



Lead Examiner Report

June 2019

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, at Distinction, Merit and Pass.

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external 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 is 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 external assessment 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 assessment, because then it would not take accessibility into account.

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Unit 8: Responding to a Commission

Grade	Unclassified	Level 3			
		N	P	M	D
Boundary Mark	0	12	24	36	48

Introduction

This is the fifth version of this external assessment that requires learners to respond to a commission and the first that had been set following changes to the paper recommended by the DfE. In this version of the paper, there were restrictions on the type of notes and content learners were able to bring into the examination (particularly images) and a different weighting to the four activities. Activities 1 and 2 were one mark more each (16), whereas Activity 4 was worth five fewer marks (20) with the overall paper being out of 72 (as opposed to 75 as previously). In addition, there was guidance in the paper about the amount of time that learners spent on each activity as previously, learners were felt to be taking more time over the first section (Activity 1 Rationale) than was necessary and then rushing the final section (Activity 4 Treatment). Despite this, many learners appeared to be best prepared for Activity 1 and perhaps spent more time than was proportionate on this Activity (with 16 marks).

It was clear from the work received for this unit that centres continue to make good use of the lead examiner's report from the previous series, as well as the Sample of Marked Learner Work and training events made available by Pearson.

As a result of, many centres appearing to have been influenced by the sample of marked learner work (that was commissioned through one centre in advance of the first live series of this paper), many learners produced lots of primary research that in some cases did not support their ideas development.

There was evidence that some learners went over the word limit for Activity 2 in which they are required to pitch their idea to the commissioning client. Where the learners failed to adhere to the word limit they were unable to access the higher mark band that requires them to make effective use of this constraint.

The two most popular sectors for ideas development were moving image and games. Very few learners developed audio products or websites.

It is clear that the best performing learners in this assessment were those who had practiced producing proposals, treatments leading up to this test. Where learners appeared to be unfamiliar with the process they found it difficult to express how they intended to create their ideas. In some cases, learners proposed ideas for a computer game, for example, and then proposed that the production of this be outsourced to a third party 'games designer' or 'programmer' making it difficult to have confidence that the learner had a clear understanding of the production

processes themselves.

Learners are allowed to use specialist software to create visualisations (for example for Storyboard This being used for Activity 4). In most cases, this did not benefit the learners as the storyboards produced in this way appeared to be quite limited in terms of camera angles and less flexible than their sketched equivalents.

Overall, there were some very creative and well-formed ideas within the learner cohort. Learners performed best where there was a clarity of intention within their proposed idea. Stronger candidates were able to precisely define techniques they would use to produce their product, knowing why this would benefit the audience and be appropriate for the commission.

Introduction to the Overall Performance of the Unit

Learners tended to respond well to the stimulus material that was focused on healthy lifestyles in this commission. It was evident that some learners were well-practiced in writing proposals and creating treatments making it easier for them to precisely communicate their ideas.

This paper is broadly in line with the previous June series in terms of accessibility.

The scenario of the commission in this paper is more accessible than the one in the preceding series. In this series learners were asked to respond to commissions connected with a campaign promoting less use of screens amongst teenagers. It is felt that this is a topic that most learners were able to associate with.

The best performing candidates were able to choose precise techniques and explain how these could be utilised as part of a well-formed response to the commission, justifying their use through an explanation of the impact on the audience. Weaker candidates tended to give generic responses to sections of the paper (particularly the proposal) about the legal and regulatory considerations for their ideas and logistical implications such as budget and scheduling. In some cases, and especially with activities 1 and 2, some of the weaker learners spent a lot of their time arguing the case for the commission (in this case the importance of young people switching off from screen-based activities) back to the commissioner. Learners should be prepared to focus their energies on explaining their idea in terms of content, style and how this will be effective for the target audience and commission purpose. Later the learners should focus on how they will make their idea to give the reader assurance that the product could be made were the learner awarded the commission.

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 activity many learners at the Pass boundary would typically include lots of primary research about the topic that did not directly inform the development of their ideas in responding to the commission. Typically, learners might survey their local peer group to discover that they were all from the same geographical region. Ideas themselves would be poorly expressed and somewhat generic so that it was unclear how they would effectively target the brief. Rationales were less formulaic due to the assessment rule changes and perhaps learners spent less time than previously on this aspect of the assessment.

At the distinction boundary learners would be able to link the content in the commission to their ideas and explain their choices effectively. In many, examples learners would choose appropriate secondary research and discuss how their ideas would emulate these responses to a similar brief.

The ideas will be well thought out and detailed enough to give the reader confidence that they meet the commission.

The following response gained 16 marks

1. **Rationale**

Intro

Switch-Off, a not for profit UK based organisation are commissioning a promotional campaign to promote the benefits of less screen time. The platform I have chosen to respond to this commission with is video. I have chosen this platform as it gives me the opportunity to grasp the audience's attention through the use of eye-catching visuals and audio in creative ways to effectively convey the message across to the target audience. A video is best suited for this commission as it can convey a message and tell a story that the audience can be encapsulated by, and also requires little input from the audience other than their attention. The video will also reach the target audience effectively, as they will be found on these platforms that the campaign will be delivered to, meaning that video is the best response to the commission.

Target Audience Research

The target audience for this commission will be 15-18 year olds. This age bracket is one of the most technology driven groups to currently exist, so it makes absolute sense to target such age group. Not only this, but these are the ones most at risk of jeopardising their chances of success with their studies. Targeting this age group is absolutely necessary, as this group of teenagers need the most help in realising their potential with less screen time involved in their free time. My commission will support them by helping them to understand and accept the many benefits that less screen time will bring them, not only in terms of studying but also in their own mental health. My product is most certainly suitable for the target audience at hand as the video will have a runtime of 30 seconds. This means that my target audience won't need to invest a lot of time into my product, yet still gain full benefit from the message conveyed. Also, as teens typically value their time on their gadgets, vast amounts will not willingly spend time watching a commercial that tells them to do the opposite of what they're currently doing, so keeping my product short and snappy is a must. Another benefit is that my target audience can easily access my product through the services they constantly use such as social media applications and websites such as Facebook, YouTube, Twitter and many more. By placing my product on these platforms, the target audience are being prioritised here, we are targeting the very people that this campaign reaches out to, and by placing the advertisement in these locations, we are reaching them directly. Not to mention, TV adverts will also run, as many of our target audience will also be found consuming content through this medium. My advert will attract the audience through bright colours and the idea of seeing parts of themselves in the product, and seeing similarities is a great way to spark curiosity and interest in hope that the audience will grasp the concept and actively make fresh decisions.

For my primary research, I conducted a questionnaire and distributed it to several members of the public through the use of social media platforms Snapchat and Instagram. This was my best chance of reaching the target audience that would provide me with the most accurate answers and overall findings of how teenagers feel about this topic themselves. 13 people participated in this questionnaire. 12 of these participants were all aged between 16 and 18 years old. 1 of the participants was aged between 19 and 21 years old.

When asked how long they spend on their devices each day, 53.8% of participants responded with 3-5 hours per day. This is generally regarded to be a medium amount of time in today's society, however is still fairly substantial in retrospect. 23.1% reported to spend 6-8 hours on their devices per day. This is a large amount of time spent on devices, but still considered to be normal/standard behaviour in today's society. 7.7% of participants admitted to spending over 12+ hours a day on their devices. These statistics are extremely concerning, and whilst this question doesn't share whether the devices are used for educational or personal usage, this amount of time on a device is definitely a worry and this needs to change. I will use these statistics in my film in hope to shock the audience and make them more conscious of the amount of time they truly spend on their devices in the hope that a change will appear in time, by also showing the benefits of taking part in other activities.

