit and mix an episode, or extract from an episode, of their podcast.

- · Using audio editing techniques to produce a rough edit:
 - arranging clips on a timeline, e.g. top and tail, moving and sequencing audio clips
 - o editing out mistakes, e.g. trimming, cutting, splitting and joining
 - editing music, sound effects and ambient sound, e.g. crossfade, fade in, fade out, ducking.

- · Using audio mixing techniques to improve the quality of the audio:
 - o remove unwanted sounds, e.g. noise reduction, de-essing
 - o adjusting volume and loudness, e.g. amplification, normalisation
 - o clarity and consistency, e.g. equalisation, compression.
- Reviewing rough edits:
 - o user experience, e.g. smooth transitions, balance between voices and music/ambient sounds, length and pace, variety and texture
 - o identify and make improvements to the final edit.
- · Saving the final podcast episode ready for upload:
 - o appropriate file format, e.g. MP3.

Assessment criteria

Pass	Merit	Distinction	
Learning aim A: Explore audio podcast formats, features and audiences		A.D1	Analyse the formats and
 A.P1 Describe the features of different audio podcasts. A.P2 Demonstrate a basic understanding of the relationship between different audio podcasts and their listeners. 	A.M1 Explain the formats and features of audio podcasts, showing an appropriate understanding of the relationship between different audio podcasts and their listeners.		features of different audio podcasts, showing a good understanding of how they are used to appeal to their listeners and fulfil different purposes.
Learning aim B: Plan an audio podcast production			
B.P3 Produce basic planning for a new audio podcast.B.P4 Write basic content for an episode of the podcast.	B.M2 Produce competent planning for a new audio podcast and plan and write suitable content for an episode of the podcast.	BC.D2	Produce effective planning and a clear identity for a new podcast, plan and write engaging content and make good use of
Learning aim C: Record and edit an audio podcast production			recording equipment, audio
C.P5 Make basic use of recording equipment and audio editing techniques to create a straightforward audio podcast episode.	C.M3 Make appropriate use of recording equipment and audio editing and mixing techniques to create a competent audio podcast episode.		editing and mixing techniques to create an effective audio podcast episode.

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, B.M2, C.M3, BC.D2)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to microphones and a portable recording device, such as smartphone or field recorder, to record audio.

It is desirable, although not essential, to provide learners with access to:

- headphones
- microphone stands
- pop filters.

Learners will need access to audio editing software. It should be noted that access to free software will enable learners to develop all of the techniques included in the unit content.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners will compare different audio podcast formats and audio podcasts that serve different purposes. Learners will analyse how the format and features of conversational and storytelling audio podcasts communicate meaning to their listeners, making links between different features, including the audio podcast's identity, structure, content and use of music.

Learners will analyse the typical listener and subscriber profiles, audience responses, reasons for listening, and how listeners access and listen to the podcasts. Learners will also demonstrate a good understanding of how audio podcasts that serve different purposes, such as comparing a podcast that promotes a particular campaign with a comedy podcast that aims to entertain, make use of the features of audio podcasts to appeal to their listeners and meet their different purposes.

For Merit standard, learners will investigate different audio podcast formats and different audio podcasts. Learners will explain the difference between conversational and storytelling audio podcast formats and how some of the features of the chosen audio podcasts communicate meaning to their listeners; for example how aspects of the structure, content and the use of music make meaning for listeners. Although learners may explain how the chosen audio podcasts create an identity, they will not necessarily explain how this communicates meaning to the listener.

Learners are likely to explain each feature of the audio podcasts in isolation, rather than making links between different features of their audio podcasts.

Learners will demonstrate an appropriate understanding of the relationship between specific audio podcasts and their listeners. Learners will explain the purpose and typical listeners for the chosen audio podcasts and make appropriate links between the listeners, their response, reasons for listening and how they access and listen to the audio podcasts.

For Pass standard, learners will investigate different audio podcasts. Learners will describe some of the features of the audio podcasts, such as aspects of the structure and content. Although learners may identify some of the uses of music in the chosen audio podcasts, they will not describe how these communicate meaning to the listener.

Learners will demonstrate a basic understanding of the relationship between specific audio podcasts and their listeners. Learners will recognise the broad purpose of the audio podcast and make some tentative links between the listeners and the audio podcasts, such as reference to who is listening and their reasons for listening. However, learners will not make appropriate links between the typical listeners, their response, reasons for listening and how they access and listen to the audio podcasts.

Learning aims B and C

For Distinction standard, learners will provide evidence of effective planning for a new audio podcast, including creating a clear identity for the new podcast through the name, description and cover artwork.

Learners will carry out effective planning for a specific episode of the proposed new audio podcast, including using the outcomes of research into existing podcasts to effectively plan the theme, content, music and structure of the podcast episode. Learners will write engaging content for the episode, including an intro, outro and script, script outline and/or questions for an interviewee.

Learners will make good use of equipment and techniques for recording voices and ambient sound, e.g. using microphones, portable recording devices, headphones, a pop filter, room acoustics, microphone techniques and quiet spaces to make clean audio recordings. Learners will carefully prepare any contributors, such as putting a guest at ease or sharing microphone techniques with a host or voice actor, and are likely to monitor the quality of their audio recordings. Any interviews that take place will be recorded with good use of interview techniques. Learners will organise and review their audio recordings by logging, rating and setting actions for their audio recordings, such as ideas for editing, mixing or rerecording. Where needed, learners will rerecord at least some of their audio to improve its quality.

Learners will make good use of digital audio editing techniques to produce a rough edit, such as editing out mistakes and editing music, sound effects and ambient sound. Learners will also make good use of audio mixing techniques to improve the quality, clarity and consistency of the audio. Learners will thoroughly review their rough edit to identify and make key improvements to the final edit and the result will be an effective podcast episode, or extract from the podcast episode, with clear audience appeal.

For Merit standard, learners will provide evidence of competent planning for a new audio podcast, such as defining the purpose, target listener, format and structure. However, learners may not create a clear identity for the new podcast, e.g. through the name, description and cover artwork.

Learners will carry out appropriate planning for a specific episode of the proposed new audio podcast and make some use of their plans for the theme, content and music to plan a suitable structure for the podcast episode. Learners will write suitable content for the episode, such as an appropriate intro and outro and a competent script for a fictional storytelling podcast or script outline for the host(s) of a conversational or non-fictional storytelling podcast.

Learners will make appropriate use of equipment and techniques for recording audio, such as room acoustics and microphone techniques. Any interviews will be recorded with appropriate use of interview techniques, such as giving the interviewee time to speak and asking follow-up questions. Learners will log and rate their audio recordings to select the best audio and reject poor quality audio. However, learners will not necessarily rerecord audio to improve its quality.

Learners will make appropriate use of digital audio editing and mixing techniques, such as editing out mistakes, editing music and sound effects and removing unwanted sounds. Learners will review their rough edit to identify and make some improvements to the final edit and the result will be a competent podcast episode, or extract from the podcast episode, with some audience appeal.

For Pass standard, learners will provide evidence of basic planning for a new audio podcast, such as identifying the purpose, target listener and format. Learners will not, however, carry out appropriate planning for a specific episode of the proposed audio podcast, such as using the findings from research into existing audio podcasts to inform decisions about the theme, content, music or structure of the episode. Learners will write basic content for an episode of the new audio podcast, such as a straightforward intro and outro and a basic script outline for the host and/or actors.

Learners will make basic use of equipment for recording audio, such as a microphone. Learners will not, however, make use of appropriate techniques for recording audio, such as room acoustics and microphone techniques. Although learners may log some of their audio recordings, they will not review them to select the best audio and reject poor quality audio.

Learners will make tentative use of digital audio editing techniques to produce a rough edit, such as arranging audio clips on a timeline and editing music or sound effects. However, the audio will not be enhanced through the use of audio mixing techniques. Learners will not appropriately review their rough edit to identify and make improvements to the final edit and the result will be a straightforward podcast episode, or extract from the podcast episode, with limited audience appeal.

Links to other units and curriculum subjects

This unit may be taught alongside or following on from *Unit 1: Research, Develop and Propose Ideas for a Digital Media Product*, and the assignment may continue on from the ideas generated in that unit.

This unit also links to:

- · Unit 2: Writing for Fictional Media Products
- · Unit 3: Writing for Factual Media Products.

Employer involvement

This unit would benefit from employer involvement in the form of:

- · guest speakers
- work experience
- · workshops with practitioners.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop their skills in:

- planning
- · working with own initiative
- problem solving
- creativity
- · communication.

Unit 6: Digital Print Production

Level: 2

Unit type: Internal

Guided learning hours: 60

Unit in brief

Learners will develop the knowledge, skills and understating needed to create print products.

Unit introduction

Most readers want the same thing from a digital product – entertaining content that is easy to access in different formats. This means that the publisher has to add meaningful and engaging content, as well as make the print products accessible across different platforms such as in print or online.

In this unit, you will develop the understanding and skills to plan and produce a print product and learn about print publishing techniques. You will explore the different types of print products produced in different media sectors and understand the importance of content, layout and design in engaging the reader. You will plan and produce your own print product for a chosen purpose and make it available to the audience in a suitable format.

Learning aims

In this unit you will:

- A Explore print products
- **B** Plan a print product for a specific audience and purpose
- C Produce a print product.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore print products	A1 Types and purposes of print productsA2 Content, layout and design of different print products	A written report, blog/vlog or presentation comparing on the content, layout, and design of different types of print products.
B Plan a print product for a specific audience and purpose	B1 Developing a concept for a print product B2 Preparing content for a print product	Planning for a print product. A final print product.
C Produce a print product	C1 Refining page layout and designC2 Producing a final product	Screen recording/ annotated screenshots of the development process.

Content

Learning aim A: Explore print products

A1 Types and purposes of print products

Learners will investigate the types of print products and how they can be distributed.

- Types of print product:
 - o newspapers
 - magazines
 - o adverts, e.g. flyers, leaflets, posters, billboards
 - DVD covers
 - o training and promotional materials, e.g. health and safety posters, public awareness campaigns.
- · Purpose and audiences of print product:
 - o why they were produced, e.g. to educate, inform, entertain, persuade, promote
 - o who they are aimed at, e.g. adults, teenagers, males, females
 - how they are distributed, e.g. traditional print formats, digital platforms, mobile news feeds, social media.

A2 Content, layout and design of different print products

Learners will explore different types of print products and how they have been developed in terms of content, layout and design. Learners will compare how content, layout and design are used to meet different purposes and/or appeal to different audiences.

- Explore the use of fonts and style:
 - o font size, style
 - o house style, e.g. use of colours, logos.
- · Content, layout and design in relation to composition techniques:
 - o aligning text, images and objects
 - o achieving a suitable balance between text and images
 - o page composition, e.g. visual hierarchy
 - o use of images, e.g. photographs, graphics, infographics, logos, warnings, age restrictions.

Learning aim B: Plan a print product for a specific audience and purpose B1 Developing a concept for a print product

Learners will develop a concept for their own digital print product, which will be created to appeal to a specific audience and purpose.

- Establishing the intended purpose of the print product:
 - o client needs, e.g. client meetings
 - o intended audience
 - o annotating the brief.
- · Using research to generate ideas for a print product.
- Generating ideas for content:
 - o articles, e.g. feature articles, editorials, reviews
 - o images, e.g. photographs, drawings, graphics.

- Consideration of audience:
 - o content suitable to target audience
 - o special interests, e.g. golf, fishing, sewing, knitting
 - o audience engagement.
- · Developing the page layout and design:
 - choosing fonts and font styles
 - o planning composition
 - o consideration of house style, e.g. logos, slogans, barcode, price
 - producing draft layouts, e.g. thumbnail sketches, annotated sketches of page layouts.

B2 Preparing content for a print product

Learners will prepare content for their own digital print product which will be created to appeal to a specific audience and purpose.

- Text:
 - sourcing information and copy
 - writing original copy
 - o editing and proofreading copy.
- · Images:
 - o riginal photography
 - o creating graphics
 - o sourcing images, graphics, infographics.
- Organising material:
 - o structured folio of contents
 - o file names for digital content.

Learning aim C: Produce a print product

C1 Refining page layout and design

Learners will produce page mock-ups and refine them for their own print product.

- Experiment further with fonts, colours, style, content and layout and overall composition.
- Make relevant changes to make improvements:
 - aligning text, images and objects
 - o achieving a suitable balance between text and images
 - o page composition techniques, e.g. visual hierarchy
 - o content, e.g. spelling, grammar, readability
 - o images, e.g. resizing, clarity, effects.

C2 Producing a final product

Learners will produce their final print product in an appropriate format.

- · Make use of appropriate technology and techniques for chosen format:
 - o techniques, e.g. hand drawn, word processed, editing content
 - o technology, e.g. graphics software, desktop publishing software.
- Produce a print product in an appropriate format:
 - o printing, e.g. photocopying, laser printing, inkjet
 - o digital format, e.g. exporting a layout to an appropriate device or platform, saving files in an appropriate format.

Assessment criteria

Pass		Merit	Distinction	
Learning aim A: Explore print products		A.D1	Analyse different	
	Describe different types and purposes of print products. Describe the content, layout and design of different print products.	A.M1 Explain different types and purposes of print products, showing an appropriate understanding of content, layout and design.	A.D.I	types and purposes of print products, showing a good understanding of content, layout and design.
	Learning aim B: Plan a print product for a specific audience and purpose			
	Undertake basic planning for a print product. Prepare basic content for a print product with some consideration of audience and purpose.	B.M2 Undertake competent planning for a print product and prepare suitable content with consideration of audience and purpose.	BC.D2	Plan and prepare effective content for a print product that has been effectively refined and produced, showing effective consideration of
Learning aim C: Produce a print product			audience and	
	Make basic refinements to a print product. Produce a basic print product.	C.M3 Refine and produce a competent print product.		purpose.

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two/three summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, B.M2, C.P5, C.P6, C.M3, BC.D2)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to appropriate equipment and software to produce a print product.

Essential information for assessment decisions

The focus of this unit is to understand print production types and content and to develop the skills to plan and produce a print product.

Learning aim A

For Distinction standard, learners will analyse different types of print products. They will compare their content, layout and design and why they were produced. They will move from simply explaining them towards a comparative study of the content, layout and design of their chosen products. For example, learners will compare the content, layout and design of different print products and analyse how they differ and the reasons behind these differences with reference to their audience and purpose. Learners will show a good understanding of how these elements combine to form the overall composition of the product.

For Merit standard, learners will explain the content, layout and design of different types of print products. They will explain how the content, layout and design of different print products appeals to their audience and helps to meet their purpose. Learners will move from simply describing the use of images, fonts and colours to explaining how content, layout and design combine to form the overall composition of the product.

For Pass standard, learners will describe different types of print products. They will show a basic understanding of the content, layout and design of print products and may show some understanding of why they were produced. Learners will use mostly descriptive language and provide a basic outline of how content, layout and design form the overall composition of the product. At this level, learners will not be making comparisons or links between print products and will show a basic understanding of composition elements.

Learning aims B and C

For Distinction standard, learners will be able to develop a creative concept for a print product. The concept will be effectively developed through detailed and thoughtful planning and it will successfully meet the intended purpose and engage its intended audience. Learners will make creative use of the medium and effective use of the publishing format in terms of content, layout and design. Work at this level will have a clear purpose and will be suitable for the chosen audience, the refinements will be effective, for example through the considered use of effects on images, and the learner will have clearly met the requirements of the brief.

For Merit standard, learners will be able to develop a competent concept for a print product. The concept will be well developed and considered through appropriate planning and it will show consideration of a specific audience and purpose, for example learners will show that they have thought about who the audience is when creating their product but may not have fully considered audience engagement. Learners will make competent use of the medium and appropriate use of the publishing format in terms of content, layout and design, but some elements may lack finish and require further refinement, such as further refinement to improve the readability of the content.

