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Lead Examiner Feedback
Summer 2017

BTEC Level 3 Nationals in Creative Digital
Media Production
Unit 8: Responding to a Commission
(31674H)



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What is a grade boundary?

A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade (Distinction, Merit, Pass and Near Pass). The grade awarded for each unit contributes proportionately to the overall qualification grade and each unit should always be viewed in the context of its impact on the whole qualification.

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark should be for a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

Variations in external assessments

Each test we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries for each test, because then it would not take into account that a test might be slightly easier or more difficult than any other.

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Unit 8: Responding to a Commission

Grade	Unclassified	Level 3			
		N	P	M	D
Boundary Mark	0	13	26	41	56

Introduction

This exam series saw learners responding to the external assessment for this unit for the first time. The external activity followed the format of the released sample assessment material and it was clear from many responses that some learners had used this and been prepared well for the assessment. There was a clear difference between responses from learners who had practiced writing rationales, pitches and proposals and those who appeared to be less well prepared.

The paper operates in two parts, Part A and Part B. Part A is pre-released 2 weeks before the supervised assessment session (Part B) to allow learners to prepare a response to the commission. The task requires learners to respond to a commission from an independent charity organisation, which wants to promote creative industry career choices for young people.

Learners were able to select the medium for which to present their response to the commission from one of five options: video, audio, website, e-magazine or digital game.

The paper had 4 activities. Each question was based on a different stage of the process of responding to a commission and required learners to demonstrate their existing knowledge of audiences and media production processes. Activities had varying weightings attached to them, with 15 marks for the activities 1, and 2, 20 for activity 3 and 25 for activity 4 totalling 75. In many cases it appeared that learners had spent a disproportionate amount of time on activity 1.

Introduction to the Overall Performance of the Unit

Learner performance was generally consistent across the paper, with some activities proving more challenging than others. Overall, there was evidence of learners having been taught well across the range of unit content, with the extended activities allowing for differentiation across learner abilities.

It is advised that centres prepare their learners by having them practice preparing pitches, proposals and treatments for their media products as in some cases learners appeared unfamiliar with the requirements of some of these documents. Practicing the use of a format to prepare a pitch, for example, would have helped many learners achieve higher marks for activity 2.

Although it may seem like an obvious comment, it is extremely important that learners read the questions carefully and identify what is being asked of them. Some learners, for example, did not give any indication of their ideas in a rationale of their ideas within activity 1.

In many cases the approach to Activity 1 – the rationale, differentiated learners from centres that had given learners practice activities, encouraged wider research, and taught the correct format for these responses with those from centres that had not prepared the learners in this way. In many ways, this activity was the section of the paper that the learners appeared to be most prepared for, with performance becoming less assured as the activities continued.

The largest proportion of learners had chosen moving image as the commission to undertake for this unit, with games and print being relatively popular and audio and websites being less so. There were some where learners had been able to find creative and innovative solutions to the commission. These were informed fully by the research and background information supplied by the client. In the best examples, the learner's vision would be clear from their accurate descriptions of not just what they would make, but exactly how they intended to do so. Learners who were able to give realistic and assured descriptions about their intended production processes did better than those who were more vague with their descriptions.

Individual Questions

The following section considers each question on the paper, providing examples of learner responses and a brief commentary of why the responses gained the marks they did. This section should be considered with the live external assessment and corresponding mark scheme.

ACTIVITY 1 – RATIONALE

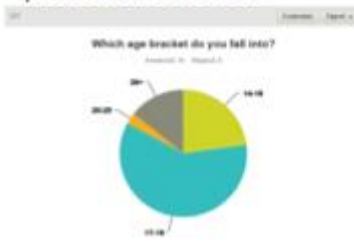
Within this task-based assessment the overall learner marks were perhaps less linked to their performance on Activity 1, than the other activities for this paper. The rationale required learners to respond to the commission data (including background information, their own research, information about the client etc.) that had been available as Pre-Release (in this first iteration of the paper which will not be the case for future series). This led to the cohorts from different centres being collectively well-prepared or less well-prepared for this activity. Some centres had guided all of their learners to enter the examination with the ability to refer to a significant amount of their own research and they were able to insert quantitative data in the form of graphs (brought with them as notes pages allowed by this exam) as well as a range of pre-prepared ideas in response to the brief. Many learners (depending perhaps on whether the centre had prepared them to do this) seemed to follow the format of rationale demonstrated in the Sample of Marked Learner Work prepared for this unit, whereas others did not follow this at all and generally performed far less well for this activity. The level of preparedness therefore, perhaps had an undue influence on the marks for this activity when compared to the other parts of the paper.

The following response gained 13 marks

PLATFORM OF PRODUCTION- The platform of production I have chosen to use for this commission is a promotional video that is 3-6 minutes long. This will allow the brief of promoting creative careers for young people to reach a large audience as it can be distributed through social media which is popular with young people, and it can also be shown during TV advertisements to reach an even larger audience of different ages.

TARGET AUDIENCE RESEARCH- The target audience that I will be aiming the promotional video at is young people aged 16-20. This is my chosen target audience as the video can be shown in schools, colleges and universities to help young people choose the career path that they wish to take. This will also allow the importance of creativity at schools to be promoted and will hopefully inspire students to take this path in their future, a path that they may not know existed. A target audience of 16-20 year olds is the best age demographic to aim this promotional video at whilst they are still in an education with the potential of a creative career at a young age as only one eighth of the creative industry is age 25 and below.

PRIMARY RESEARCH- For my primary research, I carried out a questionnaire and sent out a link via social media sites such as Twitter and Facebook. I chose to carry out a questionnaire to reach a large amount of people at different ages to get different opinions and perspectives about creative careers. I obtained 35 responses and here is what the questionnaire showed:



Q1) Which age bracket do you fall into?

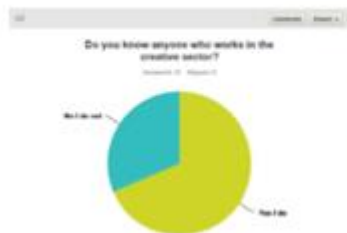
14-16: 8 responses

17-19: 21 responses

20-25: 1 response

26+: 5 responses

This therefore shows that most people who took my questionnaire fall into my target audience age bracket. This means that my results will conform mainly to their opinions in which aspects of the promotional video will be aimed towards.

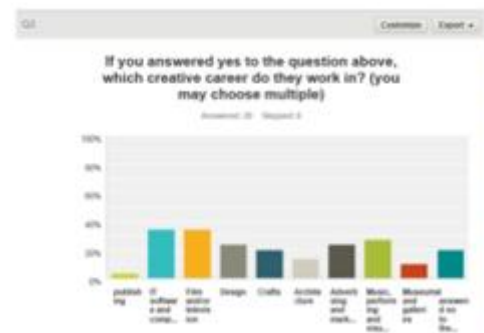


Q2) Do you know anyone who works in the creative sector?

Yes: 24 responses

No: 11 responses

This shows that the majority of people who took my questionnaire know someone already in the creative sector.



Q3) Which creative career do they work in?