The next question asked participants whether they believe using devices has a negative impact on mental health. 46.2% of participants responded 'definitely', and another 46.2% said 'partially, but not completely', leaving just 7.7% to vote for 'not at all'. This is a strong sign that teenagers are acknowledging that screen time deteriorates mental health, allowing me to understand that a lot of my target audience are already on the side of the campaign and support the values and messages we will be conveying. It also shows me that a lot of my audience do agree that screen time deteriorates mental health but not completely, showing me that many of my target audience are presumably looking for more of a balanced society, not one that forgets about technology, but one that finds harmony between time on screen and time away from it. For this reason, these statistics help me hugely with shaping my product.

When asked if the audience would consider spending less time on their devices and more on other activities, participants responded with these statistics. 7.7% said that they would prefer to not cut back on screen time. 61.5% opted for a balance between devices and activities, leaving 30.8% choosing that they'd like to spend less time on their devices. This is a huge eye opener. A huge 61.5% are willing to find balance between devices and other commitments or activities. An open mind-set in an audience is a great advantage. The product needs to feel like something they'd be interested in doing, not a lesson where they must listen and change their actions accordingly. By learning that my audience are looking for change within themselves, it means that the product can take a more relaxed approach at conveying the message in order to get optimum results and changed behaviour from the audience.

When asked if the audience switched their phone off whilst revising for a topic or upcoming exam, 23.1% reported to leave it on as normal, 69.2% would switch it to a 'do not disturb' feature, and 7.7% would completely shut it down. This is a concerning figure with elements of hope. The fact that only 7.7% of participants reported that they shut down their phone is what needs to change. Just having the phone present is a huge reason many get distracted during these important times. This helps me to massively understand why many are so distracted and allows me to include this message in my film, using statistics to back my points. It's also important to remember 69.2% do switch it to do not disturb. Many teens are that addicted to their phones that they might just need it present and we cannot presume that this is a sheer distraction. It brings me an element of hope once again that my audience have eagerness to accept change.

Finally, when asked whether the audience would adapt their screen time habits if a promotion was ran across multiple platforms which outlined the benefits of less screen time, participants responded with these figures. 76.9% opted for 'Yes, I would consider the benefits', and 23.1% said 'No, I'm happy with my habits'. This is one of the most important questions included in the questionnaire. This provides me with the fact that 76.9% would consider changing their habits if a promotion like mine for Switch Off was ran. Although many participants could lie, or would like to think they would change but in reality wouldn't, this is still an extremely positive result. I've learnt massively that my target audience are open minded, and definitely not as arrogant as portrayed to be. They do not need or want to be lectured about their habits, and doing so won't result in any change being made. This information overall is going to help me shape my product massively.

Secondary Research

<https://qz.com/1367506/pew-research-teens-worried-they-spend-too-much-time-on-phones/>

For my secondary research, I chose this article which covered the idea that teenagers are also aware that they spend too much time on their phones and not just their parents. The article covered many eye-opening statistics that are useful for my advertisement, this includes that 60% of teens aged 13-17 said spending too much time online is a 'major' problem facing their age group, with around 9 in 10 teens dubbing it a problem. More than half, 54%, said they spend too much time on their phones and 41% say they overdo it on social media. According to common sense media, teens spend an average of 9 hours a day online. 44% of teens admitted that they often check phones as soon as they wake up. Girls were more likely than boys to spend too much time on social media (47% vs 35%) whilst boys were more likely to admit to spending 4 times more likely to admit to spending too much time on video games (41% boys to 11% girls) and most importantly 52% of teens say that have tried to reduce phone usage. This information proves to me that teenagers are trying to make a change. They have the correct mind-set and don't need to be told off. This information proves to me that my advert needs to come from a specific angle. To change the mind-set of the teens that feel a change isn't necessary, but to be careful not to be overpowering and focus more on the benefits of less screen time and ways to approach it. Teenagers need a push, according to this information, that they're getting there but need more of a nudge in the right direction and that is where my film comes into action.

<https://www.youtube.com/watch?v=rP6Fifu42Qk>

This is my second source, a video found on popular platform YouTube, uploaded by the mobile network operator Three UK. Three UK have created this advertisement to better them as a phone company, by abolishing the rumour that phones are bad through the comical visualisation of how phones would've bettered use in the past. Whilst this is the opposite of what the organisation Switch Off are asking me to do, it also gives me huge pointers of how to tackle phones in general through the medium of video, finding balance in the positives of phones too, not just the negatives. The advert has a runtime of approximately 2.5 minutes, starting with the present day and eventually heading back in time to times such as the Titanic. In this scene, we see a worried passenger who uses his smartphone to see the iceberg they're heading towards, alerts the driver who turns accordingly. The video progresses and shows how much easier life would've been with the use of phones in those times. The advert has many strengths, some of these strengths include its ability to make an audience laugh through the almost ridiculous elements of today's smartphone use meeting the likes of ancient history. These aspects are quite unimaginable, so by seeing them in this advertisement it seems crazy to imagine that this could be possible, making it more on the comical side. It clearly has a high budget, with creative uses of costumes and props to make the advert believable when it cuts between various different locations and time periods, with several actors involved in this production. It also conveys the story and message effectively, it doesn't

go off topic, it stays true to the idea of showing the great advantage of phones. It also has some weaknesses, such as not showing how phones do have disadvantages too. It's important to remember that phones are most definitely a great thing to have in emergencies, and all of these aspects covered in the advert seem to be in this manner. It doesn't show how much of a nuisance they'd become, nor how they'd take over lives if overused as they are today. It shows them being used with balance, and in today's society we don't have balance. The advert tries to combat the message that phones are bad for us, but nobody is suggesting to eliminate the phones in general, just to cut back on time spent, so they're combatting the message with the wrong idea. It has opportunities to improve by emphasising the idea of having a balance. They can still promote themselves by showing the benefits of phones, but reinforce the idea that balance needs to be had for everyone but more particularly, teenagers. Not to let it interfere with studying and their own mental health. The advert could potentially have the opposite effect in its current state and encourage teens that phones are great, and to invest all their time into them. Therefore, there is opportunity here to make the advert much greater for its audience and the company.

Understanding the Brief/client

Switch off is a government funded organisation in the UK, they want to commission a media campaign that will encourage young people in the UK specifically to reduce the amount of time they spend on their screens in order for them to have better mental health and physical health to increase their chances of doing well in school. They would like the campaign to be ready for the start of the next academic year in order for it to have the greatest impact in supporting young people who will be studying for their GCSES. The product will be delivered through video. This is accessible via online platforms such as YouTube and other social media platforms such as Facebook, Snapchat, Twitter, Instagram and more, and this is extremely ideal as the target audience will be found spending the majority of their time on these platforms, so we are targeting them directly. The product will also be delivered on TV, and due to its 30 second runtime, it'll cost less to be broadcast on big channels as opposed to a lengthier runtime, this isn't a must, as the not for profit organisation are offering a large budget, but value for money is a priority and this is what we're accessing here. It also means that on social media, the target audience only need minimal time to watch the advertisement. The core target audience is 15-18 year olds. This age bracket will benefit the most from this advert due to their education and studying in high school and colleges across the UK. The secondary target audience is anyone just under or above this previous age group, such as 13-15 year olds, or 18-21 year olds. It is important to remember that 13-15 year olds in high school suffer from the same issues with addiction to phones, and 18-21 year olds, if opting for university will also share the same struggles. My product will reach this age groups effectively, reaching a large audience and making the most use out of the campaign. My product will accomplish a desired change in behaviour in my target audience by encouraging and showing the audience the benefits of taking on various activities and leaving their devices behind at times and showing the damage that excessive time on these devices can cause over time both to their mental health but education and missed opportunities. This will all be delivered in a 30 second package that will tick all the boxes that Switch off desires, whilst remaining good value for money and delivering an effective change in UK teenagers.