For Pass standard, learners will plan and produce a basic print product. The concept will be basic, with some consideration of the chosen audience and purpose. The final print product will be generally appropriate for the intended publishing format in terms of content, layout and design. At this level, only basic refinements will have been made to the print product, such as resizing images, which may have some formatting issues, for example the layout may be confused or unorganised in places and it may not always be clear who the intended audience is. There may also be little consideration of audience engagement.

Links to other units and curriculum subjects

This unit may be taught alongside or following on from *Unit 1: Research, Develop and Propose Ideas for a Digital Media Product*, and the assignment may continue on from the ideas generated in that unit.

This unit also links to:

- · Unit 2: Writing for Fictional Media Products
- · Unit 3: Writing for Factual Media Products.

Employer involvement

This unit would benefit from employer involvement in the form of:

- · guest speakers and interview opportunities
- business material as exemplars
- · visits to appropriate business organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research and planning skills and written and verbal communication skills.

Unit 7: Digital Photography

Level: 2

Unit type: Internal

Guided learning hours: 60

Unit in brief

Learners will apply digital photography processes, skills and techniques to produce photographs for a digital media product.

Unit introduction

Photographs are one of the essential elements that help bring digital media products to life for audiences. Newspapers, magazines, websites, apps, advertising and marketing materials all rely on photographs to tell stories, communicate messages and entice audiences. In order to produce stunning photographs for digital media products, the photographer has to take control of the camera, utilise effective digital photography techniques and skilfully apply image editing techniques.

In this unit, you will explore the use of photography in digital media products, including the importance of composition in relation to communicating effectively through images. You will also explore the way that photographs can convey different meanings, stories and emotions depending on their context. You will develop skills in digital photography and, whether using a DSLR or smartphone camera, you will explore the creative possibilities of using your camera through experimentation with camera principles, functions and techniques. You will also learn how to increase the visual impact of your photographs through image editing. You will need to plan, take, review and edit photographs for a digital media product.

This unit will help you to progress to employment in a variety of career paths, such as photojournalism, advertising, fashion photography and publishing. This unit will also help you to progress to further study in higher education or to professional qualifications in photography.

Learning aims

In this unit you will:

- A Explore photography in digital media products
- **B** Plan and take photographs for a digital media product
- **C** Edit photographs for a digital media product.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore photography in digital media products	A1 Investigating compositional techniquesA2 Investigating the use of photographs in digital media products	A written report, video or presentation comparing examples of photography in different digital media products.
B Plan and take photographs for a digital media product	 B1 Planning for photography shoots B2 Taking photographs for a digital media product B2 Reviewing and selecting photographs 	A portfolio of development work, including evidence of: planning experimenting with
C Edit photographs for a digital media product	 C1 Applying digital editing techniques to photographs C2 Applying image manipulation techniques to enhance photographs C3 Reviewing outcomes and exporting final photographs 	digital photography techniques applying image editing and image manipulation techniques reviewing and refining outcomes. Photographs for a digital media product.

Content

Learning aim A: Explore photography in digital media products

A1 Investigating compositional techniques

Learners will investigate how photographs included in digital media products are composed and how different compositions create different effects.

- · Composing the elements in the image:
 - o compositional rules, e.g. rule of thirds, golden ratio
 - symmetry
 - o full frame
 - o balancing the visual weight of the image, e.g. size, tone, contrast, colour, saturation.
- · Creating a focal point through:
 - o high contrast
 - o focus, e.g. depth of field
 - o motion
 - leading lines
 - negative space
 - o frame in frame
 - o colour.

A2 Investigating the use of photography in digital media products

Learners will investigate how photography is used in different digital media products to communicate meaning.

- Comparing the purpose and context of photographs in different digital media products:
 - o telling a story, e.g. photojournalism, documentary, campaigns
 - o capturing attention, e.g. magazine covers, website hero images, flyers, posters
 - o representing a product, person, place, issue or event, e.g. product photography, magazine features, newspaper stories, stock images
 - o communicating a message, e.g. advertising, promotion, marketing, blogging.
- Exploring the audience response and meaning conveyed by photographs in digital media products by considering:
 - o the digital media product and its intended audience
 - the size and position of the photographs
 - o the photographs:
 - the content
 - composition
 - the story or message
 - the style and emotion.

Learning aim B: Plan and take photographs for a digital media product B1 Plan for photography shoots

Learners will need to plan to take a series of photographs for a digital media product.

- Generating and developing ideas:
 - o establishing the context for the photographs:
 - the digital media product
 - the target audience
 - the purpose of the photographs
 - the message, story or emotion to be conveyed
 - o researching photographs in similar digital media products
 - o selecting ideas for:
 - content
 - location
 - style.
- Gathering resources:
 - o camera, e.g. DSLR, smartphone camera
 - o camera equipment, e.g. tripod, lenses, reflectors
 - o other resources, e.g. models, props.
- Legal and ethical considerations:
 - o health and safety, e.g. risk assessment
 - o permissions, e.g. model release
 - o appropriate representations of people, places, products, issues and events.

B2 Taking photographs for a digital media product

Learners will need to combine different photographic techniques when taking a series of photographs for a digital media product.

- · Positioning the camera:
 - o varying the angle, e.g. high, low, canted, wide
 - changing orientation
 - o shot composition, e.g. compositional rules, leading lines, negative space, frame in frame, balance, motion.
- Experimenting with camera controls:
 - o controlling the depth of field, e.g. distance from the subject, manual focus and portrait mode on a smartphone, adjusting aperture on DSLR cameras
 - o freezing movement and creating motion blur/light trails, e.g. adjusting shutter speed on smartphone apps and DSLR cameras, burst mode on a smartphone
 - increasing light and noise/grain, e.g. adjusting ISO on smartphone apps and DSLR cameras
 - exposure, e.g. adjusting and locking exposure on a smartphone, using HDR (High Dynamic Range) on a smartphone, adjusting aperture, shutter speed and ISO on DSLR cameras.
- · Controlling lighting:
 - working with natural light
 - o location light sources, e.g. streetlights, neon lights, car headlights
 - o artificial light, e.g. flash, fill light, torchlight
 - o modifying light, e.g. reflectors, filters.

B3 Reviewing and selecting photographs

Learners will need to review their photographs and select the most appropriate photographs for editing.

- · Creating a contact sheet.
- · Reviewing photographs to decide:
 - o if the photographs communicate the intended message/story/emotion
 - o if any photographs need to be retaken or replaced.
- · Selecting photographs to edit:
 - selecting the most appropriate photographs for audience and purpose
 - o considering how to improve the photographs through editing.

Learning aim C: Edit photographs for a digital media product

C1 Applying digital editing techniques to photographs

Learners will need to use image editing software and/or apps to edit their photographs and parts of their photographs.

- · Adjusting the composition:
 - o cropping
 - straightening, levelling and rotating
 - o perspective.
- Editing photographs:
 - brightness, e.g. exposure, contrast, highlights and shadows, whites and blacks, levels, curves, tones
 - o colour, e.g. white balance, temperature, tint, vibrance, hue, saturation, lightness, greyscale, warmth
 - o enhancing details, e.g. sharpening, noise reduction, midtone contrast, vignette
 - o filters:
 - adding pre-set filters
 - customising filters.
- · Editing parts of a photograph:
 - o making and refining selections, e.g. masking
 - o applying edits, e.g. brightness, colour, effects, enhancing details, blend options, dodge and burn.

C2 Applying image manipulation techniques to enhance photographs

Learners will need to use image editing software and/or apps to edit, retouch and enhance their photographs.

- Remove unwanted content, e.g. healing, cloning, content-aware fill.
- · Transforming elements in a photograph, e.g. liquify, warp, distort, flip.
- Image manipulation effects:
 - o creative effects, e.g. blurring, duotones, double exposure, glitch
 - o combining elements, e.g. composite images, replacing backgrounds, overlaying images, photomontage, panorama.

C3 Reviewing outcomes and exporting final photographs

Learners will need to review outcomes to ensure fitness for purpose.

- Reviewing photographs to:
 - o identify strengths and areas for improvement
 - o decide if any further editing is required
 - o select the final photographs for the intended digital media product.
- Exporting the final photographs:
 - o file format
 - o export settings, e.g. dimensions, resolution, quality
 - o name, organise and store final photographs.

Assessment criteria

Pass	Merit	Distinction	
Learning aim A: Explore photography in digital media products		A.D1	Analyse how
A.P1 Describe compositional techniques in digital photography. A.P2 Demonstrate a basic understanding of how photographs are used in digital media products.	A.M1 Explain how compositional techniques are used, showing an appropriate understanding of how photographs in digital media products communicate meaning to the audience.		compositional techniques are used, showing a good understanding of how photographs in different contexts communicate meaning to a specified audience.
Learning aim B: Plan and to digital media product	Learning aim B: Plan and take photographs for a digital media product		
B.P3 Produce basic planning for photography shoots. B.P4 Make basic use of digital photography techniques to produce photographs that are partially fit for their intended purpose.	B.M2 Make competent use of planning and digital photography techniques to produce photographs that are mostly fit for their intended purpose.	BC.D2	Make effective use of the planning and review process and digital photography, editing and image manipulation techniques to produce
Learning aim C: Edit photographs for a digital media product			accomplished photographs that
C.P5 Make use of digital editing techniques to make basic changes to photographs.	C.M3 Make appropriate use of digital editing and image manipulation techniques to significantly enhance photographs.		are clearly fit for their intended purpose.

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, B.M2, C.M3, BC.D2)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to a camera, such as a DSLR or smartphone camera, and a tripod.

It is desirable, although not essential, to provide learners with access to:

- different lenses
- · lighting equipment, e.g. lights and modifiers.

Learners will need access to image editing software and/or apps. It should be noted that access to free software and/or apps will enable learners to develop all of the skills and techniques included in the unit content.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners will investigate photographs in different contexts and different digital media products. Learners will analyse the complementary use of compositional techniques in the photographs, making links between different aspects of composition to explore the combined effect of the compositional techniques used.

Learners will show a good understanding of how meaning is conveyed by the photographs they explore. Learners will specify the audience for each media product and demonstrate how different aspects of the photographs combine to communicate meaning to that specific audience, not only through an analysis of content and composition but also the style, emotion, size and position of the photographs.

For Merit standard, learners will investigate photographs from different media products, although these may share the same context, such as photographs in car advertisements. Learners will explain how compositional techniques are used in the photographs to create specific effects, although each technique is likely to be described in isolation rather than investigating the combined effect of the compositional techniques used by the photographer.

Learners will show appropriate understanding of how meaning is conveyed by the photographs they explore. Learners will go beyond stating the broad purpose of the photographs, such as to represent an event or communicate a message, to explore the representation that is being created or the message that is being communicated to the audience in general. Learners will also explain how this is achieved, such as through a consideration of the content and composition of the photographs.

For Pass standard, learners will investigate different photographs, although these may be selected from the same media product or context, such as the same magazine or photographs that have appeared on the front cover of different editions of a magazine. Learners will describe some of the more straightforward compositional techniques used in the photographs. Although learners may state the generic effect of each compositional technique described, such as a symmetrical composition creates harmony, they will not explore the specific effect created through the compositional techniques described in each photograph.

Learners will demonstrate a basic understanding of the meaning conveyed by the photographs they explore. Learners will recognise the broad purpose of the photographs, such as to tell a story or capture attention, and make some explicit reference to how this is achieved, such as reference to the content of the photograph. However, learners will not explore the specific meaning conveyed through the photographs, such as the story being told, or the audience response to the photographs.

Learning aims B and C

For Distinction standard, learners will make use of effective planning when taking photographs, such as researching photographs in similar digital media products to select the content, location, style and resources required to convey the intended message, story or emotion to the target audience. There will be evidence of clear engagement with relevant legal procedures and ethical considerations.

Learners will make effective use of digital photography techniques to take photographs for a specific digital media product, such as making deliberate use of different aspects of the camera controls, such as controlling the depth of field, exposure and creating light trails, and controlling the lighting.

Learners will engage in a process of ongoing review to identify where the use of image editing and image manipulation would enhance the photographs. Learners will then make effective use of image editing and manipulation techniques, such as levelling, editing parts of photographs, transforming elements and combining elements, to produce accomplished photographs that are clearly fit for the intended purpose.

Learners will make appropriate use of export settings and file formats when exporting their photographs, which will be named, organised and stored efficiently.

For Merit standard, learners will make use of competent planning when taking photographs, such as selecting ideas for the content and location to convey the intended message or story to the target audience and sourcing appropriate resources. However, the learner's ideas are unlikely to be shaped through research into photographs in similar digital media products. There will be evidence of some consideration of legal procedures or ethical issues, although these will only demonstrate a partial engagement with relevant legal and/or ethical considerations.

Learners will make competent use of digital photography techniques to take photographs for a specific digital media product, such as making appropriate use of different aspects of shot composition and the camera controls, such as using depth of field and creating motion blur. The photographs will be mostly fit for purpose, for example the content and competent use of photographic techniques will make the photographs appropriate for the intended purpose. However, the photographs are likely to lack the impact that results from effective control over the lighting.

Learners will make appropriate use of digital image editing and image manipulation techniques, such as editing colour, enhancing details and removing unwanted elements, which result in significant enhancement to different photographs. However, the photographs will lack the effective use of targeted image editing and manipulation, such as customising filters, using masking to apply edits to part of a photograph and using creative effects.

Learners will export their photographs using appropriate file names and formats.

For Pass standard, learners will provide evidence of basic planning when taking photographs, such as identifying the context for the photographs and gathering essential resources, such as a camera and tripod.

Learners will make basic use of digital photography techniques to take photographs for the identified digital media product, such as varying the angle and shot composition. The photographs will be partially fit for purpose, for example the content will be relevant for the intended purpose. However, the photographs will lack the impact that results from competent use of the camera controls.

Learners will make tentative use of digital image editing techniques on at least one photograph, such as cropping and adjusting brightness, which result in a basic enhancement to the photograph(s). Learners may also overuse image editing and image manipulation techniques, which will undermine the appropriateness of the final photographs.

Learners will export their photographs using an appropriate file format.

Links to other units and curriculum subjects

This unit may be taught alongside or following on from *Unit 1: Research, Develop and Propose Ideas for a Digital Media Product*, and the assignment may continue on from the ideas generated in that unit.

This unit also links to:

- Unit 6: Digital Print Production
- · Unit 10: Advertising Production
- · Unit 12: Creative Media Production Project.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- · work experience
- · workshops with practitioners.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop their skills in:

- planning
- working with own initiative
- problem solving
- creativity
- · communication.

Unit 8: Animation Production

Level: 2

Unit type: Internal

Guided learning hours: 60

Unit in brief

In this unit learners will develop an understanding of the different types and purposes of animations. They will explore animation techniques and use traditional stop motion or digital animation techniques to produce a short animation.

Unit introduction

Animation is used for many purposes in the creative media industries including entertainment, advertising, video games, music videos, mobile phones and websites. The term encompasses a wide range of techniques from traditional stop frame animation to digital animation.

In this unit, you will learn about different types of both digital and traditional animation, why they are used, and about the features of a variety of styles, including those used by specific practitioners. You will develop a variety of animation skills, such as how to create the illusion of movement, positioning models and elements, and how to set up equipment. You work individually to develop ideas and create assets for your own animation (e.g. characters, props and backgrounds), and to produce a stop motion or digital animation with a soundtrack.

