

Edexcel GCE

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

Moderation Summer 2010

Paper Reference

6975/01

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

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

Turn over ►

W36500A

©2010 Edexcel Limited.

4/6/6/6/4/



edexcel 
advancing learning, changing lives

Contents

	Page
Notes and Instructions for Teachers and Candidates	3
Introduction	4
Scenario	4
Brief 1: Moving Image	4
Brief 2: Audio	5
Brief 3: Print	5
Brief 4: Interactive media	6
Assessment Criteria: Unit 3	7

Notes and Instructions for Teachers and Candidates

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

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

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

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

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

The candidate's work must include evidence of:

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

The **assessment criteria** for this unit and the **allocation of marks** are shown on pages 7 and 8.

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

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

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

Introduction

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

Remember, you must produce the appropriate documentation to support your pre-production, production and post-production stages. You must also evaluate your work in an appropriate format.

Scenario

Broadband Awareness

The Government wants everyone to be able to access and use broadband technology. This has been identified as key to helping people to communicate with each other and to find information quickly and easily. They have set up an organisation, Broadband Awareness, to make people aware of the benefits of using broadband technology.

The Government intend to make a fund available, through Broadband Awareness, to enable people of **all ages** to receive training in how to use broadband technology. They will also provide grants to enable even the poorest communities to install and use the latest equipment, allowing them to be connected using broadband technology.

In order to raise awareness of the benefits of being connected, Broadband Awareness have asked schools and colleges to produce a range of media products. These media products will be used to demonstrate the benefits of using broadband technology. Different media products will be aimed at different audiences, from young children to older people. They want you to select a target audience for your media product.

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

Your media product can be in any style or genre. You will need to decide which particular medium you are going to work in and the **audience you intend to target**.

Choose ONE of the following briefs in order to develop an appropriate media product.

Brief 1: Moving Image

Broadband Awareness want everyone to be part of a broadband nation. We see broadband technology as a major communication tool, enabling communities and individuals to communicate with each other and find information.

We want you to research, plan and produce a moving image product. It should inform your chosen target audience about the benefits of using broadband technology. The message must be appropriate for the target audience. We are happy for your moving image product to be produced in whatever format you think would be suitable for the target audience. We would welcome conventional and unconventional approaches to the subject.

The moving image product you develop in response to the brief could be in a fictional or factual genre, and we do not want to restrict your choice of style, content or length. However, the finished product must demonstrate the benefits of using broadband technology as a tool for communication and research.

You must include appropriate ideas development, pre-production, production and post-production documentation as well as an evaluation of your own work.

Brief 2: Audio

Broadband Awareness want everyone to be part of a broadband nation. We see broadband technology as a major communication tool, enabling communities and individuals to communicate with each other and find information.

We want you to research, plan and produce an audio product. It should inform your chosen target audience about the benefits of using broadband technology. The message must be appropriate for the target audience. We are happy for your audio product to be produced in whatever format you think would be suitable for the target audience. We would welcome conventional and unconventional approaches to the subject.

The audio product you develop in response to the brief could be in a fictional or factual genre, and we do not want to restrict your choice of style, content or length. However, the finished product must demonstrate the benefits of using broadband technology as a tool for communication and research.

You must include appropriate ideas development, pre-production, production and post-production documentation as well as an evaluation of your own work.

Brief 3: Print

Broadband Awareness want everyone to be part of a broadband nation. We see broadband technology as a major communication tool, enabling communities and individuals to communicate with each other and find information.

We want you to research, plan and produce a print product. It should inform your chosen target audience about the benefits of using broadband technology. The message must be appropriate for the target audience. We are happy for your print product to be produced in whatever format you think would be suitable for the target audience. We would welcome conventional and unconventional approaches to the subject.

The print product you develop in response to the brief could be in a fictional or factual genre, and we do not want to restrict your choice of style, content or size. However, the finished product must demonstrate the benefits of using broadband technology as a tool for communication and research.

You must include appropriate ideas development, pre-production, production and post-production documentation as well as an evaluation of your own work.

Brief 4: Interactive Media

Broadband Awareness want everyone to be part of a broadband nation. We see broadband technology as a major communication tool, enabling communities and individuals to communicate with each other and find information.

We want you to research, plan and produce an interactive media product. It should inform your chosen target audience about the benefits of using broadband technology. The message must be appropriate for the target audience. We are happy for your interactive media product to be produced in whatever format you think would be suitable for the target audience. We would welcome conventional and unconventional approaches to the subject.

The interactive media product you develop in response to the brief could be in a fictional or factual genre, and we do not want to restrict your choice of style, content or file size. However, the finished product must demonstrate the benefits of using broadband technology as a tool for communication and research.

You must include appropriate ideas development, pre-production, production and post-production documentation as well as an evaluation of your own work.

Assessment criteria

	Mark Band 1	Mark Band 2	Mark Band 3	Mark awarded	
(a) AO2	Shows a limited understanding of pre-production, production and post-production techniques through documentation which is lacking in detail. (0–4)	Shows an adequate understanding of pre-production, production and post-production techniques through documentation which is limited in detail. (5–8)	Shows a clear understanding of pre-production, production and post-production techniques through documentation which is produced with care and covers the necessary categories. (9–12)	Shows an excellent understanding of pre-production, production and post-production techniques through documentation which is very well organised and fully covers all aspects of the process. (13–16)	16
(b) AO3	Demonstrates a limited range of production and technical skills which are applied to a media product which achieves only some of its intentions. (0–5)	Demonstrates an adequate limited range of production and technical skills which are applied to a media product which achieves its intentions. (6–10)	Demonstrates a good range of production and technical skills which are applied to a media product which mainly achieves its intentions. (11–15)	Demonstrates an extensive range of production and technical skills which are applied to a media product which successfully achieves its intentions. (16–20)	20
(c) AO3	Produces a media product which addresses only some of the brief and the intended audience. (0–4)	Produces a media product which addresses the brief and the intended audience. (5–8)	Produces a media product which demonstrates some imagination, addresses the brief in most aspects and addresses the intended audience appropriately. (9–12)	Produces a media product which demonstrates creativity, fully addresses the brief and successfully engages the intended audience. (13–16)	16

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

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