Idea 1 would show a young teenager returning home from school and jumping straight onto his devices, he has his tablet in his lap, remote control in his hand and mobile phone in his other hand. The advert cuts to him still using his devices late at night, extremely tired with sore eyes but still spending his time on them. He seems to be falling behind academically, showing the teacher speaking to his parents amidst one of the parent evenings. The boy then sees an advertisement for switch off on TV. He begins to start using his devices less, making more time for himself and his work. His life seems to progress with these changes in action, and we see him start to spend more time working at home. His grades pick up and he becomes a happier individual. The advert ends with the Switch off logo and website to write your own story as an audience.

Idea 2 is based in a classroom with a class of 30 students on their phones, playing games, messaging and ignoring the teacher. The teacher comes around the classroom to hand out sheets of paper for everyone that have insulting messages written in a large size on them, such as 'Homeless' and 'No job'. The students are so concentrated on their screens that they don't see these messages. The students then start to look up from their phones one by one in shock, disgusted by what they're seeing. The advert then ends with the teacher stood by the interactive board as the narrator says 'If you could see the problem, you'd stop,' followed by several statistics that appear on the board as found in my questionnaire findings, replaced the Switch off logo appearing on the board, with the website link available for the audience to look more into the company, the social media pages for Switch Off and a hashtag for the audience to post about and generate interest.

Idea 3 shows a teenager who watches the switch off advertisement and immediately switches off all his devices, this advert is from a more comedic perspective. He immediately becomes bored, as we watch a montage of him doing rather peculiar tasks around the house, eating, sleeping and drawing. The teen then starts to complete his homework, goes out for a walk, meets up with friends and shows the benefits of switching off his devices.

The idea that I will be using is Idea 2. This is the most dramatic of the 3 ideas and I feel it will make many heads turn and change the mind-set of many teenagers through the dramatic storyline which will engage them and bring them on board to a much larger picture at hand. It communicates the message best because it will enlighten teenagers to the negative risks they're putting themselves in by choosing to favour their screens over their education. It will help them to realise the massive gift of education and to put the effort in now before it's too late, and to switch off their phones and make a change whilst they still can.

This is a very strong rationale. At every stage the learner has taken a thoughtful and considered approach and linked this directly back to the commission. The learner has settled on a strong final idea that is clearly informed by their research into their audience as well as some very well-chosen existing products that have been examined in a high level of detail.

This response is firmly in mark band four across the mark scheme for this activity, gaining the maximum 16 marks.

The following response gained 7 marks

Activity 1: Rationale (1 hour / 16 marks)

The platform I have chosen to use for this product is a website consisting of 3 pages highlighting the amount of time young people spend on screens. I've chosen to use this platform as opposed to others for the fact it's a highly accessible platform that can be reached on a computer, phone or tablet. It's also a platform that can easily be very informative and designed to be intriguing to capture the target audience's attention. In relation to this, the target audience for the product are young people aged between 12 and 18. I've chosen this demographic as they are the ones that use my chosen platform most frequently and are most comfortable browsing through websites- they'll be able to easily navigate through a website and absorb as much information as possible.

When it comes to the brief, I understand that the purpose of the product is to not only bring awareness to how much time young people are spending online but to also promote and advise them of alternative things they could be doing with their time, like going outside or studying. Choosing to create a website would be the most time efficient and cost effective means of endorsing this message as I'd be able to capture lots of key information that the target audience would need to know without having to be excessive on how much time/money I spend on presenting that information.

The primary research I conducted took place in the form of an online survey. I targeted it towards people of the target audience age group (12-18) and found from that 85% prefer using a website to get information than using leaflets or books. This means that by having a website as my chosen platform I'd be reaching a much larger audience when it comes to spreading awareness. In addition to this figure I'd found that females are in the majority of those more likely to visit a website for information. In regard to this, the stimulus material shows that females spend on average 21.5 hours per week using their mobile phones (in comparison to males spending 15 hours per week). By conducting this research I can see that using a website as a platform would reach females more frequently and as they are the ones to spend more of their time online, it would benefit them greater.

When it comes to the commission, the purpose of it is to encourage young people to reduce how much time they spend on technological devices. There will be and already are alternate methods and campaigns that would aim to promote the same thing using different platforms but, taking into account the target audience, having a new, informative yet intriguing website would allow for such easy widespread promotion of the issue that it would benefit the most young people. My product would not only inform but give actions for the target audience to take away from the website so it encourages them to actually move forward with the information, not just retain it and not do anything with it.

Previous ideas I had for this product involved creating a short online game presenting the information in a comedic style. However when taking into the consideration expenditures and the time frame I have to work with, a game would be too risky when it comes to being able to produce it fully within the time frame and still have it be good quality. Also the fact that the information and advice I am to promote could be misinterpreted within the game if the player doesn't understand the rules or mechanics. By creating a website, I've ensured that I can get the purpose of the commission across without risk of it being misconstrued and it'd overall take less time and money.

My final idea is to create a 3 page website that highlights how much time young people are spending on their devices. It will feature a main front page to showcase facts and figures about how much time young people spend on screens in an infographic, somewhat cartoonish style to keep the page informative but eye-catching and visually pleasing to the viewer (the target audience would be more likely to remember images than they would paragraphs of texts). Another separate page would show information of what young people could be doing with their time and the benefits of doing so. This would allow the target audience to get an idea of how much they could improve mentally and physically if they balanced their time better when it comes to using digital devices. The third page would then consist of helpful videos and links of what to do if a young person felt that they were behind on school because of digital devices and other issues that could arise and how to combat them. This showcases how the website is practical and realistic to its audience, promoting how to help young people more than anything else.

This response demonstrates some general understanding of the commission and the requirements of the brief. The learner has not discussed any existing practice explicitly, meaning that for this fourth bullet point, the learner remains in mark band one.

Rather than give alternative ideas for one commission the rationale reads as a justification of their choice when the commissioner is looking for responses from all five commissions. This limits the first three bullet points to mark band two.

Overall, this response sits in the middle of the second mark band.

ACTIVITY 2 - PITCH

At the Pass boundary, learners would typically describe an idea without making it feel particularly plausible in terms of how the production would be made. Some learners would spend too much of the pitch reiterating the commission back to the commissioner or describing the importance of the theme (rather than the reasons to choose their idea).

Mostly learners at this boundary would have demonstrated an intention to make their pitches persuasive but this may be limited to some generic statements about the quality of their work (we always produce the highest quality films and use the best equipment so you should have no concerns over choosing us).

Learners' pitches would give the reader a clear idea of their production based on the commission. For example, a learner might say – the split screen effect will be lit and colour graded so that the version of the character who is playing outside is portrayed in bright and vibrant colours, whereas the other side of the split screen would be slightly de-saturated to convey a more sombre mood. The ideas will also generally be justified in terms of why they are appropriate for the audience. Learners at this level also have made a clear and coherent attempt to sell their proposal to the client with the effective use of persuasive language. 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 following response gained 13 marks

Pitch

My product is a 30 second video advertisement named 'The Lesson' for the non-for profit organisation Switch Off based in the UK that will gain attention, convey the message at heart accurately and change the habits of teenagers, ensuring that the next generation of those taking GCSEs are prepared more than ever. My product deals with themes of addiction to devices, the ability to change, showing the need to concentrate now and make the most of the available time and self-determination and drive to make a change. The target audience for my product is 15-18 year olds, as these are the age group that are most addicted to their phones and that need to break out of that addiction more than anyone else, due to their upcoming important exams that will shape their future, and my product is able to do just that and more. My 30 second advertisement is a

unique take on the drastic situation at hand. The advert opens in a classroom with 30 students, the teacher is at her desk and the students are using their phones under desks and in their blazers. The teacher gets up from her desk to hand out sheets, these sheets aren't what we're expecting them to be. These sheets have dark messages on them that infer where each child's future is heading to with the way they are currently acting. These messages include 'jobless', 'homeless' and 'inexperienced'. The students do not even realise that these sheets are being handed out to them as they're all paying attention to their phones. This is until one of the students looks up and sees the message, turns to their friends who then realises they also have similar sheets. The students then begin to shut off their phones and do work, and over time, positive remarks appear on their sheets such as 'hard working' and 'world class'. The advert concludes with the voiceover 'if you could see the problem, you'd stop.' As we see visuals appear on the interactive whiteboard, showing statistics that were found by myself in my questionnaire that will show audiences how severe of a problem this really is. It will conclude with the Switch off logo, website link and social media links for guidance on how the audience can make a change too. This meets the commission as it will encourage the target audience that they can make a drastic change through the use of changing something that in reality is extremely a small deal. My idea should be picked as it is an extremely unique and effective take on a subject that will dramatically gain attention from many, especially the target audience that need reaching out to. It will be extremely good value for money, and will most importantly enforce a change in youngsters, ready for them to take their GCSEs. There is no doubt that this idea is most certainly the one to invest in.