Learning aims

In this unit you will:

- A Explore the types and purposes of animation
- **B** Develop ideas and assets for an animation
- **C** Use animation techniques to produce an animation.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore the types and purposes of animation	A1 Types and platforms A2 Purposes and styles	An article comparing traditional and digital animation, including their styles and uses across different platforms.
B Develop ideas and assets for an animation	B1 Developing ideas for an animationB2 Developing assets for an animation	A production log that records the process of: developing ideas developing assets
C Use animation techniques to produce an animation	C1 Using animation techniques C2 Producing an animation	 using animation techniques to produce an animation. The final exported animation.

Content

Learning aim A: Explore the types and purposes of animation

A1 Types and platforms

Learners will investigate examples of the different types of animation on different platforms.

- Types of traditional animation:
 - o cel animation
 - stop motion, e.g. flip books, claymation, puppet animation, cutout animation, pixilation, brick animation.
- · Types of digital animation:
 - 2D (vector-based)
 - o 3D animation
 - o motion graphics.
- · Platforms, e.g. cinema and television, web pages, apps, within games.

A2 Purposes and styles

Learners will investigate how different styles of animation are used for different purposes.

- Purposes:
 - entertainment, e.g. narrative animations on film and TV, animated game characters and cut scenes, animated music videos
 - to inform or educate, e.g. public information film animations, animated tutorials, 2D explainer animations
 - o to brand, promote or persuade, e.g. TV adverts or idents, web banners.
- Styles, e.g. humorous, realistic, fantasy, explainer, ident:
 - o features of specific styles of animation, e.g. anthropomorphic characters, suspension of disbelief, kinetic typography, voiceovers, styles of music
 - styles associated with specific practitioners, e.g. Disney, Ray Harryhausen, Pixar, Tim Burton, Nick Park, Studio Ghibli.

Learning aim B: Develop ideas and assets for an animation

B1 Developing ideas for an animation

Learners will develop ideas for an animation.

- · Use research to generate ideas.
- Considerations:
 - o purpose and style
 - type of animation to be used, e.g. 2D digital, stop motion (claymation, puppet animation, cutout animation, pixilation, brick animation)
 - o narrative, e.g. characters, movement, sound.
- Methods to communicate ideas:
 - storyboards
 - sketches of ideas for assets
 - o flip books
 - o animatics.

B2 Developing assets for an animation

Learners will develop the assets for their planned animation. The skills they need to develop will depend on whether classroom delivery is focused on traditional stop motion or on digital animation.

- · Types of asset:
 - o visual, e.g. physical models and sets, 2D digital backgrounds, elements/sprites
 - sound assets.
- Creating visual assets:
 - o methods if delivery is focused on traditional stop motion animation
 - 2D methods, e.g. hand drawn, cut-out, photographic
 - 3D methods, e.g. plasticene models (with/without armatures), brick models
 - building or sourcing physical props or sets
 - o vector-based digital drawing methods if delivery is focused on digital animation
 - lines
 - shapes
 - brushes
 - textures
 - using layers.
- · Considerations of assets to be animated:
 - elements to be animated, e.g. creating separate limbs for cut out characters, creating multiple character eyes/mouths/heads with different facial expressions
 - o pivot points.

Learning aim C: Use animation techniques to produce an animation C1 Using animation techniques

Learners will prepare to animate and apply animation techniques appropriate to the type of animation being produced. The skills they need to develop will depend on whether classroom delivery is focused on traditional stop motion or on digital animation.

- Principles of animation, e.g. illusion of movement, persistence of vision.
- · Considerations, e.g. use of different frame rates/number of shots per second.
- · Setting up equipment, e.g.:
 - o setting up the physical or digital workspace
 - o positioning of a physical or digital camera
 - o camera stability using tripod and remote/cable release
 - o camera settings
 - lighting set-up.
 - o positioning the models or elements.
- Framing the work area with consideration of text safe/action safe areas.
- Animation techniques:
 - o techniques if delivery is focused on digital animation
 - frames and keyframes
 - tweening
 - onion skinning
 - o techniques if delivery is focused on traditional stop motion animation
 - repositioning different elements
 - capturing images in increments.
- Advanced techniques, e.g. walk cycles, facial expressions, lip syncing.

C2 Producing an animation

Learners will produce a short animation.

- Animate assets to create animated scenes.
- Edit the animation, e.g. sequence shots/scenes together, add text, add interactivity.
- Recording and sourcing audio assets, e.g. dialogue, voice over, music track, sound effects.
- · Add and synchronise sound.
- Review the animation, e.g. smooth playback.
- · Export for a digital platform:
 - o frame rate
 - o formats (e.g. mov, mp4) and compression (e.g. H.264)
 - o size (e.g. 720p, 1080p, 4k) and aspect ratio (e.g. 4:3, 16:9).
- · Publishing to a platform, e.g. web banner, video sharing.

Assessment criteria

Pass		Merit	Distinction	
Learnin animati		e types and purposes of		
typ use pla A.P2 De pu	escribe different pes of animation sed on different atforms. escribe different urposes and styles animation.	A.M1 Explain different types of animation used on different platforms, using appropriate examples. A.M2 Explain the styles of animation used for different purposes, using appropriate examples.	A.D1	Analyse the types and styles of animation used for different purposes on different platforms, using detailed discussion of well-chosen examples.
Learning aim B: Develop ideas and assets for an animation				
col ide B.P4 Cre ass	evelop and ommunicate a basic ea for an animation. reate basic visual sets for an nimation.	B.M3 Develop and competently communicate an appropriate idea for an animation. B.M4 Create appropriate visual assets for an animation competently.	BC.D2	Develop ideas and assets effectively and use animation techniques skilfully to produce a smooth and
Learning aim C: Use animation techniques to produce an animation			engaging animation with a soundtrack.	
ted C.P6 Pro	se basic animation chniques. oduce a basic nimated sequence.	C.M5 Use appropriate animation techniques to produce a competent animation with a soundtrack.		

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.M2, A.D1)

Learning aims: B and C (B.P3, B.P4, B.M3, B.M4, C.P5, C.P6, C.M5, BC.D2)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to computer hardware, software and materials appropriate to the type/s of animation they will be using.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners will analyse examples of different types and styles of animation used for different purposes across different platforms. They are likely to refer to both digital and traditional techniques, and to the work of specific practitioners. They will use specific and detailed, well-chosen examples of animations to illustrate and clarify their analysis.

For example, a learner at this level may discuss examples such as Nick Park's Wallace and Gromit, commenting on how the animation style allows facial expressions to be exaggerated for comic effect.

For Merit standard, learners will explain how different types of animation are used on different platforms and how different styles of animation are used for different purposes. They will refer to digital and/or traditional techniques. They will use examples of existing animations to illustrate the points they are making. For example, a learner at this level may discuss examples of animation used to create special effects in live action movies, and comment that historically animators such as Harryhausen would use stop motion to achieve this, but modern films use 3D digital animation.

For Pass standard, learners will describe different types of animation used on different platforms and different styles used for different purposes. Any examples used are likely to be basic and non-specific, e.g. learners at this level may identify that explainer animations are often used on the web and use simple 2D animation to get a message across, but are unlikely to carry the discussion of this further.

Learning aims B and C

For Distinction standard, learners will generate well developed ideas based on careful research. Learners will present their ideas effectively through the use of visual techniques such as storyboards or animatics. Learners will demonstrate direction and a clear sense of purpose, e.g. ideas will be clearly defined and reveal good understanding of the features of the animation style they are working in.

All assets will be considered and developed effectively, e.g. creating multiple character eyes/mouths/heads with different facial expressions so that a character can express different emotions.

Learners will demonstrate effective and skilful application of animation techniques, e.g. by using advanced techniques to create realistic motion.

The resulting animation will demonstrate visually smooth playback and engage viewers, e.g. by use of dialogue or sound effects that support the movement of the characters.

The production log will be detailed and demonstrate how learners use animation techniques skilfully to achieve their intentions; there will be an overall sense that they are in control of the technology and are able to use it to serve their objectives.

For Merit standard, learners will demonstrate competent development of ideas and present their ideas in an appropriate format, though these may not be fully developed, or may be unrealistic in terms of production logistics. Ideas will show clear consideration of the features of the animation style they are working in.

Most assets will be considered and developed competently, e.g. characters are likely be created with appropriate pivot points to allow articulated movement, but consideration may not be given to multiple facial expressions. Learners at this level will produce a sequence in which the movement of onscreen elements is fluid, the narrative logical and the point of view consistent. A soundtrack will be added which will be appropriate to the theme of the animation, e.g. music track and voiceovers, but learners may not effectively use sound effects or dialogue to enhance the animation.

The production log will have some detail and will demonstrate some understanding of the impact of the processes on the production, e.g. commenting on the number of different frames they had to take to create a ten second scene of smooth footage.

For Pass standard, learners will apply basic planning. Ideas may be limited to brief outlines and will tend towards the obvious or the impracticable and may be poorly sketched out.

Learners will carry out basic animation techniques correctly, but shots may be poorly framed with little consideration of lighting or pace of movement.

The completed animation sequence will be recognisably related to the original idea, and will demonstrate that the learner has applied relevant techniques in its completion, but may have a rather uneven or rough result. Learners will be hampered in expressing their intentions fully by their limited grasp of technology and skills, so that their final product may only partially match what they had in mind when they envisaged the product. Learners are likely, for example, to produce a sequence in which movement is jerky and the narrative unclear.

Learner logs may be in the form of brief notes providing a record of the processes the learner has undertaken.

Links to other units and curriculum subjects

This unit may be taught alongside or following on from *Unit 1: Research, Develop and Propose Ideas for a Digital Media Product*, and the assignment may continue on from the ideas generated in that unit.

Employer involvement

This unit would benefit from employer involvement in the form of:

- quest speakers and interview opportunities
- · visits to appropriate organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop skills in planning, managing processes and working within deadlines.

Unit 9: Web Production

Level: 2

Unit type: Internal

Guided learning hours: 60

Unit in brief

Learners will develop the knowledge, skills and understanding to plan, design and build a website.

Unit introduction

With so many eyes glued to the internet, web products are an essential communication tool providing simple pleasures and meaningful experiences for users. Websites continue to evolve and with the growth in the use of mobile devices, they now adapt seamlessly to different devices thanks to responsive web design (RWD). To meet the client's goals, web designers must utilise the available tools and technologies to blend content, user interface (UI) and user experience (UX) design into a coherent website. In this unit, you will explore how form, content and user experience (UX) are combined in different websites to meet their intended purpose. You will develop skills in web production by planning, designing, building and testing a website for a specific purpose. You will also engage in web production processes and techniques that will enable you to develop an effective website, including methods for creating wireframes, visual styles, responsive and accessible web pages.

This unit will help you to progress to employment in different areas of digital design, such as front-end web design, web development and UX design. This unit will also help you to progress to further study in higher education or to professional qualifications in web development.

Learning aims

In this unit you will:

- A Explore the features and user experience of websites
- **B** Plan a website in response to a brief
- **C** Build a website in response to a brief.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore the features and user experience of websites	A1 Investigating the features of web pagesA2 Investigating the website user experience	A written report, article or presentation comparing different websites.
B Plan a website in response to a brief	B1 Planning for a website projectB2 Designing a website	A portfolio of development work, including evidence of: planning
C Build a website in response to a brief	C1 Creating, sourcing and managing contentC2 Setting up a website and creating web pagesC3 Testing to improve the final website	 wireframing designing a visual style creating, sourcing, preparing and managing content building the web pages testing and refining the website. The final website. (The web pages must be saved in .html format.)

Content

Learning aim A: Explore the features and user experience of websites A1 Investigating the features of web pages

Learners will need to investigate how the structure, design, visual content and interactivity of different web pages combine to attract attention and create meaning.

- Web page layout techniques:
 - type of page layout, e.g. F-shape, Z-shape, single column, split screen, asymmetrical, magazine, fixed sidebar, featured image
 - o use of design principles, e.g. visual hierarchy, visual contrast, white/negative space, proximity and grouping of related information
 - navigation, e.g. fixed/sticky navigation bars, vertical navigation, hamburger menu, breadcrumbs.
- Design:
 - o web typography, e.g. typeface, size and style
 - o use of colour.
- Selection and positioning of images and graphics:
 - types of images and graphics, e.g. hero images, infographics, photographs, stock images, illustrations, icons
 - o visual communication, e.g. relevance, impact, style, brand identity, representation of people, places, products, issues, events.
- Use of motion:
 - types of motion, e.g. hover animations, loading animations, background video, animated backgrounds, parallax scrolling, image sliders
 - o purposes of motion, e.g. to guide the user, provide visual feedback to the user, to engage and retain users, storytelling.

A2 Investigating the website user experience

Learners will need to investigate how user experience (UX) enables different websites to meet their intended purpose.

- Comparing the purpose of websites:
 - o information, e.g. education, news, non-profit, membership, wiki
 - selling products and promotion, e.g. ecommerce, business, portfolio, festival, event
 - o entertainment, e.g. video and music streaming, games, fanfiction
 - o lifestyle, e.g. blog, social media, content aggregators.
- Exploring factors influencing the user experience of different websites:
 - o type of website, e.g. static or dynamic
 - o content:
 - clarity, e.g. large font sizes, readability, clear call-to-action (CTA) buttons
 - simple to understand, e.g. headings and subheadings, short paragraphs, data tables, intuitive to use
 - engaging, e.g. use of visuals, novel, trustworthy, audience connection
 - o consistency, e.g. branding, style, page layout, navigation, user interface (UI) elements
 - accessibility, e.g. high contrast between foreground and background colours, appropriate colour combinations, providing closed captions or transcripts as alternatives to sound.

Learning aim B: Plan a website in response to a brief

B1 Planning for a website project

Learners will need to define the project, undertake appropriate research and structure the website and the web pages.

- Defining the project:
 - establishing the purpose of the website, e.g. client goals, brand values, key messages
 - o defining the target audience:
 - user personas, e.g. name, age, short biography
 - user motivations and goals, e.g. what the user hopes to achieve.
- · Researching the project:
 - o existing websites, e.g. on a similar theme, aimed at a similar target audience
 - o the theme of the project.
- Structuring the website and web pages:
 - number of pages
 - o name of each page
 - o planning content and features for each web page.

B2 Designing a website

Learners will need to create visual representations of the page layout and visual style of each web page.

- Creating wireframes:
 - wireframing tools, e.g. sketch on paper, graphic design software, UX design software, wireframing apps
 - o wireframing techniques:
 - creating a hierarchy of information, e.g. prioritising, spacing, layout
 - balancing the elements on the page, e.g. size and position of headings, body copy, images
 - meeting user expectations, e.g. positioning logo, search, navigation
 - adding buttons, e.g. calls-to-action (CTA).
- Creating a visual style for the website:
 - o design tools, e.g. style tile, moodboard
 - o design considerations:
 - colour scheme
 - branding, e.g. logo
 - visual elements, e.g. style for images and buttons
 - typography
 - page mock-ups, e.g. sketch on paper, graphic design software, UX design software.

Learning aim C: Build a website in response to a brief

C1 Creating, sourcing and managing content

Learners will need to create, source and manage the content for the web pages, using the wireframes for guidance.

- · Creating content:
 - o writing headlines and copy:
 - techniques, e.g. short sentences, short paragraphs, avoiding jargon, using facts, adding quotations
 - engaging copy, e.g. knowledgeable, friendly, relevant, useful, conversational
 - o creating visual elements, e.g. taking photographs, creating graphics and UI elements.
- · Sourcing content, e.g. copy, images, icons, videos.
- · Preparing content, e.g. image editing, optimisation, trimming videos.
- · Storing content, e.g. appropriate file names and formats.