Publishing: 1 response

IT software and computing: 10 responses

Film and or television: 10 responses

Design: 7 responses

Crafts: 6 responses

Architecture: 4 responses

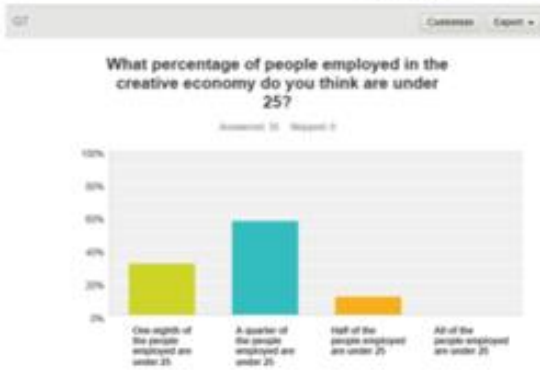
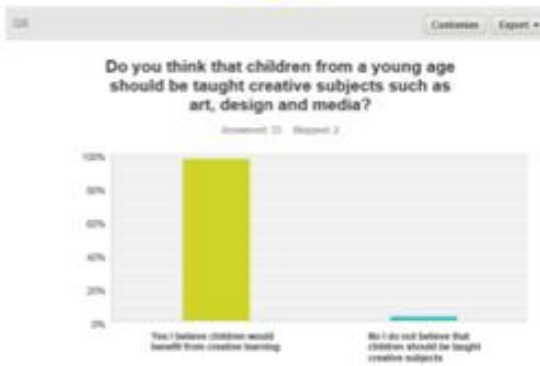
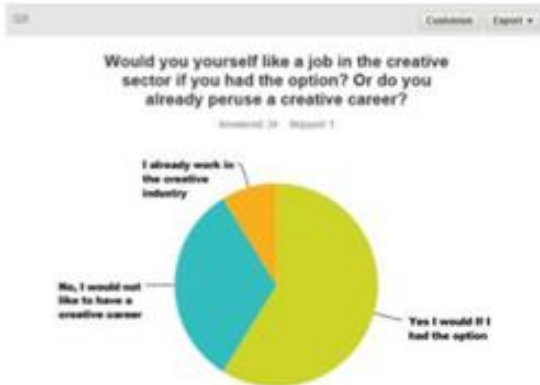
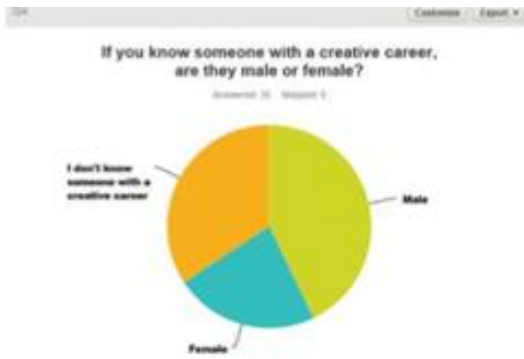
Advertising and marketing: 7 responses

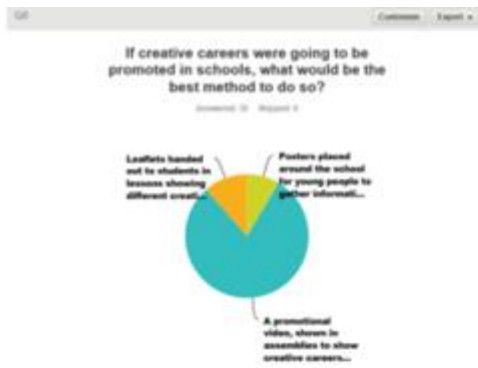
Music performing arts and visual arts: 8 responses

Museums and galleries: 3 responses

Other=Radio and education of media

This shows the careers that need to be made more aware of and can be highlighted in the promotional video.





Q8) what would be the best method to create a creative career?

Posters: 3 responses

A promotional video: 28 responses

Leaflets: 4 responses

This signifies that a promotional video is the best method to promote this commission and to spread a message of creative careers for young people.

SECONDARY RESEARCH- For my secondary research I decided to look into two different websites that promoted creative careers for young people to gather more information and to evaluate which pieces of information would be useful for my target audience and to include in the promotional video.



<https://ccskills.org.uk/careers?gclid=CK6et7nLv9MCF5IL0wodvUkHcg> The first website is called 'Creative and cultural skills' and this website gave information to young people on developing financing skills, different skills within a creative industry, freelancing, jobs that are available in the creative industry, building a CV and general advice for young people to follow through education. I also came across some statistics that I may include in my promotional video such as; 'The creative industries contribute over £77 billion per year to the UK economy – that's five per cent', 'Jobs in the creative economy have grown by 45 per cent since 1997 and make up 2.6 million jobs in total' and 'employment in this sector increased by 8.6 per cent between 2011 and 2012'.



<http://www.thecreativeindustries.co.uk/uk-creative-overview/facts-and-figures/employment-figures#> The second website I looked at was 'The Creative Industries' and this provided me with figures and statistics about employing different groups of people such as women, different ethnicities and disability by following census data in the UK. Some statistics from this website that I may include in my promotional video are 'The latest edition of the Creative Media Workforce Survey has recorded the highest level of education, with 78 per cent of respondents possessing degrees and 27 per cent educated to post-graduate level', 'Almost 5,000 responses were gathered from media industries including TV, film, radio, visual effects, games, animation and cinema exhibition.' and 'Creative services now account for 9 per cent of all UK service exports'.

UNDERSTANDING THE CLIENT/COMMISSION

PURPOSE OF THE COMMISSION- The purpose of this commission is to promote creative careers for young people through the works of GO CREATE, a charity that wants to make young people aware of the creative pathways that they can take.

ETHOS AND REPUTATION OF THE CLIENT- The client wishes to represent GO CREATE and promote the idea of creative careers for young people in a way that will have an impact and hopefully inspire young people to work in the creative industry.

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THEMES OR SUBJECTS THEY WISH TO EXPLORE- The themes that will be explored in this promotional video include encouraging young people in schools and at university to follow a creative path in the future as well as making them aware of the work experience and careers that they can experience in something they enjoy and love which will hopefully encourage them to be passionate about creative careers.

THE MESSAGE THEY WANT TO COMMUNICATE- The message within the promotional video wants to show and tell and inform students on the different jobs that are available for young people in creativity and to show them jobs that they didn't even know existed.

WHO OR WHAT THEY ARE TARGETING- The client is targeting students, who are the target audience, as well as the parents to make them aware of opportunities that can arise from studying creatively for their children and to help to encourage students in what they can do in the creative industry.

COMPETITORS IN THE SAME INDUSTRY- I researched on YouTube two videos that promoted creative careers in young people to see which parts work well and what I would do differently to inform decisions when I make my promotional video.



<https://www.youtube.com/watch?v=ArnhltrVuFM> The first video is called 'Creative pays' and this video shows different creative careers with clips from videos, advertisements and films with people in the industry talking about roles that they have filled in for their jobs. For example, creativity on TV shows and adverts that they have had some input into.



<https://www.youtube.com/watch?v=WGIOPaK5yPM> The second video is called 'A creative life: a career in the arts' which again shows people discussing their jobs, the passion they have for them and how they get to do a job that they love every day. This video shows a fashion designer an illustrator and a documentary filmmaker not only discussing their careers but we also see them actively taking part in them.