Within this pitch the learner has provided a well-structured and persuasive (bullet point three, mark band four) pitch that details a very good idea that is both plausible and highly likely to engage the audience successfully (bullet points two and four also reach mark band four). What this pitch lacks is a little more technical detail to allow the reader to visualise the idea that is being proposed. Adding camera shots and movements would have supported the reader more (bullet point one is restricted to mark band three). Overall, this puts the activity into the bottom of the top mark band - 13 marks.

The following response gained 6 marks

Initial brief:

I want to be commissioned for this idea as social media affects me in the same ways that it affects all the other school kids about to sit their GCSE's.

The commission is asking for a short video of 30 seconds to be sent out to school kids about to sit their GCSE's. To be specific, this age bracket kids in Y11.

In my video, I intend to change the behaviour/ attitude of the people about to sit their GCSE's and show them the statistics conducted by my research.

In my video I intend to use statistics included in the brief such as:

- University of Cambridge research suggests one hour more online each day leads to a 9.6 drop in GCSE points
- 15 year old males spend 15 hours per week using a mobile phone and 15 year old females spend 21.5 hours per week

Also, I intend on using my own research such as:

- 55% of people say that screen time affects their everyday life.
- 67% of people admit they use their phone too much.

Considerations:

The commission asked us to consider the timescale. They asked us to have the video finished in time for the next academic year. Therefore, we need the video finished by early September, as that's when the new academic year begins.

The video address expectations of my target audience, if I'm trying to create a video that is suitable for 15-16 year olds, I might put a 15+ sticker on it, to show that its ideal for Y11's and above.

Is my idea practical? I think that because by showing facts about what could happen to you if you don't reduce screen time, it'll stick in people's heads making it effective.

Brief overview:

The video will have two students in an art classroom creating their projects. They will be finishing their project up and will be talking to the camera about how for their project; they didn't use any social media or electronic devices. They used their own creativity and intellectuality to create something such as a painting or a mannequin.

In this pitch the learner spends a lot of time effectively attempting to sell the idea of this commission back to the commissioner. There is less focus on why their idea should be made and more on why it would be a benefit to have this campaign overall (we know). The idea only really starts to emerge in the final five lines of the pitch and is rather generic and not well visualised.

This response is mostly mark band 2 (for bullet points one, two and four) but the issues over the structure of the pitch as described above restricts the marks for the third bullet point to mark band one. This pulls the overall mark for this activity down towards the lower end of mark band two.

ACTIVITY 3 – PROPOSAL

At the pass boundary learners were more likely to describe what they would produce without going into very much detail about how they were going to do it.

Some sections of the proposal template may have generic or limited information in them (particularly around aspects such as legal considerations, planning and scheduling implications and technical consideration).

In moving image proposals there would likely be a disconnect at this level between the content described and the techniques chosen to realise them.

With distinction boundary proposals, learners will have covered all sections more evenly than weaker candidates.

Learners will have selected specific techniques and approaches will be conveyed with detail and these will be informed by the commission requirements.

When completing the scheduling section there will be a realistic timetable that belies an understanding of the production processes. There are likely to be pertinent examples of where the producer would need to consider legal and ethical issues.

The following response gained 16 marks

3. Proposal

Content Overview

The advert I will be making for the organisation 'Switch Off' will be 30 seconds long and will explore the impacts of too much screen time on a teenager. The main goal of the advert is to encourage teenagers to reduce their time on devices that have a screen. This will benefit their physical health and mental health.

I have created a strong idea for the advert that I will create for Switch Off. It hits every element needed to get the message across to the target audience. The message is of course to state the impacts of too much screen time and encourage teenagers to reduce their screen time accordingly.

My advert will start with a wide shot of the boy in his house. The camera slowly zooms in from behind the boy. I am using this shot to show how that the audience will enter this boy's situation and later on in the advert the audience will leave by the same shot but it zooms out and away. The setting is the living room of the boy's house. I am using a house for the location to show how closed off the boy is from the rest of the world. The lighting is dark as the only light source in the living room is being projected from the TV screen and the boy's phone screen. The boy is dressed in normal casual clothes however they are creased to show he been wearing them for a while. This highlights how the boy isn't bothered about doing simple things like changing clothes. That's an effect too much screen time has had on the boy's mental state. The props include the boy's phone as well as a pair of headphone the boy is using to listen to videos being played on his phone.

The advert continues with the close-up shots of the boy as he watches videos and the TV. The close-up shots are used to show the facial expressions of the boy in the advert. The boy is very unhappy and looks tired and bored. He feels this way because he is lonely and hasn't had much of a social life because he has been inside his house using a screen for most of the day every day. The next shot is the behind the shoulder shot that focuses on the TV screen. The thing the boy is watching on the TV ends. The next shot is a close up of the boy as he reaches for the remote control to turn off his TV. The boy then continues to watch videos on his phone but then that ends too. There is a close up of the boy as he stares at his phone screen while deciding to skip to the next video or switch his phone off. The next shot is a close up of the phone screen showing the next video that will be played after. The boy switches his phone off and leans back, rubs his eyes and yawns. This action is to show that too much screen time is bad for your eyes and doing nothing but watching a screen can make a person feel more tired. As the boy stares at thin air, there is a knock on the door. The boy turns his head to look at the door, his facial expression doesn't change as he slowly, and effortlessly gets up from the sofa he was sat on to open the door. The next shot is a tracking shot that shows the boy slowly walking towards the door. The shot after is an over the shoulder shot of the boy as he opens the door. To his surprise the person at the door is one of his good friends that has come to ask if he wants to go out. The friend is holding a football. This is to show doing outdoor activities is a good way to reduce screen time. The boy looks at his friend and his facial expression changes, he starts to smile. He looks down at his phone and switches it off. He then chucks his phone on his sofa and leaves the house with his friend to play football. The final shot is a wide shot of the boy leaving the house and closing the door behind him. The camera zooms out and the screen turns to black. Text appears on the screen with the organisation name, 'Switch Off', as well as a line of text that says "Free yourself. Switch off now". This short line of text has a lot of meaning behind it suggesting people who go on screens too much feel trapped and therefore has effects on their social life and mental health. The final line of the advert sums up the story of the boy in the advert. That's the end of the advert and leaves to audience with a clear message. The message is to reduce their screen time to improve how the teenager feels about life and have benefits on their social life, mental health and physical health. The tone of the advert is serious as there is no music being played. It is just the audio of the boy and the sounds from the TV and other actions from the boy. This advert highlights a very serious issue among teenagers and it delivers a strong message to them.

Technical Considerations & Budget

The filming of the advert should take up to only one day as the advert is 30 seconds long and will only be filmed in one location. The location that it will be filmed at will be inside a house. After the filming, I will need an additional 3 days to edit the advert to add effects and make finishing touches on the audio and video. This process should take me up to 4 days but I will need a week to completely finish it just in case I need additional days to improve filming.