C2 Setting up a website and creating web pages

Learners will need to use appropriate software tools and techniques to build web pages with consistent page layouts.

- · Establishing a root folder:
 - o logical folder structure, e.g. images folder, styles folder, scripts folder
 - o file naming conventions:
 - lowercase and no spaces for file names
 - index.html for homepage.
- · Creating page layouts:
 - o types of web design, e.g.:
 - responsive web design (RWD), e.g. responsive frameworks, media queries
 - fixed design
 - fluid website design
 - adaptive website design (AWD)
 - building consistent page layouts, e.g. page structure, links, use of colour, styling text, branding.
- Adding and styling text:
 - o structural hierarchy, e.g. heading elements, paragraphs
 - o presentational elements, e.g. italic, bold, underline
 - o lists, e.g. ordered, unordered
 - o styling text and links:
 - web typography, e.g. web fonts, system fonts, variable fonts
 - size, e.g. pixels, percentages, ems
 - colour, e.g. RGB values, hexadecimal colour values, colour names
 - text enhancements, e.g. weight, style, decoration
 - alignment, e.g. left, right, centre, justify.
- Adding hyperlinks:
 - o internal
 - external
 - o email.

- Adding images:
 - o file formats, e.g. JPEG, PNG, SVG
 - o alternative text (alt text).
- Adding other content:
 - video and audio
 - HTML tables
 - o user interactions, e.g. forms, image sliders, iframes, rollovers.
- Positioning content:
 - normal flow
 - o positioning techniques, e.g. floats, absolute, relative, fixed and sticky positioning
 - responsive layout technologies, e.g. Flexible Box Layout Module (Flexbox),
 Grid Layout
 - o CSS box model, e.g. content (dimensions), padding, border, margin.

C3 Testing to improve the final website

Learners will need to test their website and make improvements based on the outcomes of functionality and usability testing.

- · Functionality testing:
 - o maintaining a test log to record the outcomes of functionality testing
 - areas of functionality testing, e.g. working links, user interactivity, responsive to different screen sizes.
- Usability testing:
 - conducting an audit to record the outcomes of usability testing
 - areas of usability testing:
 - accessibility, e.g. high contrast colours, meaningful text alternatives (alt text) for images, use of unique page titles
 - ease of navigation
 - clarity of information, e.g. use of plain language, relevance.
- · Saving or publishing the final website:
 - o appropriate folder structure
 - o web pages saved in .html format.

Assessment criteria

Pass	Merit	Distinction	
Learning aim A: Explore the features and user experience of websites		A.D1	Analyse the features and user
 A.P1 Describe the layout and design of different web pages. A.P2 Demonstrate a basic understanding of the user experience of different websites. 	A.M1 Explain the features and user experience of web pages, showing an appropriate understanding of how different websites fulfil their purpose.		experience of web pages, showing a good understanding of how they are used in different websites to create meaning and fulfil different purposes.
Learning aim B: Plan a wel	osite in response to a brief		
B.P3 Carry out basic planning for a website.B.P4 Make basic use of wireframing tools and techniques.	B.M2 Make competent use of planning and tools and techniques to produce suitable wireframes and an appropriate visual style for a website.	BC.D2	Make effective use of planning, wireframing techniques, design tools and testing to
Learning aim C: Build a website in response to a brief			produce a website with consistent
C.P5 Make some use of functionality testing to build a basic website with straightforward content.	C.M3 Make competent use of testing to build a website with mostly consistent page layouts and appropriate positioning of suitable content.		page layouts and effective positioning of accessible and engaging content.

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, B.M2, C.M3, BC.D2)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to software that will enable them to develop all of the skills and techniques included in the unit content, including:

- · wireframing tools
- software and apps to create style tiles, moodboards and page mock-ups
- equipment and software to create and prepare assets, such as smartphone camera, word processing software and image editing software or apps
- · software to build a website.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners will compare web pages from different websites that serve different purposes. Learners will analyse how the features of the web pages attract attention and communicate meaning to the user, making links between different features including page layout techniques, the design of the pages, the selection and positioning of images and the use of motion.

Learners will also analyse how the user experience enables the websites to fulfil their intended purpose, making links between different aspects of the user experience, such as how consistent branding, accessibility features and clear call-to-action buttons help a specific ecommerce website to convert website traffic into sales.

Learners will demonstrate a good understanding of how websites that serve different purposes, such as comparing a lifestyle blog with a promotional website for a music festival, make use of the features of web pages and aspects of user experience to create meaning and meet their different purposes.

For Merit standard, learners will select web pages from different websites to investigate. Learners may select web pages from websites that serve different purposes, such as comparing pages from a news website with pages from a music streaming website. However, this is not requirement at Merit standard and learners may compare web pages from different websites that serve the same purpose, such as comparing pages from a portfolio website with pages from an event website.

Learners will explain how some of the features of the web pages, including page layout techniques, the design of the pages and the use of images, attract attention.

Learners will also explain how aspects of the user experience enable the websites to fulfil their intended purpose, including what makes the content clear, simple to understand or engaging, and how the websites achieve consistency and accessibility.

Learners will demonstrate an appropriate understanding of how the chosen websites meet their intended purpose through an explanation of the selected features and aspects of user experience, although these are likely to be explained in isolation rather than making links between them.

For Pass standard, learners will select different web pages to investigate, either from the same website or different websites. Learners will describe some of the page layout and navigation techniques used, although they are unlikely to consider the use of design principles. Learners will describe in general terms the design of the web pages, including reference to typography and the use of colour. Although learners may identify some of the images and motion included in the chosen web pages, they will not necessarily describe how these are used to attract the attention of the user.

Learners will demonstrate a basic understanding of the user experience for at least two websites. The chosen websites may serve the same, or different, purposes. Learners will identify the purpose of the websites and describe some of the factors that influence the user experience, such as aspects of content, consistency and accessibility.

Learning aims B and C

For Distinction standard, learners will make effective use of planning for their website, such as defining the purpose of the website and making good use of user personas, user motivations and goals, and research into existing websites and the theme of the brief to plan engaging content and features for each web page.

Learners will use wireframing tools to create detailed visual representations of each web page and make skilful use of wireframing techniques to create an effective hierarchy of information, balance between elements on the pages and positioning of elements to meet user expectations. Learners will make effective use of annotated style tiles, moodboards or page mock-ups to communicate a consistent visual style for their proposed website.

Learners will effectively create, source and prepare content, such as writing engaging copy, taking photographs, creating UI elements, editing images and trimming videos. The web pages will also include other engaging content, such as icons, HTML tables and user interactions, e.g. image sliders and forms. Learners will build a two- or three-page website with consistent page layouts, including a consistent page structure and branding. Learners will effectively control the positioning of elements on the page, such as grouping and aligning elements. Learners will also make effective use of testing to ensure that the website functions as intended and the content is clear, easy to navigate and accessible.

For Merit standard, learners will make competent use of planning for their website, such as making some use of an appropriate user persona and research into either existing websites or the theme of the brief to plan suitable content and features for each web page.

Learners will create wireframes that provide a suitable visual representation of the page layouts. For example, the position of the elements on the page will be clear and there will be competent use of wireframing techniques, such as an appropriate visual hierarchy, balance between elements on the pages and positioning of elements to meet user expectations. Learners will use annotated style tiles, moodboards or page mock-ups to communicate an appropriate visual style for their proposed website.

Learners will build a two- or three-page website and the web pages will include suitable content, such as text, images, video and rollovers. Any visual elements created by learners will be appropriate to the theme of the website and learners will make appropriate use of techniques to write their own copy, such as writing short sentences and paragraphs and including facts and quotations. The use of colour, styling of the text and links will be mostly consistent throughout the website, however the structure of the pages may lack consistency. Learners will have sufficient control over the positioning of

elements to appropriately group and align some of the elements on the page. Learners will also make competent use of testing to ensure that the website mostly functions as intended and most of the content is easily accessible.

For Pass standard, learners will carry out basic planning for their website, such as producing a user persona and an outline of the content and features that will appear on at least one page of the website. Learners will not, however, make any purposeful use of any research findings to influence their planning.

Learners will create a wireframe for some, or all, of the web pages they intended to build. The wireframes will, however, only make basic use of wireframing tools and techniques. For example, although the position of some essential page elements, such as the logo and navigation, will be clear, there will be no evidence of an appropriate hierarchy of information or balance between elements on the page. Learners will not communicate a visual style or design for their proposed website, for example through the appropriate use of style tiles, moodboards or page mock-ups.

Learners will build a basic website with one or two pages. At least one web page will include text and images that have some relevance to the brief. However, learners will only make limited use of techniques to write their own copy and will not prepare the images appropriately, such as edit or optimise the images. There will be some consistency across the web page or web pages, such as the use of colour and styling of text. However, learners will only have limited control over the positioning of elements on the page, which will not be appropriately grouped or aligned. Learners will make some use of functionality testing to ensure that internal, external and email links are functional, although learners will not make any purposeful use of usability texting.

Links to other units and curriculum subjects

This unit may be taught alongside or following on from *Unit 1: Research, Develop and Propose Ideas for a Digital Media Product*, and the assignment may continue on from the ideas generated in that unit.

This unit also links to:

- · Unit 2: Writing for Fictional Media Products
- Unit 3: Writing for Factual Media Products
- · Unit 7: Digital Photography.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- work experience
- workshops with practitioners.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop their skills in:

- planning
- · working with own initiative
- problem solving
- creativity
- communication.

Unit 10: Advertising Production

Level: 2

Unit type: Internal

Guided learning hours: 60

Unit in brief

Learners will explore advertising production techniques in different mediums, and plan and produce an advertisement in a chosen medium.

Unit introduction

Advertising and the media are inseparable. Advertising exists in some shape or form in every medium, including television, film, radio, the press and the internet. Advertising allows companies to reach a wide audience throughout the country or even the world, with particular areas of growth being in social media and amongst social media influencers in the form of endorsements and sponsorship. The advertising industry has diversified and adapted to keep pace with the changing digital platforms which consumers use and the methods and techniques used are both subtle and explicit. Whichever medium is used, advertisers seek to gain maximum exposure for their products with clear messages and persuasive enticements.

In this unit, you will learn how different techniques are used in advertising to persuade and engage the consumer. You will develop ideas for an advertisement and then plan and produce an advertisement in a medium of your choice. Your knowledge and understanding of the features of advertisements and the persuasive techniques employed will allow you to plan and produce your own advertisements.

Learning aims

In this unit you will:

- A Explore the features of media advertising
- B Plan and develop ideas for an advertisement
- C Produce an advertisement.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore the features of media advertising	 A1 Investigating types, purposes and audiences of advertising products A2 Investigating the features and techniques of advertising 	A written report, blog/vlog or presentation comparing the styles, content and techniques used in a range of advertisements.
B Plan and develop ideas for an advertisement	B1 Generating ideas for an advertising productB2 Producing a proposal for an advertising productB3 Planning an advertising product	A production portfolio that includes: ideas generation proposal planning producing content
C Produce an advertisement	C1 Producing an advertising productC2 Applying editing techniques to refine an advertising product	 applying editing techniques. A completed advertising product.

Content

Learning aim A: Explore the features of media advertising

A1 Investigating types, purposes and audiences of advertising products

Learners will investigate the different types, purposes and audiences of advertisements.

- Types:
 - o audio, e.g. radio, podcast
 - o audio-visual, e.g. TV, cinema, online platforms
 - o interactive, e.g. websites, social media, social media influencers
 - o print, e.g. posters, leaflets, newspapers, magazines.
- Purposes:
 - o informative, e.g. new product launches, features and benefits
 - o to entertain, e.g. light-hearted, humorous
 - persuasive, e.g. encourage purchase of products or services, change perceptions, enhance reputations, influence consumers
 - o to engage the audience on an emotional level, e.g. charity
 - brand identification, e.g. reinforce brand concept, links to past products and campaigns.
- · Audiences at which advertisements can be targeted:
 - o new or existing customers, e.g. to encourage more sales, brand loyalty
 - o by age, e.g. children, 'youth', middle-aged, elderly
 - o by gender, e.g. male, female, gender neutral
 - o by other characteristics e.g. education, socio-economics, lifestyle.

A2 Investigating the features and techniques of advertising

Learners will investigate the different advertising features and techniques used to persuade consumers to engage with their products and services.

- Features:
 - o visual, e.g. headline, branding elements, design elements
 - o audio, e.g. jingles, music beds, sound effects
 - o audio-visual, e.g. special effects, repetition, graphics
 - o composition, e.g. use of colour, typography, web links, scrolling
 - o brand identity, e.g. logo, slogan.
- Persuasive techniques:
 - information about products or services, e.g. features, benefits, unique selling proposition (USP)
 - emotional manipulation, e.g. use of fear, playing on emotion, compassion, direct gaze, bandwagon effect
 - o for promotion and rewards, e.g. emphasising price, special offers
 - o celebrity endorsement.

Learning aim B: Plan and develop ideas for an advertisement

B1 Generating ideas for an advertising product

Learners will generate ideas for their own advertising production, in a chosen medium.

- Use research to generate and develop ideas.
- Selecting ideas for:
 - o content
 - location
 - o style.

B2 Producing a proposal for an advertising product

Learners will produce a proposal for their chosen idea for an advertising production.

- · Requirements:
 - o client's needs
 - technical restrictions
 - potential costs
 - o target audience or market.
- · Regulations and codes of practice:
 - o legal considerations, e.g. relevant legal constraints
 - o ethical considerations, e.g. use of animals, working hours for children
 - o any relevant regulatory bodies.

B3 Planning an advertising product

Learners will carry out planning and preparation specific to their chosen medium, making use of appropriate documentation.

- Pre-production and planning:
 - o for print or interactive
 - сору
 - visuals
 - layout plans
 - sketches
 - mood boards
 - thumbnails
 - use of colour and fonts
 - o for moving image
 - script
 - storyboard
 - locations
 - risk assessment
 - o for audio
 - script
 - music
 - sound effects
 - cues.

Learning aim C: Produce an advertisement

C1 Producing an advertising product

Learners will undertake production work for the content of their advertising product.

- · Gathering resources:
 - o technical equipment, e.g. camera, tripod, microphone, computer
 - o other resources, e.g. actors/crew, sets, props.
- Production:
 - o for print or interactive
 - adding content, e.g. text and visual elements
 - backgrounds
 - sound and sound effects
 - embedding links
 - visual effects
 - o for moving image
 - camera set up and recording footage
 - sets/location shoots
 - lighting
 - sound recording
 - organising cast and crew
 - o for audio
 - recording vocals
 - adding music
 - adding sound effects
 - hitting cues.

C2 Applying editing techniques to refine an advertising product

Learners will use suitable software to apply editing techniques to their advertisement.

- Editing the final product:
 - making and refining selections
 - o applying edits
 - o remove unwanted content
 - o adding transitions and effects.
- Exporting the final product:
 - o file format
 - o export settings, e.g. dimensions, resolution, quality.

Assessment criteria

Pass		Merit	Distinction	
Learning aim A: Explore the features of media advertising			A.D1	Analyse the types,
	Describe the types, purposes and audiences of different advertisements. Demonstrate a basic understanding of adverting features and techniques.	A.M1 Explain the types, purposes and audiences of different advertisements, showing an appropriate understanding of the use of advertising features and techniques.		purposes and audiences of different advertisements, showing a good understanding of the use of advertising features and techniques.
	Learning aim B: Plan and develop ideas for an advertisement			
	Produce basic planning for an advertisement in a chosen medium. Produce a basic proposal for an advertisement.	B.M2 Make appropriate use of planning and produce a competent proposal for an advertisement in a chosen medium.	BC.D2	Make good use of planning, an effective proposal, engaging content and editing techniques
Lear	Learning aim C: Produce an advertisement			to produce an effective
C.P5	Produce a basic advertisement in a chosen medium for an identified audience.	C.M3 Produce appropriate content and make competent use of editing techniques to produce a competent advertisement that is suitable for the identified audience.		advertisement in a chosen medium, that is clearly fit for audience and purpose.