In my promotional video I will be sure to use different careers, interviewing different people within those areas like the two videos that I researched into. However, I will be sure to include some sort of progression into the career as well as showing statistics that appear on screen or that can be spoken in a voiceover.

GEOGRAPHICAL AND DEMOGRAPHICAL OPPORTUNITIES- This video will mainly be shown to working class and middle class people that don't believe that they could get a job in creative areas. Therefore, in my video in need to assure them that schools and work experience can offer a career like this to anyone no matter who you are as long as you work hard at it and believe that you can get there.

RESTRICTIONS ON THE CLIENT- Although many of these restrictions will be unlikely in a video like this, they still must be considered as inappropriate or graphic images that may be shown throughout cannot be shown in schools to the target audience below the age of 18 for example.

IDEAS GENERATION – 3 IDEAS

IDEA 1- This idea will show different careers in photography, post production editing and architecture. 3 students will be shown with one representing each subject, showing them discussing about how they study at school and the career path that they are going to take. This will show the students both talking about the subjects as well as actively doing them which can be shown whilst their voice over continues.

IDEA 2- This idea involves a large scrapbook appearing on screen with different carers in with titles at the top of every page. We will look into all of the different areas and look at people that work in each area. Statistics will come up on screen and whilst the scrapbook is being shown to the audience.

IDEA 3- This idea will show a small child aged 4 or 5 drawing a house, an ellipsis in time will then show the same child later on in his student life doing a piece of architecture and designing a building in his studio at a college or university. The same thing will repeat with another child holding a toy camera out of a magazine, the time will then jump to show the same child as a student in a photography studio taking photos. All of the time a voiceover will constantly give statistics of being taught creatively from a young age from the student that appears in the action as a child.

HOW THESE IDEAS WILL MATCH THE CLIENTS CRITERIA? All of these involve different creative careers and use young people in them and show the progression they will make in the future. This allows young people to empathise with the people that are on screen and they will hopefully be inspired by the progression they are making. Male and female actors are used throughout every idea to show that both genders can have creative careers, something I believed needed to be highlighted from the results of my questionnaire.

THE FINAL IDEA

The idea that I have chosen to use for my final idea is idea 3 as I believe that it shows the most progression from a young age and by using a school environment, it will allow the target audience of young people to empathise more with the people in this environment.

DEVELOPMENTS TO FINAL IDEA- I will include the use of a pencil with the name of a university or college they are aspiring to go to. I will also have the drawing and little camera when they are older in their student lives that they used when they were younger. I will also use female actresses for architecture and a male actor for photography.

JUSTIFICATION FOR DEVELOPMENTS- These developments will show the audience the steps they are going to take in their career and how they have progressed from the young age at the beginning of the video. Also by using a female for architecture and a male for photography, it shows that jobs are not suited to gender and you can do whatever job you want whether you are male or female.

This is a very high scoring response from this learner and nearly receives full marks for this activity. The learner has provided primary research that informs the direction of their ideas. There is also good secondary research on similar products from other sources.

These lead to (mostly) creative ideas that are appropriate to the brief and well expressed.

This just misses out on full marks as the primary research that is carried out is a little limited (around 30 respondents).

Otherwise this is an excellent response.

The following response gained 7 marks

Firstly, I am responding to GO CREATE's commission by reading and reviewing all that data they have sent me about the UK's Creative Sector and its reaction to young people. This has given me a great idea of how I would like to structure my commission which I have selected to be; Commission 4 – Leaflet. I have chosen a leaflet as I feel I am good at creating very visual pieces of work, I will use my current knowledge of digital software to create very strong and in depth pieces of work. Secondly, as an artist I believe that I know what people like to look at, no one will pick up a greyscale leaflet with more words than colour, and get more than two words through it.

To make a leaflet work I will use strong colours that will appeal to the target audience and help define every aspect of the leaflet, from the subject to the tone. As the leaflet is going to be informative about a creative subject I feel bright colours will work better with what I am going to display which would be facts and figures and information about the client.

The leaflet is planned to be available to Young People in schools and colleges as a means of informing them of all the available options and pathways into the Creative Sector which is currently the most rapidly growing industry; with it growing 4x the total size since 1997. This means that more Young People will be able to do something they love while supporting the industry behind it and in turn the country as a whole. GO CREATE understand that the Creative Sector is rapidly expanding and because of this they want to make sure the people who have the skills and knowledge for the jobs that need filling, this is very important to them as only 1% of people employed in the creative economy are aged under 25! If you look at 2013's statistics that is a shocking: 323,200 out of 2,616,000

When making a leaflet it is very important to understand who is going to be reading it, GO CREATE offer their services to Young People, roughly around the age of (13-21), and the parents/guardians of those, this means to make sure that those target audience are getting the information they require the information will need to:

1. Catch their eye!
 - a. No one can see a leaflet on a shelf if it's the same boring colour as its surroundings, make it stand out, and not only that make it engage with the audience either with perhaps a question or other text. For example it could contain the following: "Are YOU aware..." or "Did you know..." and so on.
2. Be in a place their audience will actually be in.
 - a. If the leaflet is displayed in a school or college then Young People will definitely see it however only a small portion of adults would see it, them being mostly teachers who will be able to pass on the knowledge.
 - b. In the briefing GO CREATE said that it planned to launch the leaflets in schools and colleges, but why stop there? Why not put them in even more places Young People and Adults would be, like sports halls, gyms, Scouts, Cadets, music halls, art studios etc. That way, even more people will see them adults and students equally as they have more free time as it is an extra-curricular activity. This extra time will enable them to take time out to read the leaflet while waiting for parents to pick them up or

parents who are waiting for their children to finish may have a quick read about the useful information on the leaflet.

3. The leaflet needs to be easy to read.
 - a. What good is a leaflet containing good information if you spend a long time reading through lots of text just to find a piece of information? The information needs to be checked, easy to read/well formatted, and above all snappy. The more information you can put out in a small amount of time will keep readers engaged with what you are talking about.

Not only have GO CREATE sent me their statistics that they would like to include, I have also looked further into the provided data and gained some additional facts from their data. As an example. They sent me a table which looked like this:

HISTORICAL GROWTH	1997	2013
UK TOTAL EMPLOYMENT	27,706,000	30,643,000
CREATIVE ECONOMY	1,806,000	2,616,000

As an example: From this table you can see that in 2013, the Creative Economy made up of 11.7% of the total UK Employment.

This response sits in mark band 2. There is some consideration of the content for this commission but not all of the appropriate content has been considered.

There is an analysis of the content and purpose and there are appropriate connections (with some omissions). However, there is limited exploration of existing products so this restricts the mark to the middle of mark band 2.

ACTIVITY 2 - PITCH

Many learners in the cohort were unable to provide effective pitches for this activity. Typically, responses not achieving high marks would not be able to combine both the ability to convey the essence of their idea with the ability to persuade the commissioner that they should choose their proposal for the commission.

Responses that gained high marks for the pitch gave reader a clear idea of the production based on the commission. Ideas would be conveyed with precision explaining key features of the production such as the style or approach that make it distinctive from generic ideas. The ideas will also generally be justified in terms of why they are appropriate for the audience. Learners at this level also made a clear and coherent attempt to sell their proposal to the client with the effective use of persuasive language. In a few cases the above would be achieved with a coherent structure to the pitch.