The budget I have come to is £1,630. I will need use of all of the equipment I have listed on the budget rate card. This equipment will be used to produce an advert

with the highest quality. The canon camera would be used for filming in high quality also the tripod would be used for the majority of the shots because most of them are static. I would also use the tripod for the wide shots. The microphones would be used to pick up audio like speech from one of the characters. I would use an apple mac to edit the video after I have completed filming. The editing software I will need to use will final cut pro. The flash card would be used to store my footage so therefore it would be ready to edit.

Legal and Ethical Considerations

The advert with no feature any copyright music or audio as there won't be any music present in the advert. There's no music because I want to give off a very serious tone to engage with the audience and make them feel differently on how they think about how long they use a screen for. Also, I have made sure my idea doesn't feature a certain type of person and single them out. I haven't used any stereotypes as I have kept within the guidelines of ASA and Ofcom.

Risk assessment

The only risks are tripping hazards at the location. The room where filming will take place will be dark because the only light source in the house will be coming from the TV screen. Also, if there's any objects on the floor there is a chance the actors or member of the camera crew can trip over. If someone trips on the day of filming, then the outcome can minor to serious depending on how bad the injury is. To make sure that doesn't happen everyone on set will be careful when moving around the house.

Production Schedule

Week 1	Receive brief, research and formulate initial ideas.
Week 2	Develop idea and meet with client, and receive feedback
Week 3-4	Produce a storyboard, script, location clearance, actor agreement forms
Week 5	Film production of the advert
Week 5	Edit the advert
Week 6	Receive Feedback and make changes if needed
Week 7	Launch the advert on the website and social media
Week 8	Distribute the advert to schools and colleges

In the first week, I will receive the brief and do some primary and secondary research to formulate my ideas. By the second week I would have developed my idea and met up with the client. The client would listen to my pitch and then I would receive feedback. The feedback I get will be useful so I can make improvements to my idea if necessary. In week 3 and week 4 I will be producing a storyboard, a script, get location clearances and I will make actor agreement forms for the two actors. Week 5 will include the production of the advert and the editing. The advert is 30 seconds long so filming can be completed in one day and

editing can be done over 3 days. However, I would need a whole week in case I need additional filming days to improve some scenes. During week 6, I would receive feedback and make changes if needed. By week 7 I would have launched the advert on Switch Off website and released it to social media for my target audience to see. In the final week, I would distribute the advert to colleges and schools so my target audience can see the advert.

In total, producing this advert and distributing it should take me 8 weeks if I stick to the schedule I have created. The advert will meet to target audience as it will be made accessible on social media and it will be distributed to schools and colleges for all teenagers to see.

This is mostly a top mark band response for the proposal activity. There is a well described idea with detail about how the learner is proposing to create their video with shots and camera movements identified. There is a clear sense that this

learner would be able to create this video as well as a realistic budget and schedule. The limiting factor for this response is the idea itself is not particularly strong or imaginative. This brings the score for the second bullet point about the idea itself down to mark band three. Overall, the proposal is scored towards the bottom of mark band four.

The following response gained 8 marks

Activity 3: Proposal

The product will be based on getting young teens/ young adults to lower their screen time in order to benefit them in many ways, some of which being to benefit their mental health and communication with other people outside of using their digital devices.

Due to the campaign being government funded, Switch Off are able to focus more upon the quality of the campaign rather than the price. However, it will be a low funded campaign as it is a website due to how much funding would be needed if it was an advert due to geographical considerations.

Product	One day	A week	To buy
Canon EOS 4000D	£50	£150	£299
Nikon D60 Digital	-	-	£39
Green Screen	-	-	£8.99
Soft box portable lighting	£15	-	£29.99
Model	£10	£50	-
TOTAL	£75	£200	£376.99

The photography part of the website should only take up to one day which is the schedule to work to in order to keep the budget as low as possible. This then allows the budget to be used on something else in the long run, for example, future campaigns.

The **Canon EOS 4000D** was selected as it is a very high quality camera and will give the best results when the pictures are being taken for the website. However, the camera is very expensive to buy but is cheap enough to hire for a day which is the predicted time it will take for the photography process to be completed. Also, if the camera gets damaged in any way this will lead to further costs which will include paying the full cost of the camera and an extra charge on top of the for the damage of the product.

The **Nikon D60 Digital** has been looked into as this is also a very good camera and is much cheaper than the Canon EOS 4000D. However, the camera cannot be hired for a day or a week which would therefore lead to having to make a full purchase of the product. Nevertheless, the camera itself is very cheap and therefore remains to fit with the low budget which is planning on being spent. This camera is also slightly smaller than the first allowing it to be more portable. Another positive about this camera in comparison to the other is that, when purchased, the same camera can be used more than once for future reference if Switch Off want to add more photography to the website.

A **Green Screen** has been selected as it stays low within the budget. This may not be necessary if a location is suited better, however, due to the product being so cheap this then allows more than one usage in future reference for the site as it has to be bought out right and cannot be hired. This has been added to the product listing as it would be used if the weather wasn't to plan on the day of the shoot, for example if we planned to shoot the photographs outside and it was raining or snowing and wasn't suitable for the weather that was planned.

The **Soft Box Portable Lighting Kit** has been selected as this will allow a professional take on the photoshoot allowing all lighting to be up to standard for a website. This then allows the website to look more professional as it will be taken more seriously in comparison to how it would if the photos were not of such high quality.

A **Model** has been added to the listing as one of more models will be needed for the photoshoot and advert which will be included on the website. This had to be added into the listing costs as money could be lost if not.

Risk assessment

Risk	What can be done to prevent this	Who this will effect	Low / high hazard	Extra precautions
Falling over the wires for the lighting equipment	Make the cast and crew aware of this by putting signs up	Cast and crew	High	Add yellow and black tape over the wires to make them more visible
Fire	Make the cast and crew aware of the closest and safest fire exits	Cast and crew	Low	Signs directing the cast and crew on where to go if there is a fire

A recce is important to hand out to each member of the cast and crew in order to make them aware of the building and where to be and when so everything goes to plan and stays within schedule. The purpose of this is to also keep everyone safe and make sure they turn up on time to where they are supposed to be.

	Location : Chadderton
This was created in order to give the cast and crew an idea of what the location the photoshoot is going to take place in is going to look like.	This also makes the cast and crew aware of the surroundings during the photoshoot.

It was also planned that if one of the cast and crew couldn't make it due to their form of transport being down, another member of the cast and crew who drives will pick them up. This then prevents falling behind in the schedule and having to spend more money on hiring out equipment for more than a day. It was also discussed when the cast and crew had a meeting, that they would all find their own form of transport, this being the bus, car, bike, etc. but this having to be planned before hand to prevent falling behind.

Schedule

Job	Predicted Date / Time to be completed
Start of the Designing of the website	13 th May 2019
Finished the designing of the website	16 th May 2019
Hiring cast and crew	18 th May 2019
Finding location for the photoshoot	21 st May 2019

Doing the photoshoot	25 th May 2019
Editing the photos to standard (photo shop)	26 th May 2019
Making of the website	28 th May 2019
Completion of the commission (website)	20 th June 2019
Begin first campaign	1 st July 2019

The schedule had to be well thought out due to everything having a specific time scale due to having to hire people and hiring equipment out for a short period of time. Also, this was done as the photoshoot and the designing and making of the website had to be done for the start of the next academic year in order for the main message of the commission to take place and have an impact on the young teens in plenty of time for their exams.

Throughout this proposal the learner appears to not discuss the way they intend to construct the website themselves (this could belie a situation where the learner has elected to propose a website without creating a website over the rest of their course, putting them at a significant disadvantage). There is some rewardable work surrounding the use of green screen and a photography studio to capture imagery for the website as well as some discussion around which cameras they may use to take the pictures. What is lacking throughout is a detailed discussion about the product itself or even how the pictures will be used.

Overall, the proposal remains in mark band 2 for each of the bullet points and scores 8 marks.