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two/three summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, B.M2, C.M3, BC.D2)

Further information for teachers and assessors

Resource requirements

The special resources required for this unit will depend on the chosen digital media sector, e.g. print, interactive, moving image or audio.

Centres should ensure (through the brief) that learners are clear about the digital media sector they are using to create their advertisement. This will be in line with the centre's available resources. The special resources required to produce an advertisement within each digital media sector will be the same as those listed in each of the corresponding production units listed in the *Links to other units* section below.

Essential information for assessment decisions

The focus of this unit is to explore advertising across media sectors, including the different types, purposes and audiences. The unit also focuses on an understanding of how advertising features and techniques are used to target audiences.

Learners will use this knowledge and understanding to create their own advertisement.

Learning aim A

For Distinction standard, learners will analyse the types, purposes and audiences of different advertisements. Learners will also analyse the advertising features and techniques in at least two different types of existing advert, such as audio, audio-visual, interactive or print. Learners will know that different features and techniques are used to engage the identified target audience, for example by analysing how celebrity endorsement can be used to increase the impact of an advertisement on a particular audience. They will have a confident understanding of different types, purposes and audiences for their chosen advertisements and how advertising features and techniques are used through detailed textual analysis of existing adverts across different media sectors.

For Merit standard, learners will explain the types, purposes and audiences of different advertisements. They will also compare the advertising features and techniques used in two different types of existing advert, such as audio, audio-visual, interactive or print. For example, learners will be able to appropriately compare or contrast the use of logic and reason as a persuasive technique in a testimonia TV advert with the use of emotion (to make people laugh/happy) as a technique in a parody-type radio advert. Learners are likely to explain how different features and persuasive technique are used in different types of advert.

For Pass standard, learners will describe the types, purposes and audiences of their chosen advertisements and how advertising features and techniques are used in different adverts. Learners will describe the techniques in simple terms, for example the technique used in a charity advert is identified as 'playing on the audience's emotions', but they will not explain how this has been achieved through different advertising features.

Learning aims B and C

For Distinction standard, learners will produce an effective proposal and make good use of planning to produce an advertisement that is clearly fit for the chosen audience and purpose. Learners are likely to raise any significant legal and ethical considerations in their proposal and handle them effectively in the final advertisement. The planning will clearly show how selected advertising features will be used in the advertisement.

The final advertisement is likely to make good use of persuasive techniques. The learner will produce engaging content for their advertisement, such as written copy that highlights the benefits of a product and how it will solve the consumers problem, leaving the audience feeling that if they don't take action, they will be missing out. The finished advertisement will be polished but not necessarily complex, as the best adverts are often marked by their simplicity. Learners will make good use of editing techniques, such as adding carefully chosen effects to a television advertisement, and demonstrate a confident interpretation of the brief, meeting all the client's requirements.

For Merit standard, learners will produce a competent proposal and make appropriate use of planning to produce an advertisement that will is suitable for the identified audience. Learners are likely to raise some legal or ethical considerations in their proposal, although these may be ignored in the final advertisement. The planning will show how different advertising features will be used in the advertisement, although the planning may lack cohesion and clarity.

The final advertisement may make some use of persuasive techniques. The learner will produce appropriate content for their advertisement, such as written copy that highlights the features of a product with language that is appropriate for the intended audience. Learners will make competent use of editing techniques, such as adding different effects to a television advertisement, although some of these effects may actually detract, rather than focus, the audience's attention away from the main message of advertisement. Learners will show that they have interpreted the brief competently, meeting most of the client's requirements.

For Pass standard, learners will produce a basic proposal and make basic use of planning to produce a straightforward advertisement for an identified audience. The proposal will identify the audience for the advertisement but will contain few, if any, details on relevant legal and ethical considerations. The planning is likely to be so limited that it will be difficult to identify any the advertising features that will be used in the advertisement.

Learners will produce some content for their advertisement, such as written copy, although but this may be difficult for the audience to understand. Learners will show some knowledge of appropriate conventions, for example a radio advertisement will contain a slogan. However, learners will make limited use of editing techniques to refine their advertisement and any attempt to use persuasive techniques will only be marginally successful.

Links to other units and curriculum subjects

This unit may be taught alongside or following on from *Unit 1: Research, Develop and Propose Ideas for a Digital Media Product*, and the assignment may continue on from the ideas generated in that unit.

This unit also links to:

- · Unit 4: Digital Video Production
- · Unit 5: Audio Podcast Production
- Unit 6: Digital Print Production
- Unit 9: Web Production.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- industry based exemplars
- · liaison with 'real world' clients.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research and planning skills. Learners will also develop communication skills through group work, client liaison and production activities.

Unit 11: Digital Games Production

Level: 2

Unit type: Internal

Guided learning hours: 60

Unit in brief

Learners will explore the different features of, and platforms for, digital games, and they will then plan, produce and publish a playable digital game. The unit is written on the basis that learners are likely to develop a 2D game. However, this does not prevent centres or learners developing 3D games if they have the facilities to do so.

Unit introduction

Digital games are available across a range of platforms from consoles and PCs to mobile devices with online features, multiplayer gaming, social network integration. Many free games and demos are increasingly popular as phone apps, web and console downloads.

Digital games have become highly significant in mainstream media. Worldwide, the games industry generates more revenue than TV and TV streaming services, and more than the global revenues from music and movies combined. With developments in AR/VR, cloud gaming and eSports, continued growth is forecast in both the size of the games market and the number of people employed in the industry.

In this unit, you will explore the features of digital games used across platforms to engage different audiences. You will learn how to create games assets (e.g. characters, props and backgrounds) and how to use these in a games engine to produce a digital game. You will then work individually to develop ideas for a digital game, design assets to use in it, plan, produce and publish a playable digital game.

Learning aims

In this unit you will:

- A Explore the features, platforms and audiences of digital games
- **B** Plan and develop assets for a digital game
- C Produce and publish a playable digital game.

Summary of unit

Learning aim	Key content areas	Assessment approach	
A Explore the features platforms and audiences of digital games	A1 Features A2 Platforms and audiences	An illustrated report comparing different features of digital games used to appeal to different audiences on different platforms.	
B Plan and develop as for a digital game	sets B1 Planning B2 Developing assets	A portfolio of planning evidence. A production log to record	
C Produce and publish playable digital gam		 the process of: developing assets building the game (or producing the game) testing. The final published digital game. 	

Content

Learning aim A: Explore the features, platforms and audiences of digital games

A1 Features

Learners will investigate the features of different genres of digital games.

- Genres, e.g. role playing game, platform game, strategy, sports, adventure, action, simulation, puzzle, humour, hybrid.
- Gameplay modes, e.g. single player, multiplayer, player versus player, cooperative, campaign.
- Elements of digital games:
 - o overall concept
 - o narrative and plot
 - user interface
 - o character design
 - o objective of the game
 - o game mechanics/rules
 - o visual style, e.g. humorous, realistic, fantasy
 - o interactivity, e.g. pick ups, buttons, in-app purchases
 - o challenge
 - accessibility
 - o level design.

A2 Platforms and audiences

Learners will investigate how digital games played on different platforms attract different audiences.

- Platforms:
 - o platform types, e.g. consoles, PCs, handheld devices, mobile, tablets
 - o input devices, e.g. keyboard, games controller, joystick, touchscreen.
- Audiences:
 - demographics
 - o type of gamer, e.g. 'newbie', casual, hardcore.
- Reasons for choosing a platform, e.g. popularity, convenience, accessibility, processing power, graphics, multi-purpose devices, availability of specific games.

Learning aim B: Plan and develop assets for a digital game B1 Planning

Learners will carry out the planning to enable them to create assets and produce a digital game.

- · Use research to generate ideas for a digital game.
- · Considerations:
 - o choice of game engine and platform
 - visual style
 - games concept and formal elements, e.g. narrative and plot, objective of the game, game mechanics/rules, interactivity, increasing difficulty as players progress through levels.
- Communicate ideas, e.g. script, storyboard, sketches of ideas for characters and other assets, concept document, maps of the levels.

B2 Developing assets

Learners will develop assets for their planned digital game. This will include creating some assets themselves, and sourcing and preparing additional assets appropriately.

- Types of assets:
 - visual
 - backgrounds/environments
 - characters
 - props
 - pixel tiles
 - animated, e.g. idle, walk, run and jump animations
 - interactive, e.g. pick ups, buttons
 - o sound, e.g. music, sound effects, dialogue.
- Creating assets, e.g. using graphics software to create visual assets, recording sound assets.
- Sourcing assets with consideration of appropriateness and permissions for use (e.g. copyright free, Creative Commons, attribution licence).
- Preparing assets to use in game, e.g. resizing visual assets, consideration of file format, naming conventions and file size.

Learning aim C: Produce and publish a playable digital game

C1 Producing a playable digital game

Learners will assemble the assets in a games engine to produce a playable digital game.

- · Setting up levels.
- · Adding player instructions.
- · Importing assets with consideration of file size and naming conventions.
- · Creating the environment, e.g. layout, adding animated elements.
- Adding and modifying code to create interactive assets, e.g. pickups, buttons, lifts, text instructions.
- Adding goals, challenges and rewards, e.g. scoring system, level progression with increasing challenge.

C2 Testing and publishing a playable digital game

Learners will test and publish a playable digital game.

- Testing the game to check that:
 - assets display properly
 - animations play smoothly and correctly
 - interactivity functions correctly
 - o instructions are clear and displayed for long enough
 - o there are no glitches or crashing during gameplay.
- Publishing in a playable format.

Assessment criteria

Pass		Merit	Distin	ction
Learning aim A: Explore the features, platforms and audiences of digital games		A.D1	Analyse how the features of	
A.P2 I	Describe features of digital games. Describe digital game platforms and audiences.	 A.M1 Explain features of digital games, using appropriate examples. A.M2 Explain digital game platforms and audiences, using appropriate examples. 	different digital games are used to appeal to audiences on different platforms using detailed discussion of well-chosen examples.	
Learn game		evelop assets for a digital		
ŀ	Carry out basic planning for a digital game. Create, source and	B.M3 Carry out competent planning that supports production of a digital game.		
1	prepare basic visual assets for a digital game.	B.M4 Create, source and prepare appropriate visual and sound assets for a digital game.	BC.D2	Carry out effective planning, asset development, production and testing to produce
Learning aim C: Produce and publish a playable digital game				an effective digital game with level
C.P6	Produce a basic digital game level. Publish a playable digital game level.	C.M5 Produce a competent digital game level with a clear goal.C.M6 Make competent use of testing to publish a playable digital game level.		progression.

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.M2, A.D1)

Learning aims: B and C (B.P3, B.P4, B.M3, B.M4, C.P5, C.P6, C.M5, C.M6, BC.D2)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to appropriate computer hardware and software including a games engine (e.g. GameMaker, Unity, Unreal Engine), graphics software and software for recording and preparing audio. The unit is written on the basis that learners are likely to develop a 2D game, but this does not prevent centres or learners developing 3D games if they have the facilities to do so.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners will analyse how the features of different digital games are used to appeal to audiences on different platforms, using detailed examples which have been well chosen to illustrate the points they are making.

For example, a learner at this level may discuss that 'match three' type games played as apps on mobile devices, such as Candy Crush, are designed with a simple interface to be played casually by busy people between other activities, but leave the player craving for more. They may further discuss that these are often initially free but make money via in-app purchases. They may compare this type of gameplay with the more complex rule systems of massively-multiplayer game worlds played by hardcore gamers.

For Merit standard, learners will explain how the features of different games are used to appeal to audiences. Learners will make use of appropriate examples to explain the relationship between platforms and audiences.

For example, a learner at this level may discuss the differences between casual and hardcore gamers, and the types of games and platforms they prefer, with some discussion of the features of specific games to illustrate this, e.g. 'hardcore gamers like playing very competitive games such as Call of Duty against others on line, and will often play for hours on end using custom gaming PCs with high end graphics capability.'

For Pass standard, learners will describe the features of digital games, and audiences and platforms. The descriptions of each of these may be unconnected, and may often be little more than descriptive lists.

For example, a learner at this level may make a comment describing the features of a digital game: "Fortnite is a 3D game that allows you to build objects and play online against other players until you are the last character standing."

Learning aims B and C

For Distinction standard, learners will demonstrate highly effective and skilful planning including well developed ideas based on careful research. Learners will develop effective ideas for narrative, objectives and assets and present e.g. clear objectives, coherent game mechanics, appropriate increases in difficulty for each level. Learners will communicate their ideas effectively, e.g. storyboards that convey the game environment and theme, character sketches that show how the character will be animated, level maps that clearly indicate the obstacles and player's objectives. Ideas will be clearly defined and demonstrate a good understanding of the features of the games engine they are working in, e.g. by consideration of how interactive elements within the game will be produced and function.

All visual and audio/visual assets will be considered and developed effectively, e.g. creating smooth idle, walk, run and jump animations. Most of the visual assets will be created by the learner, however, the sound assets are likely be sourced from third party sources. Where learners source assets from third party sources they will ensure they have appropriate permissions for use and prepare these in suitable formats and sizes for use in the game.

Learners are likely to develop code, or amend existing code, to use in interactive assets. Most of the assets will function as intended, e.g. characters face their movement direction, adding colliders to sprites. Instructions and objectives will be clearly explained, and there will be clear progression between two or more levels advancing in challenge. Gameplay and interactivity will function correctly and will be effective, e.g. use of lifts and pickups will allow players to make progress towards the level objective, which may be challenging but will be achievable.

Learners will make effective use of the features of their chosen games engine to achieve their intentions; there will be an overall sense that they are in control of the technology and are able to use it to serve their objectives.

For Merit standard, learners will develop a competent game concept and communicate their ideas appropriately, e.g. storyboards that convey a sense of the game environment, sketches that show some of the detail of the characters, level maps that include some of the obstacles. Some of the planning may not be fully developed, or may be unrealistic in terms of production logistics. Ideas will show clear consideration of the features of the games engine they are working in.

Most visual and sound assets will be developed appropriately, e.g. adding facial details to vector drawings. Some of the main visual assets, such as the characters and key backgrounds, will be created by the learner. However, some visual assets, along with sound assets will be sourced from third party sources. Where learners source assets from third party sources, they will consider copyright and prepare these appropriately for use in their game, e.g. by resizing images or saving assets using appropriate formats and naming conventions.

Instructions and objectives will be evident, though may lack detailed explanation, and players will be able to successfully meet a goal to complete a level, though if there are additional levels there may be little or no progression in terms of challenge between these levels. Gameplay is likely to be straightforward and interactivity will function appropriately to allow players to meet the objective, though some graphics, sounds or animations may have occasional glitches or not play smoothly.

For Pass standard, learners will show evidence of basic planning. Ideas may be limited to brief outlines and will tend towards the obvious or the impracticable. Storyboards and other planning material will be basic, e.g. only conveying a limited sense of the objective, game environment and character movement.

Some visual assets will be created, e.g. the main character, but these may be derivative, and most other assets, e.g. backgrounds and any sounds included, will be sourced from third party sites. Learners will use some of the basic features of their chosen games engine to create a game level, but some elements may not function as planned, e.g. instructions are not displayed for long enough, incorrect rollover graphics display, or some player actions cannot be completed/cause the level to freeze. Overall, the game will function sufficiently well to allow the game level to be played, though there may be no clear goal for the players to achieve, or no obvious mechanism by which they are able to successfully achieve it. For example, an asteroids style game may allow players to

successfully destroy or navigate around individual asteroids but the swarm may continue indefinitely until the players are destroyed with no obvious way of them avoiding this or completing the level.