The following response gained 13 marks

For this commission, my chosen platform of production is a promotional video that will be 3-6 minutes long, aimed at the target audience of 16-20 year olds. This video can therefore be shown in schools, through social media and during advertisements on TV to promote creative careers in a way that will largely be reached by the target audience themselves.

The idea for this promotional video involves a voiceover from a student discussing the creative career in architecture that she has desired ever since she was a little girl. The first shot in the video will therefore show a 4-year-old girl drawing a picture of a house, with close ups of the drawing and her facial expression whilst she is doing so. This will not only portray the enjoyment she feels whilst doing her drawing but it will gradually transition to older version of herself, with the voiceover continuing, drawing a professional architectural building in her very own office at a university or college.

The transition will be through the drawing of the house which is hanging on the wall in her office. Through the video the audience will see the same close ups and facial expressions made by the girl, signifying that she is the same girl and she has made that progression. We will also see a pencil that is used by the girl with the name of a college or university. This aspect of the video is aimed to inspire young people watching to follow a career path that they love and are passionate about, one of the main messages that GO CREATE wishes to convey.

Once we see the progression made by the architect, the video will continue with another creative career being shown through a young boy with a passion for photography. Again an ellipsis will be employed following with a jump in time to a photography studio in which he still keeps his toy plastic camera from when he was younger.

By including the iconography of the university pencil, the drawing and the toy camera we allow the audience to see the progression that has been made by the students in the video. Hopefully, this aspect will inspire them to strive towards a career that they will enjoy and continue to be passionate about like the two students in the promotional video.

I have assured in this promotional video to include two very different creative careers, male and female students as well as including statistics in the voiceovers. This will therefore show that gender does not matter to creative careers and that there are a lot of options available that students may not have heard about yet.

Overall, I believe that this promotional video will convey the messages that the commission and GO CREATE wish to put out to target audiences as well as including a variety of camera shots, editing techniques and fitting into an incredibly low budget and ultimately promoting creative careers to young people in a way that will inspire them if our production company is chosen for this commission.

The structure of this pitch is a little unbalanced and although on reading this it is possible to visualise the idea in development. The pitch is persuasive and outlines a highly practicable idea that has some sophistication and creativity.

The idea clearly relates very well to the stimulus material. A better structured pitch may have received full marks but this just misses out with 13 but this is certainly a mark band 3 response.

The following response gained 3 marks

Hello GO CREATE!

I have created an idea of what a truly great leaflet would look like. I believe my leaflet would make your company really shine for what it's worth. It is a really high quality product that your company deserves as a toll to promote itself to the general public.

If you use my product, it would benefit us both. Firstly, it would really help improve the amount of custom you get, and even more businesses might notice you in the Creative Industry which means you may receive even more funding to improve the amazing work you do for young people! Secondly, it also helps me know that I am doing a good job in my creative pathway that you have taken an interest in the work I do and are willing to use my pieces.

Thank you for taking the time out to read this.

This pitch gained fewer marks. There is an attempt made to be persuasive using language but there is a lack of content about their idea. The link to the client and persuasive language used so this has been credited but the response remained in the bottom mark band 1 – 3 marks.

ACTIVITY 3 – PROPOSAL

With proposals achieving high marks, learners covered all sections evenly. Techniques and approaches were conveyed with detail and these will have been informed by the commission requirements for example, *"the video will have fast paced editing cut to the rhythm of upbeat music so that is attractive to the younger target audience Go Create is trying to reach."* There will have been some precision to the techniques described and the proposal should have given the reader confidence that the production would be feasible for example *"the*

images in the leaflet will all feature young people of a similar age to the target audience. Each image is going to be imported into Adobe Photoshop, desaturated and a vibrant colour filter will be applied on a separate layer to reinforce the CMYK colour branding of Go Create."

When completing the scheduling section there will have been a realistic timetable that belied an understanding of the production processes. There would have been pertinent examples of where the producer would need to consider legal and ethical issues for example *"for the opening sequence we will be filming a shot in a classroom with the camera tracking along a row of pupils looking bored sitting at their desks. We will need to get permission from all of the parents or guardians of the children on screen and ensure that the featured group represent a diverse demographic so that video reflects the desired workforce across the creative industries targeted by this campaign."*

Proposals achieving lower marks did not consistently respond throughout the Proposal template. Some sections may have had limited information in them (particularly around aspects such as legal considerations, planning and scheduling implications and technical consideration). Often in the technical consideration, where we would expect to learn how the learner was proposing their product would be produced, there would have been some very generic information *"(we will use a range of static as well as handheld shots, for example for a video response, or we have the Adobe Creative Suite and will use InDesign to make our leaflet so all we need is a Mac computer for a print response."* Overall, responses at this level would have given the sense that there was limited connection between the techniques and practical considerations discussed and the requirements of the commission. Camera shots, for example, will have been given but it will not have been clear why the learner has chosen them to engage this audience or to tell the story in this particular way in order to meet the needs of the brief. In the content section there will have been some generic statements about what the product will do or show e.g. *we will see lots of different creative industry sectors* might be written rather than how we might see them, what techniques were going to be employed to make sure they were all covered etc.

The following response gained 17 marks

Below is a scene by scene overview of the content that will be included in the promotional video for this commission:

Scene 1 – Scene one opens with a female student giving a voiceover discussing how from a young age, she has been passionate about loving architecture. She gives a statistic about creative careers for young children and we see a young, 4-year-old girl drawing a picture of a house. Close ups of the picture and her facial expression is shown before an ellipsis and a change in cinematography transitions us to an older version of the girl.

Scene 2- Now with a brighter, warmer cinematography, the voiceover continues as we pan out from the picture that the little girl drew, hanging on the wall in an office. We now see an older girl creating a large architectural drawing whilst holding a pencil from 'Leeds college of Art'. The same close ups and facial expressions are seen, signifying that it is the same girl from the beginning. As a tracking shot follows the student over towards the picture on the wall, the voiceover explains her passion, love and ambition for the subject and how she is thrilled to be going into the creative industry. She then takes the picture from the wall and reminisces in her child before a smooth transition shot moves the action to a new narrative.

Scene 3- Scene three opens with a new voiceover from a male student as we see a young boy running around the garden with a small toy camera. Whilst the young, 4-year-old boy pretends to take pictures in the garden, the voiceover gives more statistics about creative careers to the audience whilst they appear on screen. Another ellipsis and a change in cinematography then takes place as we move to an older version of the boy.

Scene 4- The cinematography again seems brighter as the voiceover continues to express statistics and his passion for photography. We see the student who is again at a university wearing a 'Lincoln University' hoodie. We watch the student as he takes photos of a model in a photography studio whilst the voiceover explains how he is going to progress in his creative career and how much he loves what he does. The voiceover also recommends to the audience a job in the creative industry by saying "when you find something you love, who cares if it exists yet? Be the one to make it exist and carry on, see where it takes you".

Scene 5 – The GO CREATE logo appears overlaying the last image of the two stories with their website underneath where students can go for more information whilst the popular soundtrack 'little me by Little Mix' is played.

By making a promotional video, many technical considerations will have to be taken into account. For example:

Rails will need to be used for this video to create smooth, high quality shots to be included in the video. This will make the shots look professional and will assure that the audience are not distracted from the narrative by poor quality, unstable shots. However, if these were to malfunction on filming days or they become unavailable at any point, a less complex, yet still effective camera shot will need to be considered as an alternative. For example, where a tracking shot is needed, it could be replaced by a handheld shot or a medium shot using a shoulder mount.