ACTIVITY 4 - TREATMENT

The realisation of the idea at this level would also be somewhat unclear and lacking in detail (we then see the character being happy after passing their exams). Print responses would perhaps not include designs that were appropriate for the target audience or client (using multiple varied fonts and layout designs without justification, for example).

Learners at the lower level would perhaps not fully use the template, leaving some cells or entire pages blank. Justification sheets may be used, however the justifications at this level are likely to be mostly descriptive.

At Distinction level, the treatment will include detailed justifications that makes clear links to the requirements of the commission. There will be a consideration of the target audience and why the styles used would be effective at communicating the necessary message to them. Overall, styles and techniques will be used purposefully with an intent to meet the needs of the brief.

With the treatment the distinction boundary work does not necessarily need to demonstrate high levels of technical skill although the intention of the proposal has to be clear. Storyboards should include clear references to timing, audio and shot transitions. The sample text for print commissions should be written in an engaging style that meets the targeted audience for this commission.

The following response gained 18 marks

Treatment - Storyboard and Justification

Shot No.	Justification
1	This shot establishes the classroom scenario. As the advert is 30 seconds of length collectively, I chose to not have an establishing shot of the building outside, but rather the interior where the entire advert will be shot. As time isn't exactly on our hands here, it's best to introduce and familiarise the viewer with the location they will be focusing on for the next 30 seconds, diving straight in is an absolute must with this advert – to not only grab attention but to convey the message across swiftly.
2	This close up is an important shot for this advert because by making this our focal point, we're actively showing the audience the dilemma in this situation and letting them evaluate what's more important, the education at hand or the usage of the mobile phone. We aren't making this biased, it's audience interpretation, so by showing both the criteria of that specific lesson and what the student is choosing to do, we are allowing them to make up their own minds. I chose to use a close up in order for the audience to get close enough to the action, from an audience perspective, we don't just want to assume that they're on their phone, we want to see what they're doing and what is of such importance to sway their attention. It's also worth noting that it would also be impossible for the audience to favour with the student's choice of using their phone if we couldn't see what they were doing, in this scenario for all we know, they could be doing something of high importance, sorting an emergency for instance, so it's important that this shot happens as the target audience is teenagers, and they might pick the side of the students, that is why this shot is important to show that what they're doing on the phone is of minor importance.
3	This shot contributes to the cinematography of the advert. By using a dolly and track, we can create an extremely smooth tracking surface that will be pushed down past each student, creating an extremely high quality feel for the advert. The cinematic aspect of this will be conveyed to even the least 'quizzed-up' of audiences, it is an undeniable asset to the film which most will associate with high budget, but most importantly professionalism – cinematography can associate trust in a brand if the audience feel the finished product is of a high standard. This shot is powerful as it shows an entire row of students that are not working, and

	<p>spending time on their phones instead. This shows how they are putting their social life above their education, and we know that their education is of high importance for future success. This will trigger a feeling of anger in the audience, an anger where the audience want to almost be there in this scenario to tell them how much of an opportunity they're wasting. The motion of the camera tracking is symbolic of time passing by. The camera isn't sitting still, it's progressively moving, and so is time. Their time is running out and they do not seem remotely phased by this.</p>
4	<p>This shot is an over the shoulder shot. This positioning is key for the audience to understand the positioning of the student, in comparison to the teacher at the front of the classroom. It creates a sense of distance but also intimacy by the inclusivity of this by being in just one singular shot. The phone making the audible sound will actively spark anger in the audience, it is now disrupting the lesson, adding onto the anger they felt previously, and stopping the teacher in their tracks. This shot also includes the whiteboard in the central and left 'thirds' of the screen. By positioning the shot this way, we can see what they should be learning about and how the lesson is supposed to be progressing, also adding to the sense of depth of the shot.</p>
5	<p>This wide shot is one of intimacy with the teacher. We can see the teacher's emotions and how she really feels about this situation. By no stretch of the imagination do we assume that she's unaware of this mobile phone situation, but has so far kept her calm and composure. The wide shot is used as we can get a sense of her emotions, whilst also reassuring the audience that there is a larger issue at hand. If we were to use a close or extreme close up shot, this would divert our attention and priority to the teacher's emotions which is not the goal here. We need to get a sense of how she is feeling, but not intrude on our mission of conveying the message about the phones and the disruption they cause.</p>
6	<p>This extreme wide shot is important as it lets up finally see a glimmer of hope for the students. They finally begin to divert their attention from their phones to the whiteboard now that the teacher has clamped down and regained control, sadly within the same shot they start to look down once again as the teacher has lost their attention to their phones. This shot is also an over the shoulder shot, meaning we can see where the teacher is positioned in connection to the students, and we are starting to side with her as an audience. This is where the advert changes from being relaxed about both scenarios, to ensuring the audience is on the side of the teacher, but most importantly the education at hand.</p>
7	<p>This is a wide shot, with the exception that it switches to slow motion. The teacher gets up to hand out sheets of paper, and the soundtrack begins to kick in, muffling the prior noises of footsteps of the teacher and the paper ruffling together. The slow motion adds extreme effect to the scene, it shows authority over the students, but also adds a huge sense of professionalism to the actual film itself – this is massively reinforcing the previous statement that cinematography enforces brand trust and this is a must. The slow motion is also a great way of refreshing the interest that the viewer had at the start of the advert, so whilst remembering that the advert is only 30 seconds, interest needs to remain high throughout, the viewer cannot get bored and this is a means of sparking/renewing that initial interest. This shot communicates the message relating back to the commission extremely well as I've used strong dramatic and over-exaggeration effects to relay the message back to the audience that this is a problem. By using this level of drama, it will really hit the right nerve with the audience and ensure the message at heart gets through to them.</p>
8	<p>This is an over the head tracking shot completed with the hired jib. It will be positioned correctly to feature the students on one row of a table, and it is positioned this way for us to see what the sheets of paper that are being handed out are actually for. We can also see the students' reactions to these sheets of paper. The messages are quite upsetting for the students' however the audience</p>



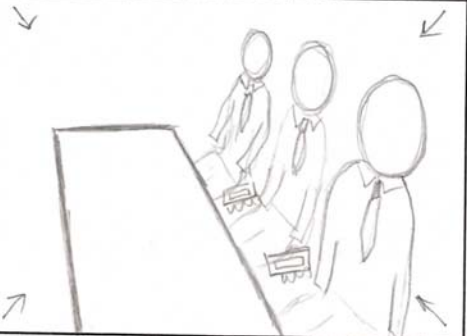
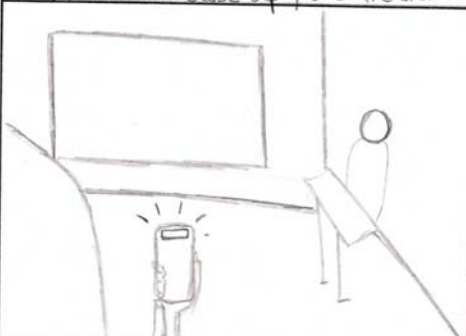
	will have mixed emotions, some might think it is deserved, some might think it is uncalled for, either way, this section is here to trigger emotion in the audience, what emotions that will be is down to audience interpretation.
9	This medium close up is another angle of the students' reactions to the messages on the paper. In this shot we can see more student's looking up from their phones and finally paying an active interest to something other than their devices. It is powerful in the sense that it takes this much for them to finally divert their attention. This is from an elevated angle, a bridge between over the head and in level with them. It is a stationary shot, so there is no motion anymore, symbolising lack of time and their chances are running out.
10	This extreme close up is the first sign of hope for the students'. We see a sheet of work being completed by one of the students, with pen to paper and no distractions for once, as this is done, positive remarks start to emerge on the sheet of paper with the negative remarks. It shows redemption. This extreme close up is exactly what's needed for a shot of this nature. It's an extreme close up showing the intensity of this scenario. It shows their hard work and commitment finally kicking in.
11	This wide shot shows the row of students at the table who are finally hard at work, but similarly content. We can see from this camera angle that they are no longer using their phones, but putting their efforts into their work and investing their time wisely. We can also see their emotions from this shot type, allowing the audience for the first time to believe in them and see a sense of change.
12	This final shot is one of utmost importance. This extreme wide shot shows the same classroom, but empty. As the message plays on the whiteboard at the front, which will be edited in during post production, coupled with the soundtrack and voiceover, huge dramatic effect is created. This shot is identical to the shot that opens the advert, except now the classroom is empty, creating a powerful message that change needs to come now. By finishing in the same spot that it initiated with, it shows a proper conclusion to the advert, and that it has come full cycle, and the viewer is fully comfortable with the location and its properties.