Links to other units and curriculum subjects

This unit may be taught alongside or following on from *Unit 1: Research, Develop and Propose Ideas for a Digital Media Product*, and the assignment may continue on from the ideas generated in that unit.

Employer involvement

This unit would benefit from employer involvement in the form of:

- · guest speakers and interview opportunities
- · visits to appropriate organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop skills in planning, managing processes and working within deadlines.

Unit 12: Creative Media Production Project

Level: 2

Unit type: Pearson Set Assignment

Guided learning hours: 60

Unit in brief

Learners will apply media production process, skills and techniques to create a digital media product in response to a brief.

Unit introduction

The client brief provides a creative challenge that the best media practitioners are able to respond to in effective and often ingenious ways. The ability to manage the workflow and create a media product that meets the client's needs and appeals to the target audience is what enables media practitioners to build their reputation and forge a successful career in the industry.

In this unit, you will develop and communicate an idea for a digital media product in response to a client brief. You will learn how to manage the production process efficiently, generating and maintaining production documentation relevant to the context of production. You will have to create, source and prepare content, prior to editing and combining the selected content into a media product. You will also have to engage in an ongoing process of reviewing, testing and refining your work if you are going to produce a final media product that meets the requirements of the brief.

Assessment

This unit has a Pearson Set Assignment. Learners must complete a Pearson Set Assignment Brief.

Learning aims

In this unit you will:

- A Develop an idea for a digital media product
- **B** Produce content for a digital media product
- **C** Create a digital media product in response to a brief.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Develop an idea for a digital media product	A1 Techniques for researching and generating ideasA2 Techniques for developing and communicating an idea	
	A3 Managing the production	
B Produce content for a digital media product	B1 Creating, sourcing and organising contentB2 Reviewing, selecting and preparing content	This unit is assessed through a Pearson Set Assignment.
C Create a digital media product in response to a brief	C1 Constructing a digital media product C2 Testing a digital media product	
	C3 Exporting a digital media product	

Content

Learning aim A: Develop an idea for a digital media product

A1 Techniques for researching and generating ideas

Learners need to develop their understanding of the brief and undertake focused research to inform their ideas.

- · Investigating the brief to establish:
 - o the client's aims
 - the target audience
 - o the requirements of the media product.
- · Researching the production by:
 - o undertaking product research
 - o investigating audience preferences
 - o exploring the theme of the brief.
- · Generating initial ideas by considering:
 - the research outcomes
 - o different ideas and approaches
 - o ethical considerations, e.g. accessibility, diversity, age-appropriate content
 - the resources available
 - o how to expand, combine, reject and refine ideas.

A2 Techniques for developing and communicating an idea

Learners need to develop, select and communicate an idea in response to the brief.

- Developing ideas by experimenting with different ideas for:
 - the content of the media product
 - the style/design of the media product
 - o the layout/structure of the media product.
- Selecting an idea for a media product in response to a brief based on:
 - o fitness for purpose
 - o audience appeal.
- Communicating the idea through drafting pre-production material appropriate to the production, e.g. scripts, storyboards, sketches, wireframes, style guides, moodboards.

A3 Managing the production

Learners will need to learn how to manage the production process.

- · Planning the production by:
 - identifying and ordering the tasks to be completed, e.g. establishing an appropriate workflow
 - o managing the time available:
 - production schedules
 - contingency planning.
- Undertaking risk assessments
- Following guidance relevant to the production, e.g. national and international regulations, standards and guidelines.

- Managing resources and personnel, including:
 - o equipment, hardware and software
 - o others involved in the production, e.g. actors, models, other members of the production team.
- Obtaining permission and clearances to use locations and participants for public screening/viewing.
- Generating production documentation relevant to the production.
- · Maintaining pre-production and production documentation:
 - o reviewing and utilising documentation, e.g. pre-production material
 - o updating production documentation, e.g. schedules.

Learning aim B: Produce content for a digital media product

B1 Creating, sourcing and organising content

Learners will need to create, source and store appropriate content for their media product.

- Creating original content by:
 - o selecting appropriate resources, e.g. equipment, software
 - experimenting with practical skills and techniques to produce content,
 e.g. shooting video, recording audio, taking photographs, writing copy,
 creating graphics, creating game assets.
- · Sourcing content from secondary sources by:
 - o deciding on the most appropriate content to gather from a secondary source
 - searching for content that is fit for purpose
 - o complying with regulations on copyright, clearances and permissions:
 - respecting copyright regulations, e.g. royalty free, public domain, giving credit/attribution to the creator, fair dealing
 - obtaining permission to use content protected by copyright.
- · Storing and organising content for review:
 - o creating an appropriate folder structure
 - o saving in an appropriate digital file format
 - o using appropriate file names.

B2 Reviewing, selecting and preparing content

Learners will need to engage in a process of reviewing, selecting and refining content to ensure it is fit for purpose.

- Reviewing the original and sourced content to:
 - o ensure there is sufficient content
 - select the most appropriate content
 - consider the quality of the content
 - o decide if any content needs to be replaced.
- Preparing content for inclusion in the proposed media product, e.g. editing images, applying image manipulation techniques, trimming audio and video content, setting colour mode, frame rate, resolution, sample rate, bit depth.

Learning aim C: Create a digital media product in response to a brief C1 Constructing a digital media product

Learners will need to edit and combine their selected content together to build a media product.

- · Building a digital media product by:
 - o experimenting with practical skills and techniques in the chosen software
 - o editing and combining content together into a media product
 - o maintaining an ongoing review of progress:
 - monitoring outcomes to identify strengths and areas for improvement
 - making revisions and refinements to improve outcomes.

C2 Testing a digital media product

Learners will need to test their digital media product to improve its fitness for purpose.

- Testing the digital media product to assess the functionality and user experience:
 - o conducting functionality testing to:
 - find and fix errors
 - ensure consistency and continuity
 - improve communication, accuracy and accessibility, e.g. proofreading, readability, legibility
 - o conducting user/audience testing to identify and make improvements to the user experience.

C3 Exporting a digital media product

Learners will need to export their final digital media product in an appropriate file format for their chosen platform.

- · Exporting a digital media product by:
 - o applying compression techniques:
 - rendering content
 - file optimisation
 - o selecting an appropriate digital file format for the chosen platform.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Develop ar product	A.D1 Make effective use	
A.P1 Make basic use of techniques to generate and communicate an idea in response to a brief. A.P2 Demonstrate a basic understanding of how to manage the production.	 A.M1 Make appropriate use of techniques to generate, develop and communicate an idea in response to a brief. A.M2 Demonstrate an appropriate understanding of how to manage the production. 	of techniques to research, generate, develop and communicate an idea in response to a brief, showing a good understanding of how to manage the production efficiently.
Learning aim B: Produce co	B.D2 Make effective use of skills and	
B.P3 Make basic use of skills and techniques to create content for a digital media product.	B.M3 Make appropriate use of skills and techniques to create, source and review content for a digital media product.	techniques to create, source, review and prepare content for a digital media product.
Learning aim C: Create a di response to a brief	gital media product in	C.D3 Make effective
C.P4 Make basic use of skills and techniques to build a straightforward digital media product that partially meets the requirements of the brief.	C.M4 Make appropriate use of skills and techniques to build and export a suitable digital media product that mostly meets the requirements of the brief.	use of skills and techniques to build, test and export an accomplished digital media product that effectively meets the requirements of the brief.

Essential information for assignments

This unit is assessed using a Pearson Set Assignment Brief. A set assignment must be used to assess learners.

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to:

- templates for pre-production and production documentation
- equipment and software relevant to the production.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners will undertake research into existing media products, audience preferences and/or the theme of the brief, which they will use to generate different ideas and approaches in response to the brief. Learners will expand, combine, reject and refine their ideas based on the requirements of the brief, the outcomes of their research, the available resources and relevant ethical considerations.

Learners will develop their initial ideas through effective experimentation with different ideas for content, style and structure. Learners will select an idea that is likely to be inventive and move beyond a derivative idea of an existing media product. Learners will communicate their idea through effective drafting of pre-production material, such as a clear and well-developed script, storyboard, sketch or wireframe.

Learners will demonstrate a good understanding of how to manage the production efficiently, for example, by generating a production schedule with contingency planning that orders the main activities into an effective workflow, risk assessments, resource lists, permission and clearances to use specific locations and participants and explicit consideration of relevant regulations, standards and guidelines. Most of the pre-production and production documentation will be carefully maintained, used effectively and regularly reviewed and updated.

For Merit standard, learners will make appropriate use of techniques to generate different ideas in response to the brief, such as expanding, combining, rejecting and refining ideas based on the requirements of the brief. However, learners will not necessarily use the outcomes of any research undertaken to appreciably shape their ideas.

Learners will develop their initial ideas through appropriate experimentation with different ideas for content, style and/or structure. Although it may not be an inventive idea, learners will select an idea that is appropriate for the intended audience and purpose. Learners will communicate their idea through competent drafting of pre-production material, such as an appropriate script, storyboard, sketch or wireframe. Learners will demonstrate an appropriate understanding of how to manage the production. For example, by generating a production schedule that orders the main activities into an appropriate workflow, risk assessment, resource list and permission and clearances to use specific locations and participants. Some of the production documentation will be updated as the production progresses, although little, or no, meaningful consideration will be given to relevant regulations, standards and guidelines.

For Pass standard, learners will make basic use of techniques to generate ideas in response to the brief, such as generating different ideas, expanding upon initial ideas and rejecting ideas with reference to the requirements of the brief. However, learners are unlikely to develop their initial ideas by experimenting with different ideas for content, style or structure. Learners are likely to select an idea with limited fitness for purpose and audience appeal. Learners will communicate their idea through basic drafting of pre-production material, such as a simplistic script, storyboard, sketch or wireframe.

Learners will demonstrate a basic understanding of how to manage time, risks and resources. For example, by generating a production schedule, risk assessment and resource list. However, any production documentation will not necessarily be updated and little, or no, consideration will be given to relevant regulations, standards and guidelines or obtaining permission and clearances to use specific locations and participants.

Learning aim B

For Distinction standard, learners will experiment with practical skills and techniques to create content for their media product, such as producing effective video, audio, photography, written copy, graphics and/or game assets. Learners will decide on the most appropriate content to source from secondary sources, which will be clearly fit for purpose and selected to comply with copyright restrictions, clearances or permissions. Content will be saved with appropriate file names and formats and organised into an appropriate folder structure. Learners will use an effective review process to ensure that they can select fitting content for use in their media product, such as considering the quality of the content and replacing content as necessary. Learners will also prepare the content for use in the media product, such as editing images and ensuring consistency between sample rates, bit depth and audio file formats.

For Merit standard, learners will make appropriate use of practical skills and techniques to create content for their media product, such as producing suitable video, audio, photography, written copy, graphics and/or game assets. Learners will also source content from secondary sources, which will be mostly fit for purpose and there will be some consideration of copyright restrictions, clearances or permissions when selecting content. However, learners will not necessarily decide on the most appropriate content to source from secondary sources, as some of the content from secondary sources could have been produced by the learner.

Content will be saved with appropriate file names and formats and learners will use a suitable review process to select the most appropriate content for use in their media product. However, there is unlikely to be any evidence of preparing content for use in the media product.

For Pass standard, learners will make basic use of practical skills and techniques to create content for their media product, such as producing straightforward video, audio, photography, written copy, graphics and/or game assets. Learners may also source content from secondary sources, although this may only be partially fit for purpose and there will be no consideration of any copyright restrictions, clearances or permissions that may be required.

Content will be saved in an appropriate file format. However, there be little, or no, evidence of a process of reviewing, selecting or preparing content for use in the media product.

Learning aim C

For Distinction standard, learners will make effective use of relevant skills and techniques to edit and combine the selected content into an accomplished digital media product for this level. Learners will make effective use of a process of ongoing review to continually refine and improve outcomes. Testing will also be used to identify key areas for improvement to functionality and user experience, which will be acted upon effectively.

The final digital media product will be compressed and exported in an appropriate file format and will effectively meet the requirements of the brief; for example, the content will specifically link to the theme of the brief and the consistent quality and creativity of the content will thoroughly meet the client's needs and have some substantial audience appeal.

For Merit standard, learners will make appropriate use of relevant skills and techniques to edit and combine the selected content into a suitable digital media product. Learners will use the review process to identify and act upon areas for improvement. However, there will be little, or no, evidence of the use of testing to improve functionality or user experience.

The final digital media product will be exported in an appropriate file format and will mostly meet the requirements of the brief; for example, some of the content will specifically link to the theme of the brief and although there will be some inconsistency in the relevance and quality of the content, it will be suitable for the client's needs and have some general audience appeal.

For Pass standard, learners will make basic use of relevant skills and techniques to edit and combine the selected content into a straightforward digital media product. Learners will not make any purposeful use of review or testing to improve outcomes.

Although the final digital media product will not have been exported into an appropriate file format for the chosen platform, it will be available for the audience to view, listen to or interact with it. The final digital media product will only partially meet the requirements of the brief; for example, although the content will broadly link to the theme of the brief, inconsistencies in the relevance and quality of the content will mean that it will have limited audience appeal.

Assessment controls

Time: this assignment has a recommended time period. This is for advice only and can be adjusted depending on the needs of learners.

Supervision: you should be confident of the authenticity of learners' work. This may mean that learners should be supervised.

Resources: all learners should have access to the same types of resources to complete the assignment.

Research: learners should be given the opportunity to carry out research outside of the learning context if required for the assignment.

Links to other units and curriculum subjects

The knowledge and understanding developed in *Unit 1: Research, Develop and Propose Ideas for a Digital Media Product* will provide a foundation for the unit content in A1 and A2 of this unit, where learners will apply the process of researching, generating, developing and communicating ideas to the workflow of a media production project.

Depending on the type of product that learners choose to create, this unit also links to:

- · Unit 2: Writing for Fictional Media Products
- · Unit 3: Writing for Factual Media Products
- Unit 4: Digital Video Production
- · Unit 5: Audio Podcast Production
- · Unit 6: Digital Print Production
- Unit 7: Digital Photography
- · Unit 8: Animation Production
- Unit 9: Web Production
- · Unit 10: Advertising Production
- · Unit 11: Digital Games Production.

Employer involvement

This unit would benefit from employer involvement in the form of:

- · guest speakers
- work experience
- workshops with practitioners.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop their skills in:

- planning
- working with own initiative
- · problem solving
- creativity
- time management.

4 Planning your programme

How do I choose the right BTEC International Level 2 qualification for my learners?

BTEC International Level 2 qualifications come in a range of sizes, each with a specific purpose. You will need to recruit learners very carefully to ensure that they start on the right size of qualification to fit into their study programme and that they take the right pathways or optional units to allow them to progress to the next stage.

Some learners may want to take a number of complementary qualifications or keep their progression options open. These learners may be suited to taking a BTEC International Level 2 Award. Learners who then decide to continue with a fuller vocational programme can transfer to a BTEC International Level 2 Certificate.

Some learners are sure of the sector in which they wish to work and are aiming for progression into that sector via higher education. These learners should be directed to the BTEC International Level 2 Extended Certificate as the most suitable qualification.

Is there a learner entry requirement?

As a centre, it is your responsibility to ensure that the learners you recruit have a reasonable expectation of success on the programme. There are no formal entry requirements but we expect learners to have sufficient learning to study at this level.

If learners are studying in English, we recommend that they have attained at least Level B2 in the Common European Framework of Reference for Languages or Pearson Global Scale of English 51. Please see resources available from Pearson at www.pearson.com/english.

What is involved in becoming an approved centre?

All centres must be approved before they can offer these qualifications – so that they are ready to assess learners and so that we can provide the support that is needed. Further information is given in *Section 8 Quality assurance*.

What level of sector knowledge is needed to teach these qualifications?

We do not set any requirements for teachers but recommend that centres assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date. This will give learners a rich programme to prepare them for employment in the sector.

What resources are required to deliver these qualifications?

As part of your centre approval, you will need to show that the necessary material resources and workspaces are available to deliver BTEC International Level 2 qualifications. For some units, specific resources are required.

How can Pearson Progress help with planning for these qualifications?

Pearson Progress is a digital support system that supports the delivery, assessment and quality assurance of BTECs in centres. It supports teachers with activities such as course creation, creating and verifying assignments and creating assessment plans and recording assessment decisions.

For further information, see Section 10 Resources and support.

Which modes of delivery can be used for these qualifications?

You are free to deliver BTEC International Level 2 qualifications using any form of delivery that meets the needs of your learners. We recommend making use of a wide variety of modes, including direct instruction in classrooms or work environments, investigative and practical work, group and peer work, private study and e-learning.

What are the recommendations for employer involvement?

BTEC International Level 2 qualifications are vocational qualifications and, as an approved centre, you are encouraged to work with employers on design, delivery and assessment to ensure that it is engaging and relevant, and that it equips learners for progression. There are suggestions in many of the units about how employers could become involved in delivery and/or assessment but these are not intended to be exhaustive and there will be other possibilities at local level.

What support is available?

We provide a wealth of support materials, including curriculum plans, delivery guides, sample Pearson Set Assignments, authorised assignment briefs and examples of marked learner work.

You will be allocated a Standards Verifier early on in the planning stage to support you with planning your assessments. There will be extensive training programmes as well as support from our Subject Advisor team.

For further details see Section 10 Resources and support.

5 Assessment structure

Introduction

BTEC International Level 2 qualifications are assessed using a combination of *internal* assessments, which are set and marked by teachers, and *Pearson Set Assignments*, which are set by Pearson and marked by teachers.

- · Mandatory units have Pearson Set Assignments.
- All optional units are internally assessed.

In developing an overall plan for delivery and assessment for the programme, you will need to consider the order in which you deliver units, whether delivery is over short or long periods and when assessment can take place. You must plan the assignments so that learners can demonstrate learning from across their programme.

In administering an internal assignment or a Pearson Set Assignment, the centre needs to be aware of the specific procedures and policies that apply, for example to registration, entries and results. An overview, with signposting to relevant documents, is given in *Section 7 Administrative arrangements*.

Internal assessment

Our approach to internal assessment for these qualifications will be broadly familiar to experienced centres. It offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, which we explain in *Section 3 Units*, and the requirements for delivering assessment given in *Section 6 Internal assessment*.

Pearson Set Assignment units

A summary of the set assignments for this qualification is given in *Section 2 Structure*. You should check this information carefully, together with the details of the unit being assessed, so that you can timetable learning and assessment periods appropriately. Learners must take the authorised Pearson Set Assignment for the set assignment unit. Teachers are not permitted to create their own assessments for set assignment units. Some assignments may need to be taken in controlled conditions. These are described in each unit.

Please see Section 6 for resubmission and retaking regulations.

6 Internal assessment

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the *BTEC International Quality Assurance Handbook*. All members of the assessment team need to refer to this document.

For BTEC International Level 2 qualifications, it is important that you can meet the expectations of stakeholders and the needs of learners by providing a programme that is practical and applied. Centres can tailor programmes to meet local needs and use links with local employers and the wider vocational sector.

When internal assessment is operated effectively, it is challenging, engaging, practical and up to date. It must also be fair to all learners and meet international standards. All units in these qualifications are internally assessed but Pearson sets the assignments for some of the units.

Principles of internal assessment (applies to all units)

Assessment through assignments

For all units, the format of assessment is an assignment taken after the content of the unit, or part of the unit if several assignments are used, has been delivered. An assignment may take a variety of forms, including practical and written types. An assignment is a distinct activity, completed independently by learners, that is separate from teaching, practice, exploration and other activities that learners complete with direction from teachers.

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome, based on the assessment criteria. For most units, teachers will set the assignments. For Pearson Set Assignment units, Pearson will set the assignment.

Assessment decisions through applying unit-based criteria

Assessment decisions for BTEC International Level 2 qualifications are based on the specific criteria given in each unit and set at each grade level. To ensure that standards are consistent in the qualification and across the suite as a whole, the criteria for each unit have been defined according to a framework. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of qualifications.

The assessment criteria for a unit are hierarchical and holistic. For example, if a Merit criterion requires the learner to show 'analysis' and the related Pass criterion requires the learner to 'explain', then to satisfy the Merit criterion, a learner will need to cover both 'explain' and 'analyse'. The unit assessment grid shows the relationships between the criteria so that assessors can apply all the criteria to the learner's evidence at the same time. In *Appendix 2: Glossary of terms used*, we have set out a definition of terms that assessors need to understand.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a unit, then the assessment team will give a grade for the unit. This is given according to the highest level for which the learner is judged to have met all the criteria. Therefore:

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria); these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 2 of the qualification.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as Unclassified.

The assessment team

It is important that there is an effective team for internal assessment. There are three key roles involved in implementing assessment processes in your centre, each with different interrelated responsibilities; the roles are listed below. There is detailed information in the *BTEC International Quality Assurance Handbook*.

- The Lead Internal Verifier (the Lead IV) has overall responsibility for the programme, its assessment and internal verification, record keeping and liaison with the standards verifier, ensuring our requirements are met. The Lead IV acts as an assessor, standardises and supports the rest of the assessment team, making sure that they have the information they need about our assessment requirements and organises training, making use of our standardisation, guidance and support materials.
- Internal Verifiers (IVs) oversee all assessment activities in consultation with the Lead IV. They check that assignments and assessment decisions are valid and that they meet our requirements. IVs will be standardised by working with the Lead IV. Normally, IVs are also assessors but they o not verify their own assessments.
- Assessors set or use assignments to assess learners. Before making any assessment decisions, assessors participate in standardisation activities led by the Lead IV. They work with the Lead IV and IVs to ensure that the assessment is planned and carried out in line with our requirements.

Effective organisation

Internal assessment needs to be well organised so that the progress of learners can be tracked and so that we can monitor that assessment is being carried out. We support you through, for example, providing training materials and sample documentation.

Our online Pearson Progress service can help support you in planning and record

Our online Pearson Progress service can help support you in planning and record keeping. Further information on using Pearson Progress can be found in *Section 10 Resources and support*, and on our website.

It is particularly important that you manage the overall assignment programme and deadlines to make sure that learners are able to complete assignments on time.

Learner preparation

To ensure that you provide effective assessment for your learners, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualifications. Learners need to understand how assignments are used, the importance of meeting assignment deadlines and that all the work submitted for assessment must be their own.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme and how learners should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

Making valid assessment decisions

Authenticity of learner work

Once an assessment has begun, learners must not be given feedback on progress towards fulfilling the targeted criteria.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Assessors must complete a declaration that:

- to the best of their knowledge the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 7 Administrative arrangements*.

Making assessment decisions using criteria

Assessors make judgements using the criteria. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive. For example, the inclusion of a concluding section may be insufficient to satisfy a criterion requiring 'evaluation'.

Assessors should use the following information and support in reaching assessment decisions:

- the Essential information for assessment decisions section in each unit gives examples and definitions related to terms used in the criteria
- the explanation of key terms in Appendix 2: Glossary of terms used
- · examples of assessed work provided by Pearson
- · your Lead IV and assessment team's collective experience.

Pass and Merit criteria relate to individual learning aims. The Distinction criteria as a whole relate to outstanding evidence across the unit. Therefore, criteria may relate to one learning aim (for example A.D1) or to several learning aims (for example DE.D3). Distinction criteria make sure that learners have shown that they can perform consistently at an outstanding level across the unit and/or that they are able to draw learning together across learning aims.

Issuing assessment decisions and feedback

Once the assessment team has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to learners.

The information given to the learner:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met
- may show why attainment against criteria has not been demonstrated
- · must not provide feedback on how to improve evidence
- · must be validated by an IV before it is given to the learner.

Planning and record keeping

For internal processes to be effective, an assessment team needs to be well organised and keep effective records. The centre will work closely with us so that we can ensure that standards are being satisfied and achieved. This process gives stakeholders confidence in the assessment approach.

The programme must have an assessment plan validated by the Lead IV. When producing a plan, the assessment team needs to consider:

- the time required for training and standardisation of the assessment team
- the time available to undertake teaching and carry out assessment, taking account of when learners may complete assessments and when quality assurance will take place
- the completion dates for different assignments and the name of each Assessor
- who is acting as the Internal Verifier for each assignment and the date by which the assignment needs to be internally verified

- setting an approach to sampling assessor decisions through internal verification that covers all assignments, assessors and a range of assessment decisions
- how to manage the assessment and verification of learners' work so that they can be given formal decisions promptly
- how resubmission opportunities can be scheduled.

The Lead IV will also maintain records of assessment undertaken. The key records are:

- internal verification of assignment briefs
- · learner authentication declarations
- · assessor decisions on assignments, with feedback given to learners
- · internal verification of assessment decisions
- · assessment tracking for the unit.

There are examples of records and further information in the *BTEC International Quality Assurance Handbook*.

Setting effective assignments (applies to all units without Pearson Set Assignments)

Setting the number and structure of assignments

This section does not apply to set assignment units. In setting your assignments, you need to work with the structure of assignments shown in the *Essential information for assignments* section of a unit. This shows the structure of the learning aims and criteria that you must follow and the recommended number of assignments that you should use. For these units we provide sample authorised assignment briefs and we give you suggestions on how to create suitable assignments. You can find these materials on our website. In designing your own assignment briefs, you should bear in mind the following points:

- The number of assignments for a unit must not exceed the number shown in Essential information for assignments. However, you may choose to combine assignments, for example, to create a single assignment for the whole unit.
- You may also choose to combine all or parts of different units into single
 assignments, provided that all units and all their associated learning aims are
 fully addressed in the programme overall. If you choose to take this approach,
 you need to make sure that learners are fully prepared so that they can provide
 all the required evidence for assessment and that you are able to track
 achievement in the records.
- A learning aim must always be assessed as a whole and must not be split into two or more assignments.
- The assignment must be targeted to the learning aims but the learning aims and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.
- For units containing synoptic assessment, the planned assignments must allow learners to select and apply their learning, using appropriate self-management of tasks.
- You do not have to follow the order of the learning aims of a unit in setting assignments but later learning aims often require learners to apply the content of earlier learning aims and they may require learners to draw their learning together.

- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.
- As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning aims. The specified content is compulsory. The evidence for assessment need not cover every aspect of the teaching content as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out one practical performance, or an investigation of one organisation, then they will address all the relevant range of content that applies in that instance.

Providing an assignment brief

A good assignment brief is one that, through providing challenging and realistic tasks, motivates learners to provide appropriate evidence of what they have learned.

An assignment brief should have:

- a vocational scenario this could be a simple situation or a full, detailed set of vocational requirements that motivates the learner to apply their learning through the assignment
- clear instructions to the learner about what they are required to do, normally set out through a series of tasks
- an audience or purpose for which the evidence is being provided
- · an explanation of how the assignment relates to the unit(s) being assessed.

Forms of evidence

BTECs have always allowed for a variety of forms of evidence to be used – provided that they are suited to the type of learning aim being assessed. For many units, the practical demonstration of skills is necessary and, for others, learners will need to carry out their own research and analysis. The units give you information on what would be suitable forms of evidence to give learners the opportunity to apply a range of employability or transferable skills. Centres may choose to use different suitable forms of evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

Full definitions of types of assessment are given in *Appendix 2: Glossary of terms used*. These are some of the main types of assessment:

- · written reports
- projects
- time-constrained practical assessments with observation records and supporting evidence
- · recordings of performance
- sketchbooks, working logbooks, reflective journals
- presentations with assessor questioning.

The form(s) of evidence selected must:

- allow the learner to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels
- · allow the learner to produce evidence that is their own independent work
- allow a verifier to independently reassess the learner to check the assessor's decisions.

For example, when you are using performance evidence, you need to think about how supporting evidence can be captured through recordings, photographs or task sheets. Centres need to take particular care that learners are enabled to produce independent work. For example, if learners are asked to use real examples, then best practice would be to encourage them to use their own or to give the group a number of examples that can be used in varied combinations.

Late completion, resubmission and retakes (applies to all units including Pearson Set Assignment units)

Dealing with late completion of assignments for internally-assessed units

Learners must have a clear understanding of the centre policy on completing assignments by the deadlines that you give them. Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission, in line with your centre policies.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others. Therefore, learners who do not complete assignments by your planned deadline or by the authorised extension deadline may not have the opportunity to subsequently resubmit.

If you accept a late completion by a learner, then the assignment should be assessed normally when it is submitted, using the relevant assessment criteria.

Resubmission of improved evidence for internally-assessed units

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence based on the completed assignment brief.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission, for example, that the learner has not performed as expected
- making sure that giving a further opportunity can be done in such a way that it
 does not give an unfair advantage over other learners, for example, through the
 opportunity to take account of feedback given to other learners
- checking that the assessor considers that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted has been authenticated by both the learner and assessor and remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days after the timely issue of assessment feedback to learners, which is within term time in the same academic year.

A resubmission opportunity must not be provided where learners:

- have not completed the assignment by the deadline without the centre's agreement
- · have submitted work that is not authentic.

We recognise that there are circumstances where the resubmission period may fall outside of the 15-day limit owing to a lack of resources being available, for example, where learners may need to access a performance space or have access to specialist equipment. Where it is practical to do so, for example, evaluations, presentations, extended writing, resubmission must remain within the normal 15-day period.

Retake of internal assessment

A learner who has not achieved the level of performance required to pass the relevant learning aims after resubmission of an assignment may be offered a single retake opportunity using a new assignment. The retake may be achieved at a Pass only. The Lead Internal Verifier must authorise a retake of an assignment only in exceptional circumstances where they believe it is necessary, appropriate and fair to do so. The retake is not timebound and the assignment can be attempted by the learner on a date agreed between the Lead IV and assessor within the same academic year. For further information on offering a retake opportunity, you should refer to the BTEC Centre Guide to Internal Assessment. Information on writing assignments for retakes is given on our website (www.btec.co.uk/keydocuments).

7 Administrative arrangements

Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It is of particular value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal assessment. You need to refer to the *International Information Manual* for information on making registrations for the qualification.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example, if a learner decides to choose a different pathway specialism, then the centre must transfer the learner appropriately.

Access to assessment

Assessments need to be administered carefully to ensure that all learners are treated fairly, and that results and certification are issued on time to allow learners to progress to their chosen progression opportunities.

Our equality policy requires that all learners should have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications.*

Administrative arrangements for assessment

Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in the *International Information Manual*. We may ask to audit your records, so they must be retained as specified.

Reasonable adjustments to assessment

To ensure that learners have fair access to demonstrate the requirements of the assessments, a reasonable adjustment is one that is made before a learner takes an assessment. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases, this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website, in the document *Guidance for reasonable adjustments and special consideration in vocational internally assessed units*.

Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see above). You can give special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration if they are in line with the policy.

Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner, you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in the document *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*.

Conducting set assignments

Centres must make arrangements for the secure delivery of Pearson Set Assignments.

At least one Pearson Set Assignment will be available each year for each unit with an additional one provided for resit. Centres must not select an assignment that learners have attempted already.

Each set assignment unit will contain instructions in the *Essential information for assignments* section on how to conduct the assessment of that unit.

Some set assignments will need to be taken with limited controls. Limited controls are described in each unit and may include the following conditions:

- Time: each assignment has a recommended time period. This is for advice only and can be adjusted depending on the needs of learners.
- Supervision: you should be confident of the authenticity of learners' work.
 This may mean that learners should be supervised.
- Resources: all learners should have access to the same types of resources to complete the assignment.
- Research: learners should be given the opportunity to carry out research outside of the learning context if required for the assignment.

Schools and colleges must be able to confirm that learner evidence is authentic.

Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications*, available on our website.

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with malpractice and maladministration in vocational qualifications* document gives comprehensive information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples, and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

Learner malpractice refers to any act by a learner that compromises or which seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Learner malpractice in examinations **must** be reported to Pearson using a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice). The form should be emailed to candidatemalpractice@pearson.com. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with learner malpractice, staff and centre malpractice is any act that compromises or which seeks to compromise the process of assessment, or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2* (available at www.jcq.org.uk/exams-office/malpractice).

The form, supporting documentation and as much information as possible should be emailed to pqsmalpractice@pearson.com. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More-detailed guidance on malpractice can be found in the latest version of the document *JCQ Suspected Malpractice Policies and Procedures*, available at www.jcq.org.uk/exams-office/malpractice.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- · disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures, we may impose sanctions such as:

- working with you to create an improvement action plan
- · requiring staff members to receive further training
- · placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- · debarring staff members or the centre from delivering Pearson qualifications
- · suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from Heads of Centres (on behalf of learners and/or members of staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our document *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*, which is on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via pqsmalpractice@pearson.com, who will inform you of the next steps.

Certification and results

Once a learner has completed all the required components for a qualification, the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures, please refer to our *International Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

Changes to qualification requests

Where a learner who has taken a qualification wants to resit a unit to improve their qualification grade, you firstly need to decline their overall qualification grade. You may decline the grade before the certificate is issued.

Additional documents to support centre administration

As an approved centre, you must ensure that all staff delivering, assessing and administering the qualifications have access to the following documentation. These documents are reviewed annually and are reissued if updates are required.

- BTEC International Quality Assurance Handbook: this sets out how we will
 carry out quality assurance of standards and how you need to work with us
 to achieve successful outcomes.
- International Information Manual: this gives procedures for registering learners for qualifications, transferring registrations and claiming certificates.
- Regulatory policies: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose.
 Policies related to this qualification include:
 - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
 - o age of learners
 - o centre guidance for dealing with malpractice
 - o recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

8 Quality assurance

Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality and diversity legislation and/or regulations.
- Centres should refer to the *Further information for teachers and assessors* section in individual units to check for any specific resources required.

Continuing quality assurance and standards verification

On an annual basis, we produce the *BTEC International Quality Assurance Handbook*. It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres resources and processes that exemplify assessment and appropriate standards. Approved centres must use these to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Level 2 include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes, for example, making sure that synoptic units are placed appropriately in the order of delivery of the programme.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for all BTEC Level 2 programmes. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting. Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

9 Understanding the qualification grade

Awarding and reporting for the qualification

This section explains the rules that we apply in awarding a qualification and in providing an overall qualification grade for each learner. It shows how all the qualifications in this sector are graded.

Eligibility for an award

In order to be awarded a qualification, a learner must complete all units, AND achieve a Pass or above in all mandatory units unless otherwise specified. Refer to the structure in *Section 2 Structure*.

To achieve any qualification grade, learners must:

- complete and have an outcome (D, M, P or U) for all units within a valid combination
- achieve the required units at Pass or above shown in Section 2, abiding by the minimum requirements in the compensation table below
- achieve the **minimum number of points** at a grade threshold.

It is the responsibility of a centre to ensure that a correct unit combination is adhered to. Learners who do not achieve the required minimum grade (P) in units shown in the structure will not achieve a qualification.

Learners who do not achieve sufficient points for a qualification or who do not achieve all the required units may be eligible to achieve a smaller qualification in the same suite, provided they have completed and achieved the correct combination of units and met the appropriate qualification grade points threshold.

Calculation of the qualification grade

These qualifications are Level 2 qualifications and the certification may show a grade ranging from Level 2 Pass to Level 2 Distinction*. Please refer to the *Calculation of qualification grade* table for the full list of grades. Each individual unit will be awarded a grade of Level 2 Pass, Merit, Distinction. Learners whose level of achievement is below a Level 2 Pass will receive an unclassified (U) for that unit. Distinction* is not available at unit level. Award of Distinction* (D*) D* is an aggregated grade for the qualification, based on the learner's overall performance. In order to achieve this grade, learners will have to demonstrate a strong performance across the qualification as a whole.

To achieve a Level 2 qualification, learners must:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome), and
- achieve the minimum number of points at a grade threshold see the Calculation of qualification grade table with the following allowable tolerances.

Qualification	Units required at Pass or above	Unit equivalence
Award (120 GLH)	All units must be achieved at Pass or above	0 units
Certificate (240 GLH)	All units must be achieved at Pass or above	0 units
Extended Certificate (360 GLH)	Mandatory units must be achieved at Pass or above, 60 GLH only at U grade permitted from optional units	e.g. 1 ´ 60 GLH unit

Points available for unit size and grades

The table below shows the **number of points scored per 10 guided learning hours** at each grade.

Points per grade per 10 Guided Learning Hours				
Unclassified	Level 2 Pass (P)	Level 2 Merit (M)	Level 2 Distinction (D)	
0	4	6	8	

We will automatically calculate the qualification grade for your learners when your learner unit grades are submitted. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the *Calculation of qualification grade* table.

Example

A learner achieves a Level 2 Pass grade for a unit. The unit size is 60 guided learning hours (GLH). Therefore, they gain 24 points for that unit, i.e. 4 points for each 10 GLH, so 24 points for 60 GLH.

Calculation of qualification grade

Award		Certificate		Extended Certificate		
120	GLH	240	240 GLH		360 GLH	
Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	
U	0	U	0	U	0	
Loyal 2 Dass	40	Level 2 PP	96	Level 2 PP	144	
Level 2 Pass 48	46	Level 2 MP	114	Level 2 MP	174	
Lovel 2 Morit	66	Level 2 MM	132	Level 2 MM	204	
Level 2 Merit	00	Level 2 DM	150	Level 2 DM	234	
Level 2	84	Level 2 DD	168	Level 2 DD	264	
Distinction 04	Level 2 D*D	174	Level 2 D*D	270		
Level 2 Distinction*	90	Level 2 D*D*	180	Level 2 D*D*	276	

This table shows the minimum thresholds for calculating grades. The table will be kept under review over the lifetime of the qualification. The most up to date table will be issued on our website.

Pearson will monitor the qualification standard and reserves the right to make appropriate adjustments.

The tables below give examples of how the overall grade is determined.

Examples used are for illustrative purposes only. Other unit combinations are possible, see *Section 2 Structure*.

Example 1
Achievement of a Certificate with a Level 2 MM grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	60	6	Level 2 Merit	6	36
Unit 2	60	6	Level 2 Pass	4	24
Unit 5	60	6	Level 2 Merit	6	36
Unit 7	60	6	Level 2 Merit	6	36
Qualification grade totals	240	24	Level 2 MM		132

The learner has sufficient points for a Level 2 MM grade.

Example 2
Achievement of a Certificate with a Level 2 D*D* grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	60	6	Level 2 Distinction	6	48
Unit 4	60	6	Level 2 Distinction	8	48
Unit 5	60	6	Level 2 Merit	6	36
Unit 9	60	6	Level 2 Distinction	8	48
Qualification grade totals	240	24	Level 2 D*D*		180

The learner has sufficient points for a Level 2 D*D* grade.

Example 3
Achievement of an Extended Certificate with a Level 2 MP grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	60	6	Level 2 Pass	4	24
Unit 4	60	6	Level 2 Pass	4	24
Unit 8	60	6	Level 2 Merit	6	36
Unit 9	60	6	Level 2 Pass	4	24
Unit 10	60	6	Level 2 Pass	4	24
Unit 12	60	6	Level 2 Distinction	8	48
Qualification grade totals	360	36	Level 2 MP		180

The learner has sufficient points for a Level 2 MP grade.

Example 4
Achievement of an Extended Certificate with a Level 2 PP grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	60	6	Level 2 Pass	4	24
Unit 2	60	6	Level 2 Pass	4	24
Unit 5	60	6	Ungraded	0	0
Unit 7	60	6	Level 2 Pass	4	24
Unit 8	60	6	Level 2 Pass	4	24
Unit 12	60	6	Level 2 Distinction	8	48
Qualification grade totals	360	48	Level 2 PP		144

The learner has sufficient points for a Level 2 PP grade. Note that this includes one ungraded optional unit, which is the maximum permitted.

10 Resources and support

Our aim is to give you a wealth of resources and support to enable you to deliver BTEC International Level 2 qualifications with confidence. You will find a list of resources to support teaching and learning, and professional development on our website.

Support for setting up your course and preparing to teach

Specification

The specification (for teaching from September 2022) gives you details of the administration of the qualifications and information on the units for the qualifications.

Pearson Progress

Pearson Progress is a digital support system that helps you to manage the assessment and quality assurance of the Pearson BTEC International Level 2 Creative Media qualifications. It supports delivery, assessment and quality assurance of BTECs in centres and supports teachers and students as follows:

- course creation
- · creating and verifying assignments
- creating assessment plans and recording assessment decisions
- · upload of assignment evidence
- tracking progress of every learner

The system is accessible for teachers and learners so that both teachers and learners can track their progress.

Support for teaching and learning

Pearson Learning Services provide a range of engaging resources to enable you to start teaching BTEC International Level 2 qualifications. These may include the following free materials:

- delivery guides, which give you important advice on how to choose the right course for your learners and how to ensure you are fully prepared to deliver the course. They explain the key features of the BTEC International Level 2 Creative Media qualifications, for example employer involvement and employability skills. They also cover guidance on assessment and quality assurance.
- sample schemes of work are provided for each mandatory unit as well as a selection of optional units. These are available in Word™ format for ease of customisation
- · slide presentations for use in your teaching to outline the key concepts of a unit
- · delivery plans that help you structure delivery of a qualification.

We also provide paid for resources and courseware which may include:

- teacher resource packs developed by Pearson including materials and activities to fully support your teaching of units
- student books, designed to support the teaching and learning journey. These
 include case studies, discussion prompts, key content and supporting images to
 help learners develop their understanding. Items from the student books will
 link with other resources, which will support teaching and learning.

Support for assessment

Sample assessment materials for internally-assessed units

For internal units assessed with a Pearson Set Assignment we will provide a sample assignment as an example of the form of assessment for the unit. For the remaining internally set units, we allow you to set your own assignments, according to your learners' preferences and to link with your local employment profile.

We provide a service in the form of Authorised Assignment Briefs and sample Pearson Set Assignments, which are approved by Pearson Standards Verifiers. They are available via our website.

Pearson English

Pearson provides a full range of support for English learning including diagnostics, qualifications and learning resources. Please see www.pearson.com/english

Training and support from Pearson

People to talk to

There are many people available to support you and give you advice and guidance on delivery of your BTEC International Level 2 qualifications. They include the following.

- Subject Advisors available for all sectors. They understand all Pearson qualifications in their sector and can answer sector-specific queries on planning, teaching, learning and assessment.
- Standards Verifiers they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and support you in preparing learner work and providing quality assurance through sampling.
- Regional teams they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. Regions often run network events.
- Customer Services the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

Training and professional development

Pearson provides a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC International Level 2 qualifications. These sector-specific events, developed and delivered by specialists, are available both face to face and online.

'Getting Ready to Teach'

These events are designed to get teachers ready for delivery of the BTEC International Level 2 qualifications. They include an overview of qualification structures, planning and preparation for internal assessment, and quality assurance.

Teaching and learning

Beyond the 'Getting Ready to Teach' professional development events, there are opportunities for teachers to attend sector- and role-specific events. These events are designed to connect practice to theory; they provide teacher support and networking opportunities with delivery, learning and assessment methodology.

Details of our training and professional development programme can be found on our website.

Appendix 1: Transferable employability skills

The need for transferable skills

In recent years, higher-education institutions and employers have consistently flagged the need for learners to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.' [1]

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework ^[2] as the most evidence-based and robust skills framework, and have used this as a basis for our adapted skills framework.

The framework includes cognitive, intrapersonal skills and interpersonal skills.



The skills have been interpreted for this specification to ensure that they are appropriate for the subject. All of the skills listed are evident or accessible in the teaching, learning and/or assessment of the qualifications. Some skills are directly assessed. Pearson materials will support you in identifying these skills and in developing these skills in learners.

The table overleaf sets out the framework and gives an indication of the skills that can be found in Creative Media, it indicates the interpretation of the skills in this area. A full interpretation of each skill, with mapping to show opportunities for learner development, is given on the subject pages of our website: http://qualifications.pearson.com.

¹ OECD – Better Skills, Better Jobs, Better Lives (OECD Publishing, 2012)

² Koenig, J. A. (2011) Assessing 21st Century Skills: Summary of a Workshop (National Academies Press, 2011)

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S	Cognitive processes and strategies	Critical thinking Problem solving Analysis	Developing the ability to
Cognitive skills		Reasoning/argumentation Interpretation Decision making Adaptive learning Executive function	make a persuasive case in when proposing an idea for a creative media product, supporting one or more arguments, including the ability to
	Creativity	Creativity Innovation	create a balanced and evaluated argument.
	Intellectual openness	Adaptability Personal and social responsibility Continuous learning Intellectual interest and curiosity	
Intrapersonal skills	Work ethic/ conscientiousness	Initiative Self-direction Responsibility Perseverance Productivity Self-regulation (metacognition, forethought, reflection) Ethics Integrity	Experimenting with different forms of media and developing them from a basic prototype to a finished product.
	Positive core self-evaluation	Self-monitoring/ self-evaluation/ self-reinforcement	Presenting information
Interpersonal skills	Teamwork and collaboration	Communication Collaboration Teamwork Cooperation Empathy/perspective taking Negotiation	creatively in a media product to appeal to an audience.
Interp	Leadership	Responsibility Assertive communication Self-presentation	

Appendix 2: Glossary of terms used

This is a summary of the key terms used to define the requirements in the units.

Term	Definition
Analyse	Learner work examines something in detail by breaking it down into its components to discover the meaning or essential features of a theme, topic or situation.
Describe	Learner work gives a clear, objective account in their own words showing recall and, in some cases, application of the relevant features and information about a subject.
Explain	Learner work shows clear details and gives reasons and to support an opinion, view or argument or to show how a process works.
Explore	Learners find out, and develop, knowledge or skills.
Identify	Usually requires some key information to be selected from a given stimulus/resource.
Present	When learners show their scientific information/observation(s) in an appropriate way.
Produce	When learners are required to create or make something.
Record	To write down something, for example the results of research.
State	Requires recall of one or more pieces of information.

This is a key summary of the types of evidence used for BTEC International Level 2 qualifications.

Type of evidence	Definition and purpose
Article	A written work published in a print or electronic medium. Depending on the medium, content and audience, it may be written to share news, to share opinions or to entertain.
Blog	A piece of writing that is self-published online.
Portfolio of evidence	A written and/or audio/visual record of what learners have done.
Production log	A record kept by the learner to show the process of development. It may contain evidence such as planning, drafting, refinement.
Report	A document that presents information in an organized format for a specific audience and purpose.
Vlog	Similar to a blog, but consisting of videos instead of written text.

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