To assure that no issues arise during the editing process of this video, shots could be filmed in a variety of ways for choice when editing. This will therefore eliminate problems such as an unwanted object being in shot and allowing a match on action to be made with smooth transitions. Rules such as the 180-degree rule and the 30-degree rule cannot be broken when filming as it may distract the audience if the video was bad quality, therefore filming shots in a numerous amount of ways is the best way to avoid these simple errors.

Sound quality is another aspect that must be considered as bad quality sound could have a bad impact on the audience by again, distracting them and leaving a bad impression from GO CREATE as a charity. Therefore, a mic such as a rode mic must be used at all times whilst filming or sound could be recorded separately and added over the top of the action during the edit for the voiceovers.

Despite this promotional video being very low budget, it will need to be filmed and edited properly to a high standard to give good quality and leave a good impression on the audience. This involves recruiting a good, highly skilled team that can film and edit to the desired quality, something that will be assured for this promotional video.

Another consideration that needs to be considered is the budget itself, a draft of one for this promotional video is shown below. This budget shows good value for money with the total only coming to £4,950 with Location, Equipment, Cast, Crew, Music and editing costs all being covered.

Item	Price per day	Duration (days)	Total
Location	£300	2	£600
Equipment	£250	2	£500
Director	£300	5	£1,500
Cast	£500	2	£1,000
Music	£150	3	£450
Editing	£300	3	£900
			£4,950

All of these considerations must be put in place as a deadline has been put in place for the beginning of the new academic year and this deadline must be met.

CONTRIBUTORS, LOCATIONS, ASSETS AND EQUIPMENT-

Contributors- For this promotional video, it will need to be assured that copyright Free music throughout and the correct clearances are made before distributing the video throughout schools and on social media. A copyright issue is more the case with well-known current music such as the song 'Little Me by Little Mix' that is played at the end of the video, the correct clearances and permission will need to be confirmed before distributing.

Locations- The chosen locations used for filming this video involve four different areas, two for the children to be situated in and two for the older students to be situated in. The best way to obtain locations for the filming of this promotional video is to rent out two properties, one being a house with a garden and a living room and the next being a school with an office and a photography studio.

Renting out a property will work out as the cheapest and most effective method as this will mean an entire set will not have to be made and less crew members will have to be recruited for construction. However, it needs to be assured that access to the properties are allowed and the owners have signed a contract to allow filming to be done in this location.

Location 1 – The House



Living room- The living room will be used for the little girl in the video to draw the house that will be used later on in the video. This location shows that she is at home in a relaxed environment with all of her toys and belongings surrounding her. This signifies that she is not being pushed to be creative by a teacher at school and she is simply choosing to do so herself. This therefore emphasises her passion and love for the subject as she is doing it at home, on her own accord, in a relaxed environment.



Garden- The garden will be used for the young boy to run around and pretend to take photos on his small plastic camera. The garden is a good area to use as it will again, like the living room, contain all of his belongings with a climbing frame in the background. This not only signifies his passion for the subject but also the fact that he doesn't want to do anything else, despite lots of other toys and activities surrounding him, other than take photos on his small plastic camera.

Location 2 – The school/college



Office- The office will be used when the female student is doing her architectural drawing with the picture she drew when she was a little girl, hanging on the wall across the room. The office now can represent her independence and how she has grown and the blank walls also offer a contrast to the drawing.



Photography studio- The photography studio will be used for the male student when he is seen taking professional photos of a model in his college/university environment. This is a good location to film in as it will give a realistic professional finish to the video and will make the audience believe that the narrative is genuine and these facilities are available for students to work in.

Risk Assessment- Before any cast or crew members are on set ready for filming, a formal risk assessment will need to be carried out to look at potential hazards and prevent them from happening. This can be formatted in a word document or it can be hand written but it would be signed off by the director and producer on set for health and safety regulations.

An example of a possible risk could be the actors tripping over wires from cameras or sound equipment, therefore these wires will need to be taped down and secured to the floor where possible and they need to be made known by everyone working on the production. Appropriate footwear must be worn at all times to prevent slipping or losing grip at any time whilst filming. A run through and a rehearsal beforehand would prevent many of these risks from happening to make actors aware of any objects or props on set as well as assuring that the cast can work with the camera and sound equipment moving around them. slipping on floor outside, appropriate footwear.

The medical history and allergies of all crew members and cast should be checked beforehand to assure that the bright lights in the photography studio don't effect anyone with epilepsy as well as assuring that no cast members have an allergic reaction to the stage make up. By carrying out this risk assessment it will keep everyone on set safe and will not have any impact on the quality of production and will allow the production to meet the distribution deadline.

Equipment- The equipment needed for the filming of this production is listed below:

- 2x Canon 600D camera
- 2x tripod
- Tracking Rails
- 2x Rode mic
- Dolly
- Shoulder mount
- An Apple Mac
- The editing software Final Cut Pro

The equipment listed here will assure that the video is filmed and edited to a high quality to promote creative careers in young people, without distracting the audience.

Legal- A legal consideration that needs to be highlighted is the rights to the music used throughout to assure that no copyright issues arise after distribution. This may involve giving a reference at the end of the video or paying the clearance fee that has been budgeted in earlier on.

Ethical- An ethical consideration that needs to be taken into account is putting an age restriction on the video if any content will not appeal to a younger audience or is labelled as inappropriate. For a video like this, a 12A restriction could be put in place to aim the content at the specific target audience.

Below is a draft of a schedule that could be followed for the production of this promotional video:

May week 1	meeting with the client
May week 2	storyboard and script re drafted
May week 3	storyboard and script finalised
May week 4	cast and crew contacted
June	cast and crew confirmed
July week 1/2	filming days one and two
July week 3/4	editing days one, two and three
August	final product reviewed / refilming
September	video released in schools
October	video released on social media sites

This schedule shows different aspects of the entire production coming together whilst still allowing the deadline to be met so the promotional video can be released in schools in September and later distributed on social media sites such as YouTube and Facebook.

After the storyboard, script, cast and crew have been confirmed, filming days one and two can take place in month 3, which in this schedule is shown as July. Filming will be completed over these 2, 4-hour long days, giving a total of 8hrs filming time. This leaves enough time to be able to film what is needed as well as any additional shots for choice when editing.

Filming day one: This filming day will take place in the house filming the children in the living room and garden drawing the picture and taking photos on the plastic camera. Due to these sequences that will be filmed only being a small section of the total production, the voiceover sections can also be filmed by the older students on the same day. Filming day two: This filming day will take place in the second location inside the school office and in the photography studio filming the older students at work.

Editing will then take place over 3, 6-hour days giving 18 hours in total to make the video perfect and to give it a professional finish. However, an extra 4-hour day scheduled in, just in case of re-filming due to a possible loss of footage and to re-film any shots that are accidentally out of focus or are unstable.

By following this schedule and carefully laid out plan, it will allow the deadline to be met for academic release, feedback from the client and it also leaves time for any possible error.

Throughout the proposal, the response demonstrates an excellent knowledge of the production processes (there are references made to alternatives to using dolly track to create a similar effect if these are not available, for example).