Film Title: The Lesson

Scene: 1

Page Num.: 1

cut

<p>1 Extreme wide shot</p> 	<p>2 Close up</p> 
<p>Establishing shot of classroom. Students sit on their phones, not paying attention. Teacher talking, no other sounds. (diegetic)</p>	<p>Various close ups of the students using their phones. None are paying attention. Teacher talking, no other audio in clip. (diegetic)</p>
<p>3 Medium wide shot</p> 	<p>4 Medium close up / over the shoulder</p> 
<p>Camera tracks towards students with dolly & track. Teacher speaking. No other audio in clip. (diegetic)</p>	<p>One phone makes a noise. This will be edited in. The teacher is not impressed. Teacher talking, no other noise. (diegetic)</p>

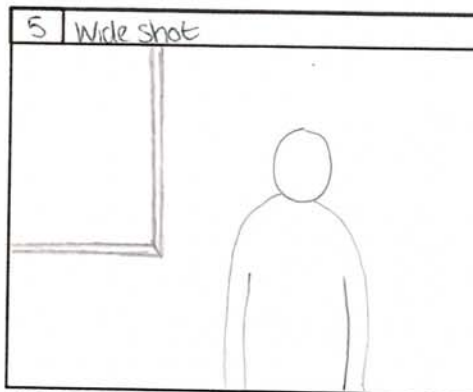
cut

Film Title: The Lesson

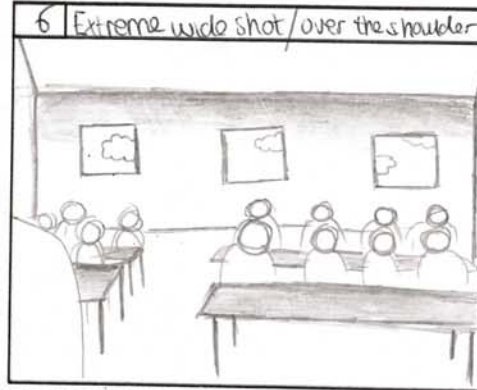
Scene: 2

Page Num.: 2

cut
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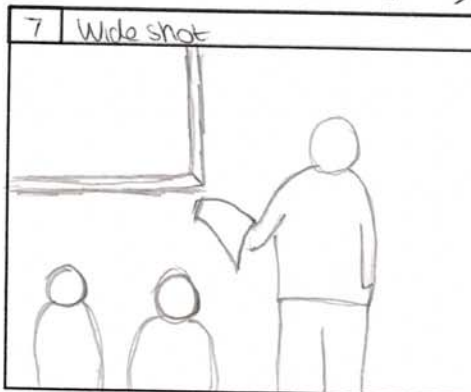


The teacher goes off topic and tells everyone to put away their phones. Audio: teacher talking, no other sound (diegetic)

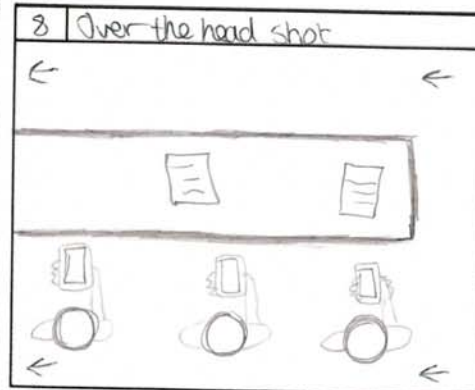


All students look up from their phones, but then start to look back down again. The teacher resumes speaking, but then stops again. Audio: teacher speaking (diegetic)

cuts ↓ dissolves



The teacher gets up to hand out sheets of paper. Cuts to 240fps slow mo. Audio: footsteps, paper ruffling, soundtrack (diegetic sound)



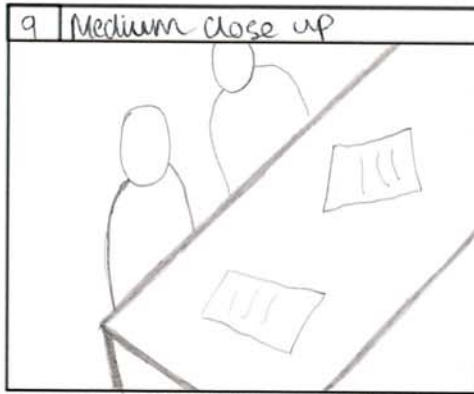
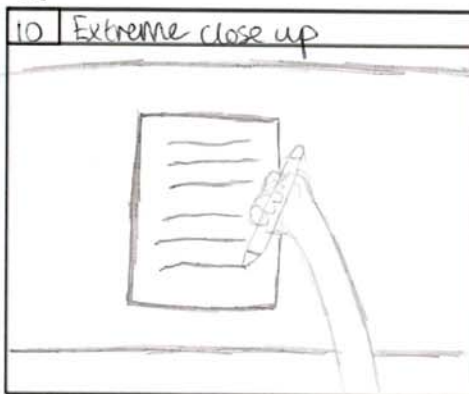
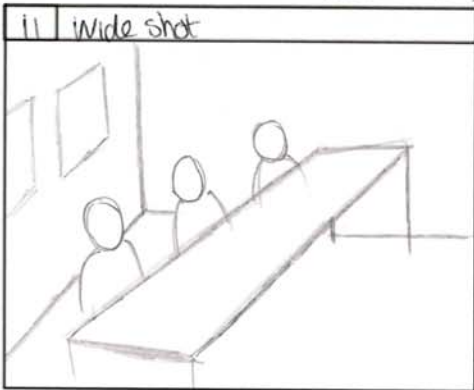
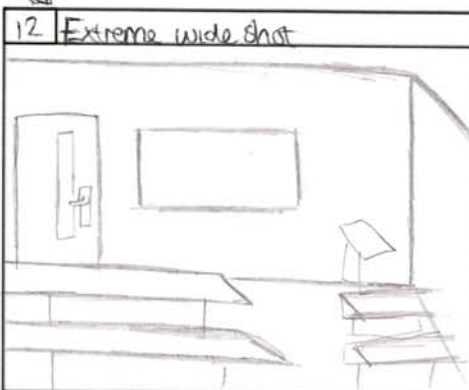
This shot allows us to see what's on the paper as it's handed out. Slow mo. Audio: soundtrack, muffled footsteps, paper ruffling (diegetic)

Film Title: The Lesson.....

Scene: 3.....

Page Num.: 3.....

cut
↓

<p>9 Medium close up</p> 	<p>10 Extreme close up</p> 
<p>The students begin to look up horrified and confused. Audio: Soundtrack (non diegetic)</p>	<p>As the students get back on track with their work, positive messages appear next to the horrible ones. Audio: soundtrack (non diegetic)</p>
cut ← ↓ dissolves	
<p>11 Wide shot</p> 	<p>12 Extreme wide shot</p> 
<p>The students begin to put their phones away and are content with it. Audio: soundtrack (non diegetic)</p>	<p>No students in classroom. Graphics play on whiteboard, to promote switch off and their values. Audio: soundtrack and voiceover (non diegetic)</p>


The learner has provided a storyboard and detailed descriptions and justifications of each shot (bullet point one, mark band four). The treatment demonstrates a very strong idea (bullet point two, mark band four) that is well presented and communicated (bullet point three, mark band four).

