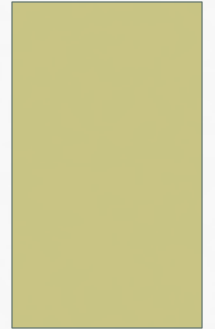


BTEC L3 CREATIVE DIGITAL MEDIA

TASTER SESSION



COURSE NAME...

- BTEC Level 3 National Extended Certificate in Creative Digital Media Production
 - Equivalent of 1 A level

WHY MEDIA?

- Interested in working in the industry
- Want a balance between coursework (project work) and examinations
- You're creative, and this is a chance to express that
- You want to learn technical and practical skills

OUR COURSE

- Pearson
- 2 x exam units
- 2 x coursework units

EXAMINATION UNITS

Unit	Type
Unit 1: Media Representations	<ul style="list-style-type: none">• Exam onscreen set and marked by Pearson.• Two hours.• 80 marks.
Unit 8: Responding to a Commission	<ul style="list-style-type: none">• A task set and marked by Pearson and completed under supervised conditions.• Learners will be provided with a commission for a media production two weeks before the supervised assessment period.• The set task is completed in 6 hours under supervised conditions in a period timetabled by Pearson• Written submission.• 72 marks.

COURSEWORK UNITS

Unit no.	Unit name	GLH
4	Pre production Portfolio	90
10	Film Production- Fiction	90

GRADING

PASS	MERIT	DISTINCTION	DISTINCTION*
E	C	A	A*

Near Pass

Only for exams

Distinction* is not a different grade. It is only achievable from a culmination of distinctions

ADDING UP YOUR GRADES

- There are different points associated with grades in each unit. You add these up to find out your overall grade

Extended Certificate	
360 GLH	
Grade	Points threshold
U	0
Pass	36
Merit	52
Distinction	74
Distinction*	90

Example 3: An Unclassified Result for an Extended Certificate

	GLH	Type (Int/Ext)	Grade	Unit points
Unit 1	90	Ext	Merit	15
Unit 4	90	Int	Unclassified	0
Unit 8	120	Ext	Distinction	32
Unit 10	60	Int	Merit	10
Totals	360		U	57

The learner has a U in Unit 4.

The learner has sufficient points for an M grade but has not met the minimum requirement for an N or higher in Units 1 and 8 and P or higher in Unit 4.

BTEC RULES

- You get given an assignment brief- with a clear deadline date
- You submit your work on the due date. The assessor (us) will then feedback to you and allow a resubmission.
- You will have 10 days to produce this resubmission
- If you fail to meet the initial deadline, you will have 10 days to submit your coursework still... but you cannot achieve higher than a PASS (E grade)

FOLDER

- Please make sure you have bought a folder with dividers for September
- You have 4 units, but when you consider all the assignments you have you may want more
- We will provide an exercise book for internal assessments
- We may be using a lot of online platforms (google classroom) so if you have access to a tablet/laptop that could be very useful

UNIT 1 – MEDIA REPRESENTATIONS

- In this unit, you will study a range of media from different sectors, such as **music videos, short film extracts, animation, news programmes, websites, digital games and print adverts** in order to explore **how meaning, messages and values are constructed** through **formal and stylistic elements**.
- All media express **messages through representations** that **shape perceptions** and **beliefs about what is valued and undervalued in society**. Interrogating media representations through a critical framework will expose underlying values inherent in those representations and lead to an understanding of how audiences can resist preferred readings and negotiate their own meanings.

TASK 1

The use of slow motion (1) to allow players to absorb the action (1) □
The use of streaks of light from the character's wings (1) signifies the character moving at speed (1) □ Particles of burning metals flying through the air (1) indicate the level of destruction (1) □ Use of vibration of the image when Spiderman is hit (1) to signify the force of the impact (1) □ Use of lighting forks (1) signifies electricity/electrocution (1) □ Spiderman falling into the dark void (1) signifying Spiderman's descent (1)

UNIT 4 – PRE-PRODUCTION PORTFOLIO

- This unit will enable you to **develop your understanding of the essential pre-production work** that takes place as part of a creative media production.
- You will gain an understanding of the **requirements of the planning stage, from finance and logistics to regulations.** Your investigations will help you develop the pre-production skills and experience needed to carry out your own tasks and to produce a digital media product. You will create a portfolio and manage the pre-production for your own creative media production.

TASK 2 – RISK ASSESSMENTS

Risk assessment template

Company name:

Assessment carried out by:

Date of next review:

Date assessment was carried out:

What are the hazards?	Who might be harmed and how?	What are you already doing to control the risks?	What further action do you need to take to control the risks?	Who needs to carry out the action?	When is the action needed by?	Done
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More information on managing risk: www.hse.gov.uk/simple-health-safety/risk/

Wires from laptop chargers	Crew and cast may trip over the wires. Injuries could be soft tissue – such as bruising.	Any unnecessary wires to be put away.	Necessary wires taped down in colour tape, so that they are less of a trip hazard.	Production Crew	05/07/22	Yes
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You are going to be undertake a risk assessment for an upcoming film production.

Using this classroom, identify one potential hazard using and complete the rest of the columns

UNIT 8 – RESPONDING TO A COMMISSION

- In this unit, you will understand how to **respond to a commission brief with ideas based on the required content, style, audience, purpose and approach proposed by the client.** You will work within the requirements and constraints of the client's specifications and consider your response in terms of ethos, format, budget, platform and duration.
- This unit will **develop your ability to respond to briefs** and understand the commissioning process, which is an essential aspect of successful, commercial media production. The development of **communication and problem-solving** skills involved in responding to a commission are an essential part of all media study and will support the generation of creative and commercial ideas necessary for progression to employment and higher education.

Set Task Information

Action on Climate Change

Action on Climate Change is a UK-based pressure group that has been set up to raise awareness of environmental issues and to encourage changes in government policy. The organisation is developing a media campaign to raise awareness across the UK for people of voting age and younger.

Read through the information provided.

Choose ONE of the five commissions offered to plan your response.

In responding to the commission you must incorporate this research into your final response.

Press Release from Action on Climate Change

Action on Climate Change is a UK-based pressure group. Our aim is to encourage changes in environmental policy from the UK government. We are commissioning a media campaign to raise awareness of the growing problem of climate change and the effect this change will have on future generations. We want to encourage government policymakers to change direction.

It is now the time to do something. We are living through a time where the decisions we make could have a huge impact on future generations. A huge majority of scientific research shows that the human race is damaging the planet we live on. As an example, in the last 100 years the oceans of the world have become 26% more acidic and the pH level has changed by -1 . Sea levels are rising faster than they have since records began. The number of people who could be affected by flooding could triple by 2030 and the estimated cost of the flooding could rise by £275 billion.

Action on Climate Change wants to deliver a campaign that raises the awareness of people of voting age and younger so that they encourage politicians to put a higher priority on environmental issues.

We would like the campaign to be ready for the new calendar year so that the message is clear in the minds of voters in future elections.

TASK 3

With your partner, discuss some ideas for a potential promotional video, that would help educate 16-18 year old students about the dangers of climate change.

Who would feature?
What format would it take?
What topics would you cover?

UNIT 10 – FILM (FICTIONAL)

- In this unit, you will **investigate how conventions of narrative storytelling are used by filmmakers**, looking at formats and generic conventions. You will then **prepare for a film production** by creating and gathering the materials and preparing the cast and crew. You will need to bring together a range of elements to successfully produce your product: camera, lighting, acting, direction and sound during the production phase, and successfully use post-production techniques to deliver a final outcome.

UNIT 10 - EXAMPLE



What genre does this film belong to?

What genre conventions have been explored within this piece?

How have they utilised film form techniques to depict their genre?

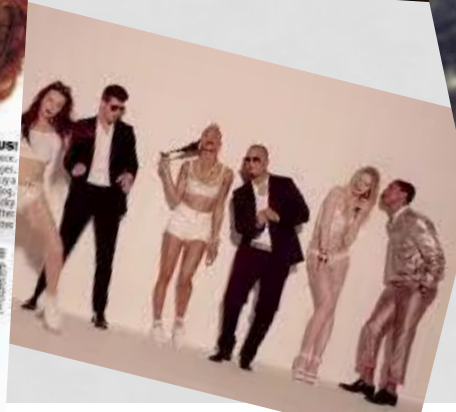
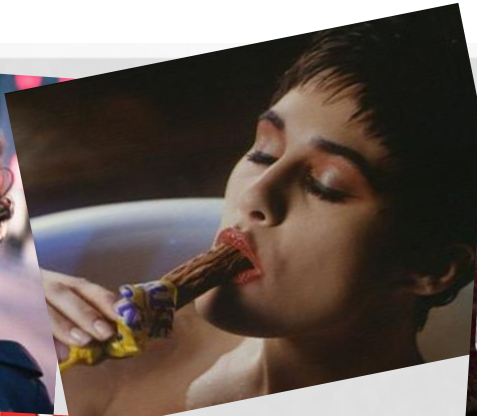
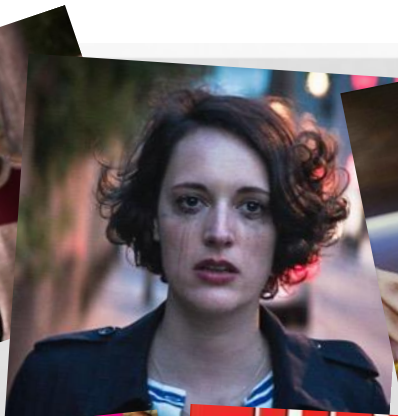
SUMMER WORK

- We want you to prepare a Google Slides presentation on any media text that you are interested in. This text can come from any of these examples;
- Film/TV
- Advertising
- Games
- Music Videos
- Magazines

SUMMER WORK

- Presentation title;
- **How does [your example] represent gender or ethnicity?**
 - What types of people are represented?
 - Are these representations fair? Positive? Negative?
 - How have these representations been formed? What has the producer/director done to create this image?
 - How have people responded to these representations? Are there differing responses? Has this changed in time?

GENDER



ETHNICITY