The idea generated is plausible and the reader is left confident that this could be achieved.

In order to achieve more marks, there could be some more detail given about the way this is going to be filmed in the technical consideration section.

This response is firmly in the top mark band, though – 17 marks.

The following response gained 6 marks

The leaflet will be a tri-fold leaflet design, as requested by GO CREATE, this will mean it will have 6 pages. This is 5 pages of information and a title page which will grab the reader's attention. It will be printed on A4 paper, with colour ink. GO CREATE did not specify whether they would put it on leaflet paper or just standard paper, however it is solely their decision and my product will not affect that outcome as it will work whichever they chose.

In the leaflet there is information about the company; GO CREATE, data about the creative industry and economy and other information.

I have displayed some facts in graphical format. I have also displayed them in text format.

The document was made in Microsoft Publisher 2013, part of the Microsoft Office 2013 package and has been included with this document in the folder provided, the document is titled: 'leaflet.pub'.

On each page of the leaflet is the following:
(Ordered right to left for folding purposes)

1. **Side one:** The title page.
 - a. This contains a brief summary of what the company GO CREATE does and who it aims its service towards. Additionally, the page also contains some graphical objects like ovals and rounded circles to help break up the design and grab the reader's attention. It also features an image placeholder that GO CREATE could use to out relevant images about the company, service or industry.
2. Age Gap in Creative Industries.
 - a. This page contains a graph detailing the distribution of age throughout the employees of the Creative Industry. It also features a text box containing the title Age Gap in Creative Industries, and another referencing the graph and explaining the trends.
3. Facts and Figures!
 - a. On this page is the title: Facts and Figures! Also, it contains a table about the historical growth of employment in the UK and the creative economy from the years 1997 - 2013. Below that is another text box featuring a few interesting facts about the creative industries.
4. **Side two:** Your local newspaper
 - a. This page is the reverse of the title page when the leaflet is unfolded so I tried to make it look fairly flashy and interesting. It contains a SmartArt object which looks like a scroll or unravelled piece of paper, designed to look like a newspaper, on the newspaper is a very brief news article about the death of crafts due to digital advancements. This page also contains an image holder that GO CREATE could use to put related images on.
5. Projected Growth in the Creative Sector
 - a. This page is about the projected growth in the creative sector and how it was estimated to grow a huge amount during the period of 2012 – 2022. The page features a graph, a text box that references the data on that graph, and a 'Did you know' fact, which also has a Pie Chart on it.
6. What is GOCREATE?
 - a. This page is on the rear side of the title page, which if you open the leaflet like a book will be the first page you see, which is why I decided to put information about the company there, however it is not vital that you read this exact page first. As I said, it contains information about the company, an image holder that GO CREATE could use to promote or display an image here. It also details what the company does, what the creative industry is and the different sectors of the industry.

All the information provided was provided by either me, Harrison Elson or GO CREATE.

The software used to make the leaflet and documentation was Microsoft Word, Excel and Publisher, part of Microsoft Office 2013 package.

The package is installed on a MAC Computer in my current college I am attending; The Studio. All the work has been done on site in the allotted time provided to do the examination and everything was made from scratch or templates provided.

To make the leaflet I used Microsoft Publisher's built-in template, however while it offered me a range of must add information templates – I selected a blank one that only had the guidelines.

GO CREATE would need Microsoft Publisher to open the document how it was intended to be viewed however, I had to paste a screenshot of it to transfer it into this document so they could use that as it is a picture – However they would not be able to edit anything they want and adding pictures may be a bit difficult.

It's worth noting that there are some free document editing softwares that might work, however I have not tested them, nor have the ability to test them on this computer.

To print them you would need the document/picture you want printing and have a printer. Or just the document and a way of transferring it to a company that can print it.

Only myself and GO CREATE have contributed towards the making of this leaflet. The statistics were given to me by GO CREATE and they did not state where they sourced them from.

All assets are a part of Microsoft Publisher, and the graphs were imported from Microsoft Word, which required Microsoft Excel to input them.

Fonts used are called: Arial, Arial Black, Bernard MT Condensed, MV Boli and Times New Roman. The only legal considerations to take into account are that I used the fonts: Arial, Arial Black, Bernard MT Condensed, MV Boli and Times New Roman in the leaflet. However they come with the Microsoft package so I do not think it would be a problem to use them. Additionally, as GO CREATE is a charity organisation it wouldn't be much of a problem anyway.

I do not think there are any Ethical impacts of releasing this leaflet to the public.

The plan to make the leaflet took place within the five hour time period.

I then made and documented the leaflet within the second five hour time period.

This is a total of 10 Hours, including documentation, planning and creation process.

The response here includes some clear indication of the sector (although this is not necessarily creative). The technical consideration section includes some naive elements (using MS Publisher would not be likely for a professional graphic designer, for example).

There are very limited considerations for logistical implications and generic scheduling and planning.

This restricts this response to the bottom of mark band 2.






ACTIVITY 4 - TREATMENT





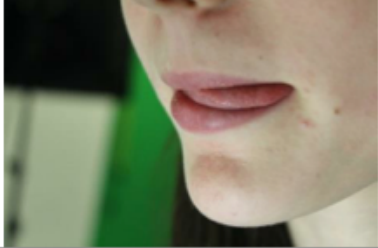
This activity carried the most marks (25) and discriminated the most, between high and low marks achieved. Responses achieving less marks did not fully use the justification sheets to explain the choices that they had made in their production proposal. At this level there will have been visual representations that demonstrate the content although this may have lacked some imagination and may not have always been closely aligned with the requirements of the target audience. Storyboards may have had elements missing (such as carefully thought out shot durations) and have had simplistic explanations of the audio track (e.g. happy music playing). Print responses would have perhaps not included designs that were appropriate for the target audience or the client (using multiple varied fonts and layout designs without justification, for example). Games responses may have included screen layouts that did not communicate the ideas particularly favourably.

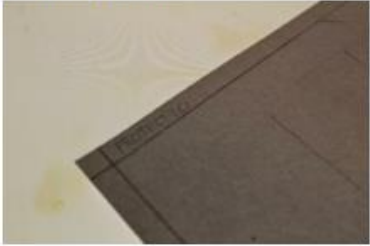



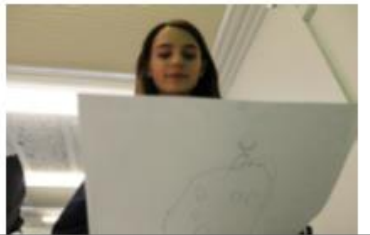
The treatments that gained high marks did not necessarily need to demonstrate high levels of technical skill although the intention of the proposal was clear. Storyboards would have included clear references to timing, audio, and shot transitions. The sample text for print commissions would have been written in an engaging style that met the targeted audience for this commission.

The treatment will have included detailed justification that made clear links to the requirements of the commission. There will have been a consideration of the target audience and why the styles used would have been effective at communicating the necessary message to them. Overall, styles and techniques will have been used purposefully with an intent to meet the needs of the brief.