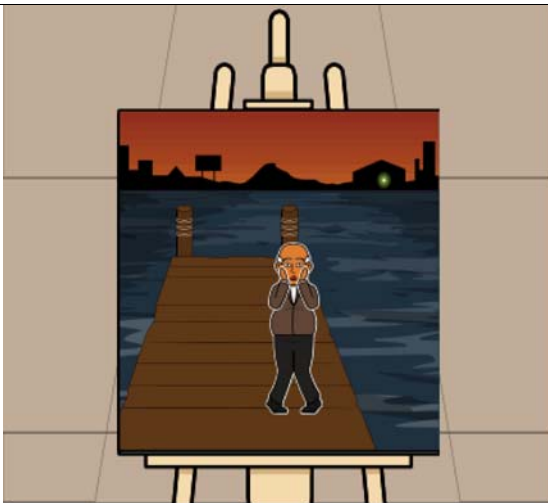

This does not receive the full 20 marks because of the omission of timings from either the shot list or the storyboard.

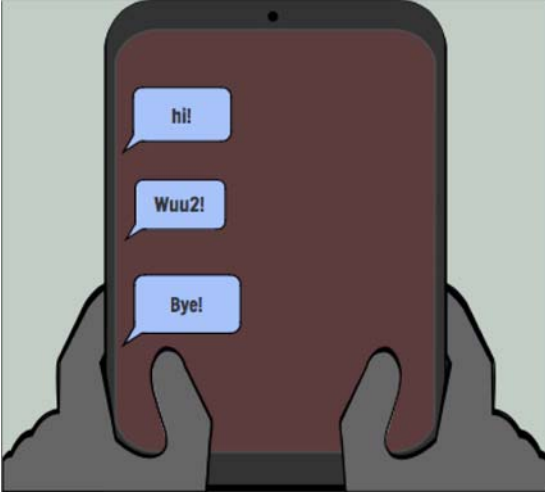

The following response gained 8 marks



Treatment


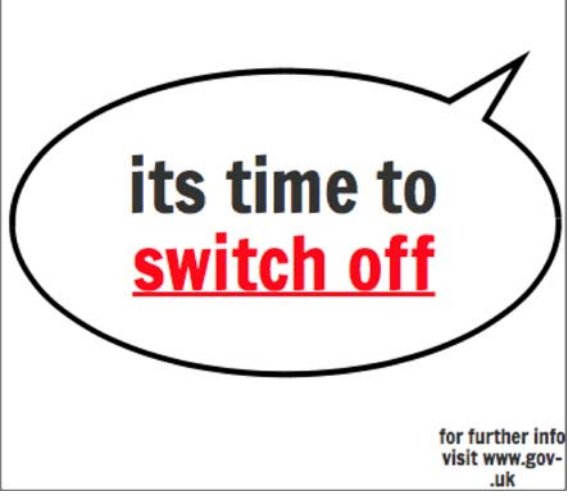
- There will be non-diegetic sound in this video, but only during the graphics at the end.
- The actors will do the voice-overs.

Image of shot	Shot description	Transition in/ transitions during transition out.
	<p>Fade from black into student introducing his painting he's just finished Medium shot of student from waist upwards. Paintings around classroom</p>	<p>Fade from black / cut-in into next shot</p>

	<p>Medium / close up shot of painting made by student.</p>	<p>Cut in from last shot / cut out into next shot.</p>
	<p>Cut back into person 1 talking about a fact from primary research Medium shot of person with painting partial in shot.</p>	<p>Cut back to shot / cut out into next shot</p>

	<p>Close up shot of person 1's phone Person 1 will turn their phone off. This signifies "switching off"</p>	<p>Cut in to shot / cut out into next shot</p>
	<p>Enter person 2. Making a mannequin and talking about it. Medium Two shot of person 2 and mannequin. Same classroom but different angle</p>	<p>Cut out into next shot / cut-in to mannequin</p>

	<p>Tilting shot of mannequin Stays as a medium/ close up shot</p> <p>Starts from bottom of mannequin and end up at top. Voice over</p>	<p>Cut into mannequin/ tilt upwards to show whole mannequin's dress / zoom back out to make it a two shot of the artist and mannequin.</p>
	<p>Person 2 (artist) continues to talk. Medium two shot again of two subjects in shot.</p>	<p>Zoom back out to make it a two shot of the artist and mannequin / zoom out into group shot of both artists and their projects.</p>

	<p>Group shot of people, painting and mannequin. People talk to the camera in unison Medium shots of all people while 2 people talk</p>	<p>Zoom out into group shot/ fade to white.</p>
	<p>Faded into white screen Logo appears on screen voice over talks and then the video fades to black, which concludes the video. In the bottom corner, there is the government website link.</p>	<p>Fade to white/ fade to black</p> <p>End of video</p>

Audio and voice over script.

Beginning of video.

Shot 1-

Person 1 – I’ve just finished my art project for my school. It took me hours and I managed to do it out of my own intellectuality! And ... I didn’t look at my phone once!

Shot 2-

Person 1 (voice over) -It’s a version of the famous painting “the scream” but it looks a lot more modern.

Shot 3-

Person 1 (voice over) - I’m in a group chat with all my friends on social media. But when my grades and my education is concerned. I like to switch off (switches off phone)

Shot 4-

Person 1 - Because I heard from the university of Cambridge, that for every hour you’re online for, you lose 9.6 points in your GCSE grades! That’s equivalent of almost two GCSE grades lower than what you could get!

Shot 5-

Person 2 – I’ve just finished making this mannequin, its part of my design project. I’ve been making this over a couple of days isn’t it magnificent?

Shot 6-

Person 2 (voice over) – I’ve had to have the right mind set to get my ideas flowing. I didn’t want other distractions so I limited myself from my phone so it didn’t affect my daily life. From a recent survey conducted, 55% of people say their phone affects their everyday life? That’s one in two people that say their phone affects them!

Shot 7-

I’ll admit, before I started worrying about my GCSE’s, I was a real tech junkie. It wasn’t good for my health. But did you know I was one of 70% that admit that they’re addicted to technology and believe that they use their phone too much?

Shot 8-

Person 1 + 2 (unison) – if you feel like one of that 70%, why don’t you ‘switch off’ by simply... switching it off!

(Screen then fades to white for graphic)

Shot 9-

(Slam noise)

Person 3 – switch off, the campaign designated to making you switch it off. For further information, visit gov.uk (screen then fades to black)

End of video.

Learners are allowed access to specialist software in this exam and it appears that this centre has allowed learners to use Storyboard This storyboarding software. A number of centres provided examples like this although in this case it seems to have restricted the learner in communicating of their idea. A rough drawing would probably have been more successful (and flexible to the learner’s needs).

The learner does demonstrate an understanding of how to approach their video (although this is a little formulaic in terms of shot selection) putting bullet point one into mark band two. This results in an idea being communicated that would most likely be uninspiring for the audience (meaning that bullet point two is restricted to the lower mark band). The style of the storyboard is generally clear (although lacks

timings) putting this bullet point into the second mark band.

Overall, this activity receives 8 marks.

Summary

Based on their performance on this paper, learners should:

- Practice creating proposals, pitches and treatments under time constraints to prepare for having to do this in the examination.
- Communicate clearly, using precise terms and technical language throughout.
- Ensure an appropriate amount of time is given to each task (based on the marks available for each activity and guidelines in the question paper)
- Explain both what they are proposing to make as well as how they are going to achieve this using precise technical language
- Constantly refer back to the client commission to ensure that the ideas meet the requirements of the target audience and the client.
- Deliberately make stylistic decisions about a product and then justify why these would be effective in meeting the commission.

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