The following response gained 23 marks

<i>Image</i>	<i>Audio</i>	<i>Description</i>
<p>1 edit: Fade in / cut to</p> 	<p>Non diegetic voiceover goes on throughout explaining the girls story and giving statistics on creative careers. Here she explains how she had always loved drawing from a young age with gentle reminiscing piano music in the background.</p>	<p>We fade in to an establishing shot and we see a young, 4-year-old girl sat at the coffee table in the living room beginning to draw her picture.</p> <p>dur:3 secs</p>
<p>2 edit: cut to/cut to</p> 	<p>voiceover and piano music continues whilst she explains how she always just put pen to paper and simply went with her imagination.</p>	<p>We cut to a close up shot that is slightly over the shoulder which shows the girl drawing a box on the piece of paper. Making sure not to break the 180-degree rule and the 30-degree rule.</p> <p>dur:3 secs</p>
<p>3 edit: cut to/cut to</p> 	<p>Voiceover and piano continue, the girl says how she worked so hard and concentrated on what she was doing.</p>	<p>This cuts to an extreme close up of the girls face, showing her tongue sticking out of her mouth in concentration.</p> <p>dur: 2 secs</p>
<p>4 edit: cut to/cut to</p> 	<p>Voiceover and piano continue as the girl says how she would sit back and look at her work with so much passion and love.</p>	<p>We now cut and return to a wider over the shoulder shot in which we can see the girl herself and the drawing of the house.</p> <p>dur:3 secs</p>
<p>5 edit: cut to/cut to</p> 	<p>Voiceover and piano continue and the girl says how when she puts her pen down she would think to herself that it was her best drawing yet.</p>	<p>We cut to a point of view shot of the girl which is handheld as we slowly pan into the picture. We see her put her pen down as we move gradually towards the house that is drawn on the paper.</p> <p>dur:2 secs</p>

<i>Image</i>	<i>Audio</i>	<i>Description</i>
<p>6 edit: cut to/fade to white</p> 	<p>voiceover and piano continue and the girl explains how she couldn't imagine her life at that point without drawing and now she could imagine her life now without it either, then a transition noise is heard.</p>	<p>The panning shot begins to merge into a close up of the house on the paper.</p> <p>dur:1 sec</p>
<p>7 edit: Fade in from white / pan out</p> 	<p>Voiceover and piano continue whilst the girl says how she continues to love her subject of architecture and that is why she knew she had to continue with it.</p>	<p>After the close up of the house we fade from white back into the same close up with a change of cinematography that is brighter and warmer than before.</p> <p>dur:1 sec</p>
<p>8 edit: pan out /cut to</p> 	<p>Voiceover and piano continue as the girl explains how she feels at home when she is drawing and she never knew she could do a job like this one in the future.</p>	<p>We then pan out from the picture on the wall and see the older girl in an office. This creates depth of field with the girl in the foreground and the picture in the background as we pan out.</p> <p>dur:4 secs</p>
<p>9 edit: cut to/cut to</p> 	<p>Voiceover and piano continue as the girl says that the school and work experience helped her to continue in what she is doing.</p>	<p>Cut to a close up of the pencil in the girl's hand which she rotates showing 'Leeds College of Art' whilst she draws an architectural building. This employs the rule of thirds also to create a well composed shot.</p> <p>dur:2 secs</p>
<p>10 edit: cut to/cut to</p> 	<p>Voiceover and piano continue as the girl says that she has never lost her concentration and all she had to do was work hard</p>	<p>Cut to an extreme close up of the girl's mouth with the tongue sticking out for concentration. This links to the same close up at the beginning with the little girl.</p> <p>dur:2 secs</p>

<i>Image</i>	<i>Audio</i>	<i>Description</i>
<p>11 edit: cut to/cut to</p> 	<p>Voiceover and piano continue as the girl explains how she has failed but she loves to fail at the things she loves because one day she will succeed.</p>	<p>We cut to a close up of her architectural drawing of the building showing 'Project 20'. This is a similar over the shoulder type close up as we saw in the beginning.</p> <p>dur:2 secs</p>
<p>12 edit: cut to/ track to</p> 	<p>Voiceover and piano continue as she says how sometimes she has to remind herself that doing what she is passionate about should not worry her because failing is a part of growing.</p>	<p>A medium/long shot establishes her location as she stands up in in the office. This again employs the depth of field with a well composed shot and sets up the next shot.</p> <p>dur:2 secs</p>
<p>13 edit: tracking/cut to</p> 	<p>Voiceover and piano continue as the girl says that sometimes she has to take a step back and remember to when she was little.</p>	<p>This shot then becomes a tracking shot as we follow the student as she walks over to the picture hanging on the wall. This is a professional and effective shot.</p> <p>dur:3 secs</p>
<p>14 edit: cut to/cut to</p> 	<p>Voiceover and piano continue as the girl says that she wants to continue to love what she does like the little version of her and that's what everybody should want in life.</p>	<p>Cut to an over the shoulder of her removing the picture from the wall and holding it whilst looking down at it, assuring not to break the 180-degree rule.</p> <p>dur:2 secs</p>
<p>15 edit: cut to/fade out</p> 	<p>Voiceover and piano continue whilst the girl explains that everyone should follow their dreams and she would recommend to anyone to follow what they love even if it doesn't exist yet because they can make it exist.</p>	<p>Cut to a low angle shot of her looking down at the picture. We can see the girl's happy facial expression and she looks proud of herself and what she has achieved.</p> <p>dur:2 secs</p>

Shot 1 – The music that the video opens with and continues with throughout is gentle piano music that is sentimental and conveys emotion within each scene. This first shot establishes her location and environment in which she is in as well as all of her toys which allows the audience see that she is in her own environment and is not being pushed to draw, she is doing it because she loves it.

Shot 2 – This close up shows the significance of what she is drawing on the paper, it keeps girls face slightly ambiguous so the audience don't fully see her. It also draws the audience's attention towards the paper which is a key piece of iconography in the narrative.

Shot 3 – This shot shows the girls face and how much she is concentrating on the drawing. This also shows the passion and enjoyment she feels whilst doing this drawing and the audience know that she drew on her own accord and no one is forcing her to do this.

Shot 4 – This over the shoulder shot makes the audience feel parental as if they are peering over her in a proud manor. It is also the first time we see the girl's drawing fully and we can realise now that it is a house that she has been drawing all along and this abolishes the enigma that had been set up in the audience's heads.

Shot 5 – This handheld point of view shot allows the audience to align with the girl and feel as if they are in her shoes and are sutured into the heart of the action. The way in which she is sitting and putting her pen down makes the audience again see that she is proud of herself and has achieved something great independently.

Shot 6- Now that we can see the picture fully in this close up, the audience can appreciate the picture that the girl has drawn, also signifying its position in the narrative. The transition noise then fades the picture into a white fade suggesting that we are changing time or location within the shot. This runs alongside the voiceover when they discuss their desire to continue working at it from when they were younger and how they simply had to make the jump and work hard.

Shot 7- Now the transition has faded out from white to the same close up, this creates an enigma for the audience as they wonder what has happened. The brighter and warmer cinematography signifies that the future for the girl is brighter and she is now enjoying life even more than before. The warm colours allow the picture to stand out even more and jump out to the audience.

Shot 8- The panning shot not only gives a professional looking effect on the video but it also allows the location to slowly be revealed and established. The audience can then see 'Ivy, age 4' written on the bottom of the page suggesting that the girl has now grown up and it links to the first sequence before the transition. It can then come to the audience's realisation that the girl has grown up and she is finally doing what she loves when we see her in the frame.

Shot 9- When the college pencil is revealed by the girl in this close up, it shows the progress she has made which will evoke satisfaction in the audience by knowing that the girl has achieved what she wanted right from when she was little and will continue to follow this career path.

Shot 10- By using this close up of the tongue, it shows the audience that this is the same girl with the same amount of drive, ambition and passion for this subject as she continues to concentrate hard on what she wants.

Shot 11- This close up of the girl's project and architectural drawing shows how she has progressed from the drawing of the house she did when she was a little girl and she is now doing what she loves. The significance of 'Project 20' suggests that there have been many projects in the past which have failed but she still continues on despite failing, this also links with the voiceover when she describes how she failed so many times but she loves to fail at things she loves to do because she will eventually succeed.

Shot 12- This medium/long shot fully establishes that she is now in a good place in her dream office and it is somewhere that she has always wanted to be.

Shot 13- This tracking shot looks professional and high quality for the audience to watch as we follow the girl over to the picture. This links with the voiceover as she describes that sometimes she has to take a step back into her past to remind herself how far she has come and how far she will continue to go. This goes along with the sentimental tone that the music has already set up for the girl's story.

Shot 14- This over the shoulder shot reflects the one at the beginning when the girl was drawing which shows that she is still the same girl and she can still be looked down upon in a parental manner.

Shot 15- This low angle shot shows that she now holds the power and she is proud of herself. We can see her facial expression in that she is happy and content with her life and will continue to be if she carries on doing what she loves.

Overall for this production, many close ups were used along with a voiceover. This ultimately allows the audience to align with the character and to gain empathy with them throughout. The target audience of 16-20 year olds will empathise particularly with the older characters in the narrative as they are the same age and will be in the same college environment as them at this stage in their lives. The target audience is more likely to take advice from and be inspired by someone that is the same age as them rather than an older adult already in the work place, as this seems more unachievable and more unlikely than a student that is simply progressing to that career.

This treatment gained 23 marks nearly achieves the full 25 marks.

There is a clear vision for the video with good descriptions of the shots. The script would have added to this but is omitted. Connected to this, the durations seem to be rather arbitrary (a script would dictate the pace of the shots perhaps).

There are good justifications of each shot that support the storyboard and explain why each shot has been selected.

The following response gained 7 marks

GOCREATE

We are GOCREATE, an independent charitable organization dedicated to helping young people find the job and opportunities that they desire in the creative sector.

So, what can we do for you?

Image Placeholder

What is the Creative Industry?

Well, I'm sure you have a pretty good idea already, but they're the people who design, write, entertain! But to give a few examples: They make, paintings, photos, clothes, shoes, adverts, electronic devices, anything and everything!

If you see companies there's a chance its been made by a graphics designer, an architect or any other type of artist.

If you want to be precise there are 7 main types of areas of art that you could go down:

Advertising & Marketing Architecture Crafts
Design Film & Television
IT Software & Services Publishing

If any of these sound perfect for you, you'd be happy to hear that jobs in these sectors are predicted to grow over the next five years! Unless you are interested in media, which due to the wonders of the digital age isn't expected to be on the rise.

However, read the next page for more information.

Projected Growth in the Creative Sector (2012 - 2022)



© Projected Percentage Increase for Jobs

Did you know?

A study done in 2015 showed that 9 out of 7 people in the Creative Industry were male!



Your Local Newspaper

The Death of Crafts?

Image Placeholder

Has the digital age killed crafts? **Caption**

Ever since we first were around humans have been evolving, and developing new ways of thinking and doing.

First we created tools to kill with so we could eat meat instead of plants and fruits. Then thousands of developments later we have computers, advanced machines or 'tools' if you will. These machines are smart and fast and we made a machine to make more of them.

These machines enable us to do so much more, for example instead of painting on paper we can now paint on our screens, undo the paint, save it and do so much

that it doesn't surprise me when I see that predicted growth of Crafts in the Creative Industry is predicted to go down by 3%.

Why make a card by hand, when we can do it on a computer and hit 'Print' or even program a machine to make hundred or thousands a day.

As we progress further into the future I wouldn't be surprised if it decreased even more.

Facts & Figures!

HISTORICAL GROWTH	1997	2013
UK TOTAL EMPLOYMENT	27,706,000	30,643,000
CREATIVE ECONOMY	1,806,000	2,616,000

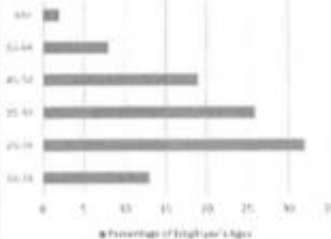
The Growth of the Creative Industries was four times faster than the rest of the UK Economy! [1997-2013]

In 2013, the UK's Creative Industries generated £71 Billion. [8 Million/Hr] [£133,000/minute]

Creative Subjects have the lowest truancy rates in the UK at 85%.

Only one eighth of people employed in the creative economy are under 25.

Age Proportion of Creative Employees (2015)



Age Gap in Creative Industries

Why in such a competitive, skill based industry isn't there a more diverse age range? You'd think that if you could grow to the company you have what it takes to get in that'd be enough.

But the sad truth is that most employers look towards experience over products - Eg: If you have worked with art companies longer than you are more likely to get a job than someone with a newer, better portfolio fresh out of education.

We aim to change that! Think you've got what it takes?

Are you?

A Creative Person?

Image Placeholder

GOCREATE is here to help! We help young people find all sorts of opportunities in the creative industry!

And we want to help YOU!

Read us for more!



Title: The Death of Crafts?

Sub-title: Has the digital age killed Crafts?

Main text:

Ever since we first were around humans have been evolving, and developing new ways of thinking and doing.

First we created tools to kill with so we could eat meat instead of plants and fruits. Then thousands of developments later we have computers, advanced machines or 'tools' if you will. These machines are smart and fast and we made a machine to make more of them.

These machines enable us to do so much more, for example instead of painting on paper we can now paint on our screens, undo the paint, save it and do so much that it doesn't surprise me when I see that predicted growth of Crafts in the Creative Industry is predicted to go down by 5%.

Why make a card by hand, when we can do it on a computer and hit 'Print' or even program a machine to make hundred or thousands a day.

As we progress further into the future I wouldn't be surprised if it decreased even more.

The leaflet layout provided here is not realised in a style that is appropriate for the target audience. The inclusion of a scroll seems to be an anachronism and there is an inappropriate font used as well as very busy layout styles. There is an article written which was credited but there is no attempt justification of the solution.

This puts the response in to band 2 but with elements of band 1.

Summary

Based on their performance on this paper, learners should:

- Use appropriate technical language throughout their responses, i.e. Use the correct names such as transitions, cuts, fades, shot types and angles etc.
- Prepare to write proposals, pitches and treatments to an appropriate format for their production work in order to be well-practiced when responding to the commission for this paper.
- Use the number of marks awarded as a guide to the length and depth of response required.
- Be clear about their ideas and give specific details about how they are going to be made (not just what they propose to make).
- Constantly refer back to the client commission to ensure that the ideas meet the requirements of the target audience and the client.

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with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom