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**Examiners Report:
June 2019**

**BTEC Level 2 BTEC Level 2 Diploma
Digital Audio-Visual Production/
Digital Media/Digital Games Production**

**21250K – Unit 5/6: Digital Production
Project**

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Grade Boundaries

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 pass, merit and distinction.

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.

Grade boundaries for this, and all other papers, are on the website via this link: <https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

Unit 5/6: Digital Production Project

	Level 2			
Grade	Unclassified	Pass	Merit	Distinction
Boundary Mark	0	27	41	56

Introduction

This was the second series of this specification with a very promising increase in candidates entering the exam. The work received for external assessment has been generally well organised and learners have been well prepared to undertake the assessment activities.

The question paper has followed a similar format to the previous papers and the sample assessment materials. The paper was split into four questions. Each question required learners to demonstrate knowledge and understanding of a range of specification topics and apply this knowledge to the scenario. Each question is weighted in accordance to the specification design.

Each of the questions were marked using a 'levels based' approach to assessment where the overall quality of the response was considered rather than the specific points made from the indicative content, although this obviously had a bearing on the quality of the response. More detail can be found below in the individual question section of the report.

The guidance to centres and learners clearly states the following:

Each learner will need to submit two folders on completion of the supervised assessment period.

- A digital folder documenting research and development of ideas. This must include up to 20 pages of annotated visual content saved as a PDF. They can also include up to 3 minutes of audio and/or 3 minutes of video.
- A final media product presented in a format appropriate to the sector

This guidance has again not been followed in a large number of cases across the submissions, many of which contained large numbers of different folders and sub folders with documents of varying lengths and formats.

Centres **must note** that the purpose of these instructions is to ensure a parity of submission across all candidates and ensure there is no unfair advantage offered to learners, for example with some learners submitting more evidence than what is stated in the guidance. Centres **must** ensure that outcomes for submission meet the requirements of the awarding body.

Overall performance of the unit

This report has been written to help you understand how learners have performed overall in the exam. In addition to this, there is a brief analysis of learner responses for each question. You will also find examples of learner responses for each question. These should help to provide additional guidance.

For **Task 1** there has been an increased use of templates despite the guidance provided in the previous LE reports. It is important for this task that learners work independently and produce work under their own volition, showing their processes and the collation of their research. Whilst it is understood that centres want to assist learners as much as possible, this is still an external assessment and all work produced should be the learners' own. In future series the use of templates, especially those with a high level of tutor generated prompts, will not be accepted for this task. Centres should also be aware that these could impact on learner attainment if it is perceived that these prompts and templates had provided the learner with an unfair advantage.

In **Task 2** the use of templates or proformas had the opposite effect on learner attainment. Where learners were provided with good quality templates containing the correct characteristics of a proposal, they were able to attain the higher grades. It is important that learners practice completing proposals as part of the teaching and learning for this unit and that a structured approach is taken to producing these in line with the requirements of the specifications. Whilst learners need not be provided with a template as such, they should have a clear understanding of the main headings they should be using within their proposals. Centres should note that only a proposal is required from the learners, there is no need for them to produce a treatment.

Task 3 requires learners to evidence their planning and there is an expectation that certain forms and conventions are followed within each medium. It is important that learners are able to evidence their planning and pre-production processes. If there are actors speaking within an audio product then they should be working from a script - a digital game would have evidence of platform and character design as well as working on gathering and manipulating assets. When planning a digital publishing product, mood boards, thumbnails, draft designs and layouts would be expected. Learners should be following industry standards and practices in their pre-production activities and paperwork.

For **Task 4** there were some encouragingly creative approaches taken by many learners with a large number of outcomes that would clearly engage the target audience. It is important that learners remain mindful of the client and the requirements of the brief at all times, who will be consuming the produce and what does the client intend the audience to do/feel as a result of engaging with the product. Learners who clearly focussed on these aspects were more likely to gain the higher grades overall.

Individual questions

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

Task 1

For this task learners carried out research in at least one form, although the majority of learners conducted both primary and secondary research. Learners recorded their findings in a range of different formats such as annotated images and internet print outs and screen shots and copies of questionnaires. Those learners that did undertake primary research used tally charts and pie charts to record their findings which provided a sound representation of their target audience. Learners that were awarded in the top mark band also summarised their findings and referenced how it would prove useful to them in the planning and creation of their product.

The learner below has decided to produce an audio-visual product. The learner has conducted extensive research into their target audience and the most suitable game platforms to use. They have conducted both primary and secondary research and collated and summarised their findings.

12 marks were awarded for this response.

Research

The Client Brief Breakdown

Target Audience Research - Primary Research

Target Audience: Businesses. Younger people are more Media savvy, generally speaking. So, companies that have Work Experience will be more successful like. The Rose Theatre, Kingston, which asks for volunteer Ushers where they can up to six months. Applicants have to be 18 and upwards. Monreal London (a fashion company who design and make women's sportswear) is offering an internship, called a Content and Social Media Student Work Placement Internship. GLOW, a safety wear company is offering Content and Social Media Student Work Placement Internship for its London team. The BBC, across all their sites (London, Manchester, Glasgow, etc) one of the county's largest and most successful Media organisations, also offers work experience. Facebook offers it, as does Google. Even companies that don't seem like they need younger people, like banks, car dealers or florists, need their expertise on all things social media. Generally, younger people use social media a lot more than older people, who typically own businesses. Social media is great way to get attention and shore up interest in your company. If companies offered more work programmes they would attract more talent. Locally, there is the media company called Mediavision, specialising in digital marketing. They are hugely successful, in fact winning and being nominated for awards around digital media. However, I believe they could attract more talent through work experience. So, my target audience are media companies that don't currently offer work experience. This shall be advantageous as I am a media student and know other media students. The companies were. A Café, a film equipment hires company and a music video production company were the ones that emailed back.

Bibliography- <https://www.mediavisioninteractive.com/>
<https://www.rosetheatrekingston.org/about-us/careers>
<https://www.bbc.co.uk/careers/work-experience>
https://www.jobijoba.co.uk/detail/92/6facd3f69dc62fd420db9d93f0931a5a9f1c7142?utm_campaign=google_jobs_apply&utm_source=google_jobs_apply&utm_medium=organic

Research into The Benefits for Employers.

Work experience benefits for employers - Secondary Research

<https://recruiter.e4s.co.uk/2016/08/30/work-experience-young-people/>

Having a carefully thought-out work experience programme where young people can work on real projects is immensely beneficially. Here's why:

Students need guidance, work experience gives them a mentor. Improves employees' supervisory skills. A great way to keep employees engaged. Opportunities to improve leadership qualities. Benefits future employees. You are under no legal obligations to pay for work experience. However, certain niceties, like paying for travel will attract future candidates. If you have a competent, quality work experience programme it will attract plenty of young people to your company Recruiters and applicants will start giving glowing endorsements, which will gain the attention of further applicants. Young people can bring a new viewpoint to the companies practices and targets. They are also dynamic and full of energy, not so worn out, yet. Companies that work with young people no longer have to guess what they want, they're already accustomed to a younger target audience. They can contribute a unique viewpoint. Employers need young people who have innate social media and social media savviness that is instrumental to the future of the company. As recruitment strategy's go, offering work experience is an excellent way of showing that companies want young people. It offers an opportunity to guide the work and team ethic and bestow wisdom upon a new generation. Many U.K companies are experiencing a worker shortage so it is a priority for companies to draw in young people. It also expands and promotes the general view of the company, improving your profile amongst young people. Work experience makes future recruitment easy as it improves the capability of the employees before they enter the world of work. Also, educating a young person in the ins and out of your industry gives them an incentive to remain in that industry, as they are already familiar with it. Why try something new when you can enter industry you already feel you know and could do well in?

Further Research:

<https://www.nibusinessinfo.co.uk/content/benefits-work-experience>

With young people a company can gain insight into how young people adapt themselves to work and you can model your training around it.

<https://www.gov.uk/government/publications/employers-could-you-offer-work-experience/work-experience-employer-guide>

You can organise work experience placements through job centres, by becoming a permanent member. This way young people, in the local area of the Job Centre, know they have your business as an option and they know you have a vested interest in them.

<https://www.goconstruct.org/inspire/information-for-employers/work-experience-information-for-employers/>

It makes hiring easier as you can keep track of the capable volunteers and hire them later on as competent employees.

The experience of working with novice volunteers, increases the management and supervisory skills of your permanent staff, however, if your volunteers are younger than 16, although not required, you could carry out a Disclosure and Barring service check, depending on the supervision arrangements.

<https://www.haywardmiller.co.uk/hints-tips/benefits-work-experience/>

A sense of community and familiarity can be extremely beneficial to local businesses, as young people recognise their companies in close proximity care about them. It gives companies a human face.

Who is the client? Connekt

What is the company aim? Encourage companies to take on students on work placements within their own companies.

What is the purpose of the Project? They are trying to tell businesses the advantages of work experience. Saying, young people offer a range of benefits based on their ability/upbringing.

Who is their target audience? Business leaders and owners, who are interested or are unaware of the advantages of work experience. Video outline I need to make a promotional video which demonstrates what students can bring to the world of work.

The video can only between two or three minutes long. Once finished the video has to be imported in an .mp4 format. What I know and don't know I have primitively researched the advantages of work experience so I already have the information in hand. I am already in a course with young people so I have access to them as actors and inspiration on this topic. I have limited filming time, so the video cannot be complicated, intensive or vulnerable to uncontrollable production delays, like bad weather. I can't do anything expensive or long distance. I don't know what kind of companies I will be showing the Promo to, where they are based, they have to national as Connekt is a UK company. I don't know what to consider a fun or informative Promo for Work Experience.

<https://www.asdan.org.uk/blog/2017/11/13/how-employers-can-benefit-from-offering-work-placements>

My Analysis

To ensure you maximise the understanding between employer and volunteer, explain what the company is trying to do, give yourselves a message, a mission statement even, something young people can relate to.

Before you begin even planning a placement, ask yourselves what interests the learner? Match the placement as best you can to them, to guarantee their interest. Remember, work experience isn't just an opportunity for a volunteer to advertise themselves to you, you also have to advertise *yourselves* to them.

If the volunteer does something positive, reward them, tell them it's what they want to see so they know what to do. This way they feel their time at the business was positive and they received good feedback.

Work experience is essentially for a plethora of reasons, not just for young people, but for businesses, the community and education. Consider the following, everyone, ideally, needs a job. Not everyone can get a job, either for personnel or medical reasons. Young people want jobs but, typically, have no idea where to start. Some have ideas or have identified businesses they are interested in but don't know where to go from there. They can't apply for jobs when they at school, they're either too young and under-qualified or it would distract from their studies. However, work experience is perfect opportunity to try out working life, to see if it can fit. This is where business start to benefit.

Firstly, a volunteer is just like an employee but one you are not obligated to pay but to instead only look after and keep safe, so much less expensive to maintain than the average employee. Also, they can help out smaller tasks, allowing you to focus on bigger tasks, helping your productivity. Of course, while they're there you should

tell the volunteer what kind of behaviour, work and ethics you should expect from an employee within your company and your industry.

Second, if the volunteer is a young person they are most likely going to be energetic, enthusiastic and bursting with new ideas and perspectives. Companies need originality if they are to compete against their rivals, dominate markets and generally increase their incomes. Furthermore, young people are aware of modern patterns and trends in social media and more teenage-centric industry like fashion.

Third, if you can make an invigorating work experience programme you will attract the youngest talent from both local schools and other educational institutions. This way you increase your understanding of how employment skills are taught in school and how education influences the way future employees work. To ensure that students have a good quality of education that benefits the company you can tell schools what skills your looking for specifically. Also, you can tell schools you are looking for a particular type of volunteer, so schools can tell a certain set of students that a company is interested in them, which will be a great morale boost in regards to their employment prospects.

Lastly, the most important point from all of my research, is this: employees recruited through work experience performed more effectively and required less training. This happens because the volunteers are already versed in the inner workings of the company and standard procedure. This way, they need less oversight and nudges in the right direction. In conclusion, work experience is a way for companies to pick of talent before their competitors can, produce quality employees without the hassle of much training and allow for a beneficial relationship between schools and companies that give the employees of tomorrow a chance to figure out what they want to do. Because if they find an industry their good in, why find another?

Sources

- <https://www.asdan.org.uk/blog/2017/11/13/how-employers-can-benefit-from-offering-work-placements>
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- <https://www.nibusinessinfo.co.uk/content/benefits-work-experience>
- <https://recruiter.e4s.co.uk/2016/08/30/work-experience-young-people/>
- <https://hr.dept.shef.ac.uk/guidance/Students.pdf>
- <https://www.peoplemanagement.co.uk/voices/comment/every-business-should-offer-work-experience>
- <https://ukces.blog.gov.uk/2012/08/20/what-can-young-people-bring-to-your-business/>
- <https://dera.ioe.ac.uk/13758/1/why-businesses-should-recruit-young-people.pdf>

Work Experience Notes

nibusinessinfo.co.uk

- Raise your profile - being known as a business that offers work experience opportunities will raise the profile and appeal of your business and sector.
- Improve staff retention - investing in young people brings commitment and loyalty which means they are more likely to stay with the business which helps maintain productivity and reduce recruitment costs.
- Grow your own talent - get access to the up and coming talent of the future.
- Develop employees - developing your employees by involving them in the placement and providing potential management opportunities can help employees feel motivated and loyal to the business.
- Get additional help at no cost - as an employer you do not have to pay money on work experience.

https://hr.dept.shef.ac.uk/guidance/Students.pdf

- Employers can develop skills and qualities to future employees who want to seek future employment.
- Companies that establish links with local schools will be benefited immensely as young people feel they have a good business in the local area where they can train.
- Employers who offer work experience placements can increase the awareness of their business within the company and outside it.
- Work experience helps education by offering new skills.
- Companies will develop relationships with teachers and the better education system as employers learn how skills are taught, how qualifications are obtained and how education is changing. This gives employers the ability to influence to give them the skills they need.

Peoplemanagement.co.uk

- Volunteers asking questions about how the company views itself and ^{what} its message is vital. It offers the company a new perspective from future customers/employees.
- You will be more productive as smaller tasks are handed by the volunteers, meaning you can focus on larger tasks.
- You could teach good habits and skills to a new generation.

UKCES.blog.gov.uk

- Markets are constantly changing, younger people are more versed in them and understand them.
- Career talks at school offer a fantastic opportunity to find new, enthusiastic talent, before any one else does.

dera.ioe.ac.uk

- A young volunteer can help out when it's most needed, take up odd tasks and giving employers a little breathing room.
- Schools, colleges, universities and other institutions of learning can gather up like-minded, interested students for a particular business, giving the business a gathering of enthusiastic talent.
- Employees recruited through work experience performed more effectively and required less training.
- Greater options for employers as an influx of young people with diverse perspectives and backgrounds, give a companies a vibrant feel and inclusivity.

Research into existing Promos - Codes and conventions

Codes and conventions






Action-We are shown the employees at work while the interview is being conducted, to make the film more interesting and varied.

Work Experience Promo

Typically two types of interviewee, employers and students turned employees, giving their take on why Work Experience is good



Shots of the premises of the company are often taken to give a sense of location and of business.



The final frame is often the company logo to remind people who the company are.

Facts and figures are named to show how many people are taking work placements, to show far the programs have come

3 videos

- I have to watch three videos and find out what makes them interesting and fun to watch.
- **Video 1:** South West Connect Workplacement Employer Video. This video showcases both employers and employees, from a range of industries that have directly benefited from the placements. In doing this it shows the success of the programme. There was a lot of sitting down and talking, intercut with employees working. Also, the video features exotic Australian animals which grabs the attention.
- **Video 2:** Employer Networking Event 2015. This video features a plethora of interviews with business owners and support staff from a local sixth form. They go onto to explain the advantages to business and how it's beneficial to the students. Although that's not the message I'm trying to send, the more philanthropic business owner could see this as a good enough reason to take people on.
- **Video 3:** Work Placements - The employers' perspective. In this video employers discuss their experience with the student employees. This idea can directly appeal to business owners as other businesses making this decision can be seen as a confidence booster. The background is simple, uncomplicated so you focus just on the speaker.

Elements of the videos I should use

Use:
 The interview of both business owners and employees are essentially as it shows how effective Work Experience is.
 Shots showing the employees working makes them out to be competent and a benefit to business as a whole.
 The company logo at the end is also a no-brainer as it shows who the company is.

Don't use:
 Facts and figures could bog down the video as it takes a while to process that information.
 I can't do just an interview, it would be too uninteresting.

https://www.youtube.com/watch?time_continue=1&v=TA4Ki_B1-8Y
<https://www.youtube.com/watch?v=drZ3Yxq7yn0>
<https://www.youtube.com/watch?v=47nNsIXI9Rw>

Primary Research – Questionnaire and results for companies

Work Experience advantages Questionnaire

Please tick the boxes if true.

What does your company do? What is its name?

Does your company offer Work Experience?

Yes	No
-----	----

If you do, please say what kind you offer:

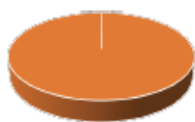
Do you feel, as a company, you know much about Work Experience and its advantages?

Yes	No
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What do you think are the advantages of Work Experience?

In your opinion, what would you like to see from a Work Experience promotional video? i.e. Lots of information, or interviews with business owners?

Did the companies do Work Experience?



■ Yes ■ No

What were their concerns about Work Experience?

- They didn't know how to get insurance
- They didn't think it was free

What did they want from a promo?



- Useful information
- Why it's worth it
- interviews

Did the companies identify the advantages of Work Experience?

- It's free
- It benefits the students as they see what the world of work is like
- It allows you access to future talent
- Insurance can be easily organised

Summary: In short, the businesses had very little idea what the advantages of work experience are; all except one, it's free. Some knew that it benefitted students. Their main concern is insurance, how much that will cost them. When it came to the promo all they really wanted was to know concise information and why Work Experience is worth it. The companies were. A Café, a film equipment hires company and a music video production company were the ones that emailed back. With this in mind and shall focus on informing the target audience on the advantages of Work Experience with emphasis on insurance, students being useful and why businesses need young people.

Research into Equipment

Primary Research- Equipment

Interview with Lewis Whitehall – Head of Section Media, Fashion, Digital and Media.

Question 2: How would you ideally record sound in a noisy area and get good sound quality? Answer: If your filming an interview, make sure there's nothing noisy going on behind the interviewer. Use mufflers. Make sure you're not filming with something louder than the person behind them. Use a directional microphone, like a Rifle mic.
Question 3: How would you ideally light a poorly lit interior without making it obvious that it has been, therefore braking immersion? Answer: Use the lights within the room and ten use LED portable panels or DEDO lights, as key lights. In studio we have five LED panels, four spotlights (RGB) and eight RGB, LED strip lights. Try and film things neutrally, for example if you have someone in red, don't light the room red. Use three-point lighting.
Question 4: What editing software should I use and why? Answer: Adobe Premier PRO, it's professional, it's also linked to Photoshop and other graphic software.
Question 5: What camera lens would you use for a close-up shot? Answer: If we were using a DSLR, a prime lens, and that is a 50mm lens. What that means is that a fixed lens, cannot zoom but it is a nice lens.
Question 6: What tripod is the best overall and why? Answer: The best tripod to use the LIBEC, giving you a fluid head, meaning it's weighted, allowing you to turn smoothly.
Question 7: What kind of SD card should I use and why? Answer: We use a 16G, SanDisk, giving you enough space.
Question 8: What is the best mic to use and why? Answer: You could use a tie mic from SENNHEISER (SK100) for very good sound quality. Tie mic for loud space, boom mic for quiet space.
Question 9: How does greenscreen work? Answer: Selecting out a particular colour swatch and removing it from our alpha channels. Making it look like it has a hole in it, which can be filled.
Question 10: What is the best camera to use outside location? Answer: DSLR camera, digital single lens reflex camera.
Question 11: How would I alter the sound quality when editing? Answer: Premier, edit sound using sound mixer and a lighting and colour suing colour grading.

Question 12: Differences and challenges in filming outside and inside and why?

Answer: Filming outside can be challenging, because of lighting issues because of sun and weather patterns, sound issues because of noisy environments you can't control, like filming under a flight path. Also, with sounds there can be background noise like music. If your filming outside, try and use a Rifle or Boom mic, use a cat cover, a muffler. Record you sound using a Tascam. Keep the camera stable in both areas, use a handgrip or tripod. All of this depends on what your filming. Inside you can control the lighting and sound. When doing interviews do it inside. simply use mic on camera to film noise outside, it's of decent quality.

Question 13: How would we sink up different sound and video sources?

Answer: Sink video and sound using the clapper.

Question 14: How would you best film an interview?

Answer: Four camera positions. No 1, on interviewee. No 2, cutaways on interviewees. No 3, on interviewer, the one asking the questions. No 4, wide of both.

Summary of Primary Research for filming equipment and technology

In summary the Canon LEGRIA HFM406 is very good on location, so is the Canon G10. To get good sound quality you would use a directional microphone like a Rile microphone or use mufflers to quitter the surroundings. To get good lighting, if your filming in an interior use the room lights or use the three-point lighting technique, to properly illuminate someone. If you're outside beware of the weather and the largest light source, the sun, when filming. When editing use the software, Adobe Premier PRO, as it's professional and linked with other software types like Photoshop and it also has good audio mixing and alteration methods installed. If you want to have an excellent quality close-up shot you're going to need to use the Prime lens of 50 millimetres, which can be placed on a DSLR (digital single lens reflex) camera, which also has advantages when used outside. The best tripod, SD card and microphone to use overall is the LIBEC tripod which has smooth handling, the SanDisk as it has 16 gigabytes and the SKNNHEISER (SK100) as it comes with tie microphones, which can be placed on someone for good sound quality. Green screen is a technique wear a subject is filmed in front a stretched green cloth and using editing software the Alpha channel is removed (the green) and something else can be placed instead. To sink video and sound if there from a different source, use a Clapper. Finally, if you want to film an interview you need to use four camera positions. 1. The interviewee. 2. Cutaways on interviewees. 3. Cutaways on the interviewer. 4. Wide shot of both of them.



Logo Research

The Logo is shaped like an M, invoking the name of the company, but also the golden, arching design is a reference to the companies' origins as golden arches were distinctive part of the restaurant's architecture. So, the logo both states the name and history of the company, making it stand out and showing the longevity of the company, pointing to its success, giving it a timeless feel. Also, their logo appears on employee company, giving them a distinctive look as well.



The reason for Coco-Colas success is in part due to the name itself, the alliteration of the two c's makes it fun to say. The logo reinforces this by making the c's large and distinctive. Also, this design goes all the way back to the company's beginning in 1886, so advertising this fact, like the McDonalds logo, points to the company's long-term success. Also, the colour-use of white and red makes it stand out on their bottles.



Instagram's logo is different than most. Its colour scheme is not a single primary colour, which somewhat goes against simplicity opting instead for a mixture of colours, akin to tie-dye. However, this colourful mix, makes the white camera stand out, referencing the apps purpose, to take photos and share them with the world. The colour scheme is also a reference to the colour controls users are given over their photos.



Walmart is an American retail company. Its logo is both name and symbol. The symbol is called the 'spark' which is coloured like lightning, symbolising speed and brilliance. The name of the company itself comes from the founder Sam Walton, which shows the age and humanity of the company, as it was once a family business. Also, the spark is used on their store products identifying them as a part of Walmart.



Google's logo is interesting. It's simple, it spells out the companies' name and it tells you who they are. However, things go a little of the off the rails. Its colour palette is a series of primary colours, not in order, with the last letter, e, at an odd angle. Its simplicity clashes with an insistence on the unique, which makes it that more interesting to read. This logo however is versatile, it's the first thing you see when you go online, it's the go to search engine, this logo is engrained in your brain, especially when contrasted with a plain white background.



The Apple logo is unsurprisingly, an apple. This simplicity makes it instantly recognisable to a vast majority of people. Also, the chunk of the apple missing makes it that little bit more interesting to look it. So much modernity is conveyed through such simplicity, the black on white background, it's a fantastic logo. The logo has history, harking all the way back to when the company was first founded and named. The image above the iPhone is the original Apple Computer, showing the origins of the logo and how modern, and versatile the logo is now.



The Microsoft logo, like the Walmart is in two parts, one-part text and one-part symbol. By far the most important part of the logo is the symbol, as the text is a plain grey. The symbol is a referencing to Microsoft operating system, the thing that allows you to navigate your computer screen, as it shaped like a window and the operating system itself is called Windows. Informing the consumer that they will get when they buy Microsoft PCs. The symbol is also used on their PC's to easily identify them.



This is the logo for Pinterest, an information catalogue and visual discovery app, where users 'pin' their interest onto boards, which they can share with their friends, showing them what they would like to do and where they would like to go. The logo explains this by having the 'P' of the brand name in centre highlighted by a red background.

This is the Nike logo, it's called the 'Swoosh'. They produce quality apparel and sportswear. The Swoosh is shaped like a tick which encourages a can-do attitude, a sense of optimism, which is important to a sports company wear a sense of purpose and drive is essential to exercise. Also the logo appears on their clothing, showing their versatility.



Tesco is a supermarket company, with a lot of history behind it. It was originally founded in 1919 and so its vintage text font and simple, red/blue colour scheme. I find its simplicity excellent, as isn't too hard on the eyes and therefore not too hard on the head. On their product, you can clearly see the logo, as it is simple and easy to replicate.



Primary research Students Questionnaire results.

One student worked for the British Heart Foundation. There she answered calls. There she gained confidence speaking to people.

Idea Generation

Logos Fonts and Text Design and Finished Logo



Mind Maps



Three Synopsys

1. This video opens with a young person scrolling through social media. A cynical voiceover observes, "Observe, the young person. Too lazy to get a job-" The young person interrupts them. "Actually, I'm getting work experience, I'll have you!" the cynical voice coughs awkwardly and says, "Right carry on..." We cut to the young person working, being professional, helping customers. In the middle of the video we then cut to a business owner gushing over the young person and how useful they are. Intercut with the interview is footage of the young person still working hard. We then cut to the young being interviewed and saying what they like about the business and the work experience programme. Intercut with this interview is the business owner and the young person working together, the business owner giving wisdom. The video ends with the Connekt logo and links to relevant Connekt social media accounts.
2. We start with shots of a Work Experience coordinator's office or a mock office if we can't film in it. The coordinators begin by asking, "What is Work Experience?" They then briefly explain what it is and saying it's very good. They then say certain business don't think this. We then cut to a business owner saying why they don't have work experience is because of "insurance" In the middle of the video the coordinator explains that insurance is nothing to worry about. We then cut to a group of young people who want to do work experience but can't because of the lack of programmes. One person wants to go into sport. Another into catering and some into media. In the penultimate scene we are reunited with the business owner who understands why Work Experience is important ad that insurance isn't a problem. The video ends with the Connekt logo and links to relevant Connekt social media accounts.
3. We open on a business owner opening their shop/business. As this is happening we hear a voiceover of the business owner saying only a year ago they began a work experience programme. They say they've been in media for years but never saw the opportunity for further work with young people. Essentially, they opened the programme because they learned it wouldn't cost them anything and that it would attract new talent and that is what they were missing out on. The voiceover says, "Over time more people came to work for a week" and we see footage of young people coming to work in the business. In doing so we see how successful the programme has been. They also recruited locally so they often see the young people come over as customers. They also say because young people use social media they are very good employees. The video ends with the Connekt logo and links to relevant Connekt social media accounts.

Pros and Cons and voice recording - see recording in Main Submission folder

Idea 1 – Students actually like Work Experience-The video opens with a narrator bemoaning a student, remarking they aren't working they are instead on social media. The student replies by saying they are, at this moment applying for Work Experience. We are then shown the student working hard at a business. We then have an interview with the business owner saying how useful they have been. They also mention how the social media expertise of the student has been helpful. We then interview the student and they say how much they have learned about their work place. The video ends with the Connekt logo and links to relevant Connekt social media accounts			
Do it!	✓	Discard it!	✗
Pros of idea		Cons of idea	
It's funny, the video opens with the narrator being interrupted by the student for being rude.		It isn't that fact heavy. Business owners would like information about Work Experience, not just a shiny piece of advertising.	
It has interviews with a business owner and student, giving their perspectives.		I don't have an exact location for where to film the promo only a "media business" which is vague.	
It's light, generally positive about Work Experience.			
I know the business is a media business as that's most relevant to me as a media student			
We have shots of the student being helpful, which is a strong image I would like to convey.			

Conclusion -This idea makes Work Experience look like a very positive experience for all involved, which is good. The drawback is lack of information on how Work Experience is beneficial and that would be conveyed through statistics, for example, how many people go onto further employment through Work Experience.

Idea 2 – Starting a Work Experience programme- We start with shots of a Work Experience coordinator's office or a mock office if we can't film in it. Like the Main office at Kingston college. A Business owner comes over and visits them. The coordinator answers the question "What is Work Experience?" They then briefly explain what it is and saying it's very good. The business owner doesn't agree. We then cut to a business owner saying why they don't have work experience is because of "insurance" In the middle of the video the coordinator explains that insurance is nothing to worry about. We then cut to a group of young people who have done work experience. We then see them working in their preferred jobs, but in black and white as its hypothetical world. One works in a converted LRC. Another in one of the fashion classrooms. The last one works in the editing studio. We are shown examples of what advantages the students bring to the work place, like their social media savviness, they energy and they desire to work hard and bring new ideas. In the penultimate scene we are reunited with the business owner who understands why Work Experience is important. The video ends with the Connekt logo and links to relevant Connekt social media accounts.

Do it!	✓	Discard it!	X
Pros of idea		Cons of idea	
Talks about Work Experience insurance and how easy it is to get.		It's not as funny as the first.	
It has interviews with students who want Work experience but won't get because companies haven't got the insurance. This will show a willingness to work amongst the students.			
We have a business owner relate to the fears of other business owners so they will relate to them. Also, at the end they change their mind about Work Experience, showing other businesses can too.			
The work experience coordinator explains what Work Experience is. It's very much a video for beginners.			
It shows the students working.			
I know my locations.			
Conclusion-When I carried out my questionnaire on why businesses didn't do Work Experience, they're number one concern was a lack of information on how the insurance worked. If I could explain the advantages of Work Experience it will show a clearly for businesses to get the insurance done. So I find this to be the best idea so far as it addresses concerns over insurable something all my survey businesses were worried about and also shows the benefits of the students working.			

Idea 3 – Giving back to the community- We open on a business owner opening their shop/business. As this is happening we hear a voiceover of the business owner saying only a year ago they began a work experience programme. They say they've been in media for years but never saw the opportunity for further work with young people. Essentially, they opened the programme because they learned it wouldn't cost them anything and that it would attract new talent and that is what they were missing out on. The voiceover says, "Over time more people came to work for a week" and we see footage of young people coming to work in the business. In doing so we see how successful the programme has been. They also recruited locally so they often see the young people come over as customers. They also say because young people use social media they are very good employees. The video ends with the Connekt logo and links to relevant Connekt social media accounts.

Do it!	✓	Discard it!	X
Pros of idea		Cons of idea	
Shows an individual businesses owner taking the initiative, an inspiration to other businesses.		We don't discuss the difficulty of starting Work Experience	
Recruiting locally builds connections and makes the businesses seem philanthropic as they giving back to the community.		We'll need to film the opening of a shop.	
The business owner already grasps the advantages of Work Experience, showing it to be easy.			
We show students working.			
Conclusion- The angle with this idea is the businesses are giving back to their local community, building connections. Work Experience can drive up customer satisfaction, as they recognise local young people working jobs and being given discounts. Generally, this idea is like the first, positive but light on information. The business owner being pro-work experience is a good image, however.			

Task 2

There were a range of different formats used for the proposals this series, some centres provided templates and some learners made their own, overall these were more successfully attempted this series, with one of the main defining factors being the level of detailed provided by the learner. The most successful learners were consistently meeting the requirements of the task such as outlining their ideas, conveying the content and style of their proposed idea, technical aspects of the proposal and ability to engage the intended audience, whilst meeting the client's requirements, and therefore they were able to attain marks across all traits.

10 marks were awarded for this response.

FULL PROPOSAL

Student name:

Promo title: Starting a Work Experience programme.

Product outline: We start with shots of a Work Experience coordinator's office or a mock office if we can't film in it. Like the Main office at ***** college. A Business owner comes over and visits them. The coordinator answers the question "What is Work Experience?" They then briefly explain what it is and saying it's very good. The business owner doesn't agree. We then cut to a business owner saying why they don't have work experience is because of "insurance" In the middle of the video the coordinator explains that insurance is nothing to worry about. We then cut to a group of young people who have done work experience. We then see them working in their preferred jobs, but in black and white as its hypothetical world. One works in a converted LRC. Another in one of the fashion classrooms. The last one works in the editing studio. We are shown examples of what advantages the students bring to the work place, like their social media savviness, they energy and they desire to work hard and bring new ideas. In the penultimate scene we are reunited with the business owner who understands why Work Experience is important. The video ends with the Connekt logo and links to relevant Connekt social media accounts. My video can be no longer than three minutes and no shorter than two minutes. The video must be saved in an mp.4 format. I also have to make a logo for the company which I have done.

Target audience/user: Business owners without Work Experience.

• **Who is this promo aimed at and why?**

My target audience are business owners, preferably operating in the media industry as I have the most expertise in that area. Another reason for this is because the company I am making the Promo for is a UK based initiative aimed at encouraging businesses to start Work Experience programmes. I have realised that young people use a lot of social media which can be very useful to these companies, I can use that as an attractive angle.

• **How will the choices you make in terms of style and content attract them?**

My style is informative and light, nothing just fact heavy. My video is going to explain what Work Experience is and why it is beneficial, by covering the general facts and by showing how useful the young people are in the work place. When the young people are in the work place it will be a flash back and therefore the colour of the scene will be in black and white, because it is in the past. My editing pace will be slow to start with as it's a conversation with two people, a Business owner and a Connekt Expert. However, it will quicken as we cut to three different young people working at three different businesses. Then it will slow down again as we return to the business owner and the Connekt Expert from the beginning of the video. Shot wise I will have mind sized profile shots of the Business owner and Connekt Expert as they speak. I will have extreme close-ups of the Connekt Experts finger as they point at profiles of her student clients.

Rationale:

This is a summary of Promo information research into other Promos, audience and technical research findings and how they relate to what you are planning in your promo

When researching other promos, I realised this: They always interview both business owners and employees are essentially as it shows how effective Work Experience is. Shots showing the employees working makes them out to be competent and a benefit to business as a whole.

The company logo at the end is also a no-brainer as it shows who the company is.

When I quizzed local businesses about Work Experience, they said they didn't much about Work Experience, more specifically insurance, which is something I mention in the video as not being a problem. The best equipment to use would be the Canon LEGRIA HFM406 is very good on location, so is the Canon G10. To get good sound quality you would use a directional microphone like a Rile microphone or use mufflers to quiter the surroundings. To get good lighting, if your filming in an interior use the room lights or use the three-point lighting technique, to properly illuminate someone. If you're outside beware of the weather and the largest light source, the sun, when filming. When editing use the software, Adobe Premier PRO, as it's professional and linked with other software types like Photoshop and it also has good audio mixing and alteration methods installed. If you want to have an excellent quality close-up shot, you're going to need to use the Prime lens of 50 millimetres, which can be placed on a DSLR (digital single lens reflex) camera, which also has advantages when used outside. The best tripod, SD card and microphone to use overall is the LIBEC tripod which has smooth handling, the SanDisk as it has 16 gigabytes and the SKNNHEISER (SK100) as it comes with tie microphones, which can be placed on someone for good sound quality. Green screen is a technique wear a subject is filmed in front a stretched green cloth and using editing software the Alpha channel is removed (the green) and something else can be placed instead. To sink video and sound if there from a different source, use a Clapper. Finally, if you want to film an interview you need to use four camera positions. 1. The interviewee. 2. Cutaways on interviewees. 3. Cutaways on the interviewer. 4. Wide shot of both of them. This relates to my promo because I need to know how to best get audio as I will be filming in bust locations and I would like to know how to film people.

• **Shooting style:**

what style are you going to use? Types of shots, camera angle, look and feel,

They're will be extreme close-up shots when the Connekt Expert points at the file picture of the students. Look wise it will feel like a light-hearted promo, the theme the advantages of work experiences. Generally speaking it will be positive. I feel a theme like horror or action will just distract from the video's purpose, to inform and make Work Experience look good.

• **Editing style:**

It will be a mixture of both continuous and montage. Yes, the conversation between the business owner and the Connekt expert will be continuous but when the students are referenced there will be a flashback to them working, so it acts like a montage. When these flashbacks occur they will be in black and white to show it's the past.

• **Actors:**

Actors how many and what age/sex/job/look

I have nine actors. Three of them are teenagers. The rest are adults. Five are females. One woman will work as a Connekt Expert, two women will work as Fashion experts and another woman as the Student Fashion employee. One will work as the Film student. One male will be the Business Owner. Another male will work as the graphic design volunteer. One male will be a fashion expert. One male will be an employer working at the Film Company.

• **Costume List:**



This is for the business owner to show he is professional. The suit colour isn't really important, but it must be a suit.



This is the dress for the Connekt Expert, also professional as she is in an office.



This is the clothes for the graphic design volunteer, as its casual and they don't need to wear anything professional as they are not meeting anyone.



This will be the costume for the Hairdresser as its one single colour so that if hair were to land on her she would notice it.



This will be the costumes for the experimental hair. They will be wearing an apron as to cover their clothes from hair, so what they were underneath doesn't matter.



This will be the costume for the Media volunteer turned employee. I chose it because the black jacket will stand out in flashback, which will be in black and white.



This will be the attire of the Media Employer as its casual and appropriate.

- **Locations:**

I will film all locations inside the college. In the office were the Business Owner and the Connekt Expert meet will in fact be a converted College Staff Office. The LRC, the college library, will be shot as a Graphic Design company as its full of computers. Another location, the make-up rooms, where one student employee makes a new haircut for people of her age. The final location will be the technical studio in the Media Department.

- **Audio:**

We will record audio on location as well as do voice over for the Connekt expert as she explains what the Students did for their Work Experience. There is no need for sound effects. The song 'Out of nothing, everything' from the Maniac soundtrack by Dan Romer will be used as we see the flashbacks to the students working.

- **Crew:**

I will be the director, camera operator and editor, but I will need a soundperson, lighting person on the shoot. For those roles I have chosen a few friends.

- **Initial Storyboard –**



Technical considerations

When editing I will use the software, Adobe Premier PRO, as it's professional and linked with other software types like Photoshop and it also has good audio mixing and alteration methods installed. I will also be able to export on Premier Pro as well in a mp.3 format, which how the Promo should be exported. When filming the Canon LEGRIA HFM406 is very good on location, so is the Canon G10. To get good sound quality you would use a directional microphone like a Rile microphone or use mufflers to quitter the surroundings. To get good lighting, if your filming in an interior use the room lights or use the three-point lighting technique, to properly illuminate someone. When preparing to film I will test the location to see if every one of my shots will work. I should also download my music pre-emptively onto my USB. I will be doing test shots at

Legal and ethical considerations

When I make my video, I will use copyrighted material. For example, the music I use will use, "Out of nothing, everything" was made by Dan Romer but the album is owned by Paramount Music who owns the Copyright. It was recorded then realised September 21st 2018. Also, when I made my logo with an image from a stock photo company called VectorStock. If I wear doing this in a job and not as a student, I would have to get permission to use the song from Paramount Music and listen to their terms of use. In the case of the stock image company I could simply buy the image for use rather than reach an agreement of use. Here are the companies contact details:

Task 3

Where learners successfully provide suitable planning and pre-production documentation, there was every opportunity to achieve marks across the higher mark bands, especially if centres are providing appropriate pre-production documentation for learners to complete. For example, for moving image production, a script, storyboard, location recce and health and safety documents would be a minimum requirement; call sheets, talent release forms, production plans and schedules would also be suitable evidence.

The learner below has planned the development of their game and showed the sourcing of their assets and how they have been stored for use within the game. There is also a storyboard, games level and construction planning and evaluation.

23 marks were awarded for this response.

Production schedule:

Week (Please note I am in only in College Monday 10:30 till 12:00, Wednesday 09:00 till 17:30, Thursday 13:30 till 16:30. Tuesday and Friday I am at my Sixth-Form where I still do college work in my spare time outside of my mandatory lessons, which is from 09:30 till 15:30)	What I need to do this week
25/02/2019	This week I need to do Task 1 and 2, which includes analysing the client brief and carrying out secondary research.
04/03/2019	This week I need to do Task 3 and 4, which includes carrying out primary research and idea generation.
11/03/2019	This week I need to do Task 5 which is the Full Proposal for my Promo.
18/03/2019	This week I need to do Task 6, where I will assemble all my Pre-Production paperwork.
25/03/2019	Test shooting for idea, seeing if shots work or not.
01/04/2019	This week I will prepare to do test shots for my promo.
Easter Holiday 08/04/2019 till 19/04/2019	
22/04/2019 Monday Bank Holiday (Easter)	Editing part of the Exam (10 hours)
29/04/2019	Editing part of the exam (5 hours) Submitting all your work in the right format (5 hours)

Skills Audit:

I am already skilled in my knowledge of shot types and what equipment I need to use, so I can get that done easily. I also now how to edit professionally. What will challenging is directing, making sure everyone is where they should be. Also, organising a group of people to be somewhere at a certain time may prove challenging, as my schedule runs alongside several other students. So I will need to learn how to direct competently.

Audio/Music

What tracks am I using in the Promotional Connekt Video? Just one. It's called Out of Nothing, Everything by Dan Romer. The reason I chose it is because my video would be too uninteresting, also it doesn't sound cheesy, modern, there is something natural and bouncy to it, so when you hear it and you see the Work Experience Students working it complements them, as its light tone implies good things are being done. Sure, the beat is repetitive, but it captures you in first it's simplicity then its growing complexity. Frankly, in my opinion, it just sounds good.

Props and Costumes

Props	Costumes
Paper profile of the three-work experience student	Suit for Business Owner
Apple Mac (Computer)	Professional dress for Connekt Expert
Apple Mac Keyboard to go with Computer.	Hoodie and jeans for Graphic Design Work Experience Student
Connekt Logo on paper to go in mock Connekt office.	

Project name: How to start a Work Experience Program

Start Date: 28/03/2019

Return Date: 29/03/2019

Start time.....Return Time.....

Student's e-mail address: 20004189@student.stcg.ac.uk

Student's mobile number: 07927 612517

Equipment required (be exact) I will need a Canon LEGRIA HFM406, LIBEC Tripod, a SanDisk Card, SENNHEISER (SK100) microphone (and a pole to carry it), a clapper with pen to write the timings and sink the sound. Also, for close-up shots I will need Prime lens of 50mm.

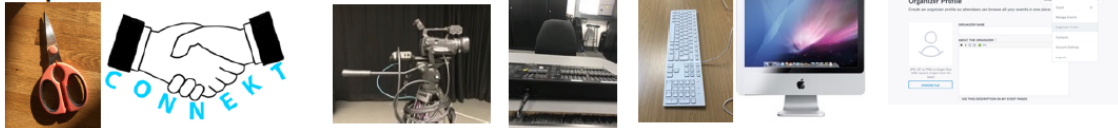
Lecturer's Name (Print name) _____

Lecturer's Signature: _____ Date: 20/03/2019

I (student name above) hereby agree to pay the cost of replacement for any equipment lost or stolen through negligence. Any equipment returned late will incur a charge.

Student signature: _____ Date: 20/03/2019

Prop List



Camera that the media work experience student. Control dials that the media work experience student will use. Profile of the three-work experience student. This will be on paper and will include there faces so as to identify them. Computer in Graphic Design company that the volunteer will use. Keyboard to go with computer that the Graphic Design work experience student will use. Scissors for the hairdresser, when she is working on her new haircut. Connekt logo that will be on paper in the Connekt office.

Script

INT. CONNEKT OFFICE-DAY

CONNEKT EXPERT is sitting at their desk on her computer. A man in a suit, BUISNESS OWNER, walks in.

BUISNESS OWNER
Is this the Connekt office?

CONNEKT EXPERT
Indeed, it is.

CONNEKT EXPERT offers her hand. BUISNESS OWNER shakes it. BUISNESS OWNER sits down opposite the CONNEKT EXPERT.

BUISNESS OWNER
A friend of mine recommended Work Experience but I have concerns...

CONNEKT EXPERT
(NODDING)
Well, Work Experience is a programme where young people work for a week at your business. As well as convincing you to start these programmes, I help young people find work in the existing programmes.

BUISNESS OWNER
It's just, I've heard that the insurance is quite difficult to do and that the young people aren't that useful. Like, would I really have to teach a kid to use a camera? What if they break it?

CONNEKT EXPERT
The insurance is very straightforward in most cases. I must say, these young people can be very beneficial to any business. For example, I have these three on file...

The CONNEKT EXPERT gets out a folder with pictures and profiles of several Students. CONNEKT EXPERT POINTS at the first profile.

CONNEKT EXPERT
This BOY went to work at a Graphic Design company...

INT. GRAPHIC DESIGN COMPANY-DAY

A BOY is working on a computer. Everything is in black and white as it's a flashback.

CONNEKT EXPERT
(V.O)
He was actually very helpful because he had an idea to share his sketches online with all of his friends on social media, because they themselves were Graphic Designers, so he could really refine his idea.

INT. CONNEKT OFFICE-DAY

CONNEKT EXPERT points at the next profile.

CONNEKT EXPERT

This GIRL worked for a hairdressers...

INT. HAIRDRESSERS. Everything is in black and white as it's a flashback.

A GIRL is figuring out how to cut someone's hair.

CONNEKT EXPERT (V.O)

You see, the company had been struggling to connect with young people, their trends and why they even cut their hair that way. She offered to design a new hair style and they loved it.

A crowd of people gather round and applauds the Girl. She is smiling.

INT. CONNEKT OFFICE-DAY

The BUISNESS OWNER nods, impressed.

The CONNEKT EXPERT picks up the final file.

CONNEKT EXPERT

This GIRL actually worked for a film company...

INT. FILM COMPANY-DAY. Everything is in black and white as it's a flashback.

THE GIRL is being taught how to use camera equipment.

CONNEKT EXPERT (V.O)

She was really nervous because she didn't know loads about the film industry, but she quickly got the hang of it.

The EMLPOYER talks with her, telling what to do, she nods along.

CONNEKT EXPERT

(V.O)

INT. CONNEKT OFFICE-DAY

The BUISNESS OWNER smiles.

BUISNESS OWNER

I never realised we could reach out to people like that.

CONNEKT EXPERT

So, are you going to start your own Work Experience programme?

The BUISNESS OWNER nods and they shake hands.

We see the Connekt logo and links to relevant social media.

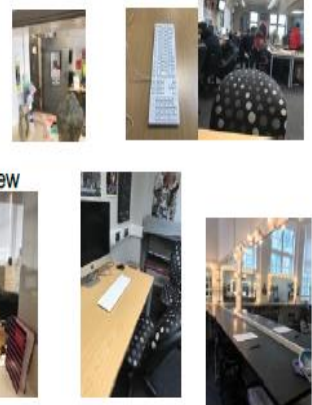
Finished Storyboard



room, desk, and computer main office,
Signed: _____

Location photos

TV studio. When in here the student will use the camera, looking like she is recording something. TV Control Room. Here the volunteer and her employer will be talking at the table. She will lean forward when she uses the dials. Room C107. In this room a graphic design student works on a computer. We will have close ups of the keyboard and them as they work in the chair. Make up room. Here we will film a hairdresser working on a new hair style. We will film around the glass, making sure that the camera is never in shot. Main office. This is where the business owner and Connekt Expert will meet and discuss why they should start Work Experience.



Location Recce of each location



LOCATION RISK CHECKLIST

Location: Make up room

Look at your location in terms of:	
Access for actors, crew, equipment	easy access for equipment + crew
Get details of the nearest Hospital with A and E	Kingston Hospital
Toilets, shower, food	All (men/women) in building
Lighting: Windows, available light, power sources, sound/electrics	Windows, lights on, diffuser on diffuser (good)
Sound: What noise is there, traffic, people, airplanes	Construction work (close windows people)
Health and safety issues: dangers to crew and the public	Valuable make-up (tools) materials equipment
Director's requirements - shots, colour, aesthetics	lights will be in range with 4x diffuser
Photos of the location	

LOCATION RISK CHECKLIST

Location: College Main Office

Look at your location in terms of:	
Access for actors, crew, equipment	easy access for equipment + crew
Get details of the nearest Hospital with A and E	Kingston Hospital
Toilets, shower, food	All (men/women) in building
Lighting: Windows, available light, power sources, sound/electrics	Windows, lights on, diffuser on diffuser (good)
Sound: What noise is there, traffic, people, airplanes	Construction work (close windows people)
Health and safety issues: dangers to crew and the public	Valuable make-up (tools) materials equipment
Director's requirements - shots, colour, aesthetics	lights will be in range with 4x diffuser
Photos of the location	

LOCATION RISK CHECKLIST

Location: College Main Office

Look at your location in terms of:	
Access for actors, crew, equipment	easy access for equipment + crew
Get details of the nearest Hospital with A and E	Kingston Hospital
Toilets, shower, food	All (men/women) in building
Lighting: Windows, available light, power sources, sound/electrics	Windows, lights on, diffuser on diffuser (good)
Sound: What noise is there, traffic, people, airplanes	Construction work (close windows people)
Health and safety issues: dangers to crew and the public	Valuable make-up (tools) materials equipment
Director's requirements - shots, colour, aesthetics	lights will be in range with 4x diffuser
Photos of the location	

LOCATION RISK CHECKLIST

Location: College Main Office

Look at your location in terms of:	
Access for actors, crew, equipment	easy access for equipment + crew
Get details of the nearest Hospital with A and E	Kingston Hospital
Toilets, shower, food	All (men/women) in building
Lighting: Windows, available light, power sources, sound/electrics	Windows, lights on, diffuser on diffuser (good)
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Health and safety issues: dangers to crew and the public	Valuable make-up (tools) materials equipment
Director's requirements - shots, colour, aesthetics	lights will be in range with 4x diffuser
Photos of the location	

LOCATION RISK CHECKLIST

Location: College Main Office

Look at your location in terms of:	
Access for actors, crew, equipment	easy access for equipment + crew
Get details of the nearest Hospital with A and E	Kingston Hospital
Toilets, shower, food	All (men/women) in building
Lighting: Windows, available light, power sources, sound/electrics	Windows, lights on, diffuser on diffuser (good)
Sound: What noise is there, traffic, people, airplanes	Construction work (close windows people)
Health and safety issues: dangers to crew and the public	Valuable make-up (tools) materials equipment
Director's requirements - shots, colour, aesthetics	lights will be in range with 4x diffuser
Photos of the location	

Location: College Main Office	Risk Factor (1-5)	2
Description of the risks	Put a list of the risks in this location Lots of computers, therefore electricity hazard. I spotted a kettle in there too, so that might be hot, so touching that will scold.	
Person(s) exposed (detail if cast/crew (C), outside company (O) or public (P))	Who might be affected by each risk? Crew will be using computers. The kettle will be affected anyone near it if there not paying attention.	
Action to take	What can you do to make sure this does not happen? Remove the kettle if we think it will get in the way of filming. Make sure the computer is properly wired up.	
Person/company responsible for action	Billy Smith/Director	
Exposed person(s) informed?	Yes	Agreed action taken? Yes
		Risk removed? Yes

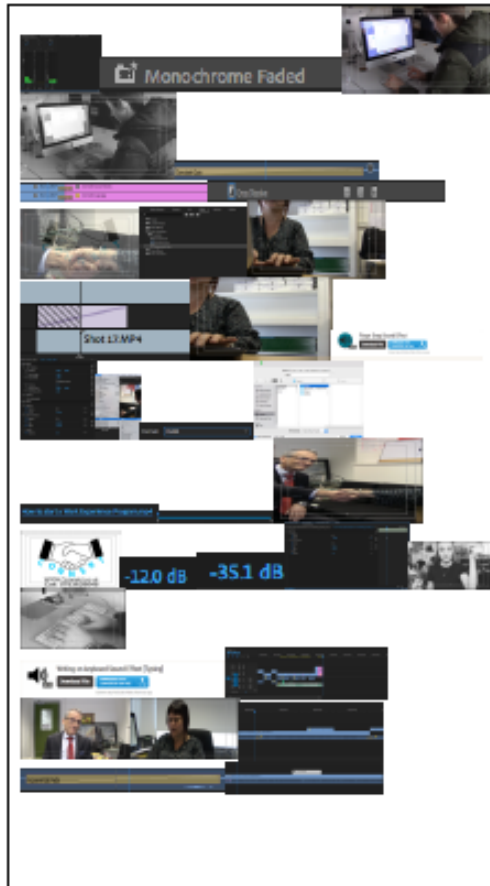
Location: Make up room	Risk Factor (1-5)	1
Description of the risks	Put a list of the risks in this location Valuable make-up equipment, make sure not to touch. Props needed for lessons later on in year, not to be moved, won't be in shot.	
Person(s) exposed (detail if cast/crew (C), outside company (O) or public (P))	Who might be affected by each risk? These aren't risks prese, but more things we shouldn't do to drastically effect the room. Generally speaking the room seemed to be quite safe.	
Action to take	What can you do to make sure this does not happen?	
Person/company responsible for action	Billy Smith/Director	
Exposed person(s) informed?	Yes	Agreed action taken? Yes
		Risk removed? Yes

Shot Number	Brief description of shot	Once Filmed tick it off	How many takes did you do? Remember at least 3 takes of each shot
17	Mid-shot of girl, the Media volunteer, with a camera. Shot from the side, right to left movement.		
18	Wide-mid shot of employer and girl talking.		
19	Close-up of girl using sound dials.		
13	Mid-shot girl with scissors. She snaps her fingers in realization.		
14	Mid shot of girl working on other girls' hair, with reflection in shot.		
15	Mid-close shot of both hairdresser and customer.		
1	Mid-shot. Connekt Expert is typing at her keyboard.		
2	Wide-mid shot of business owner opening door.		
3	Wide-mid shot of business owner sitting down and shaking hands with the Connekt expert.		
4	Close-mid shot of Connekt Expert sitting down.		
5	Close-mid range shot of business owner sitting down.		
6	Close-mid range shot of Connekt Expert.		
7	Overhead shot of files the Connekt Expert get out.		
8	Extreme close-up of picture being pointed with Connekt Expert's finger.		
12	Extreme close-up of picture being pointed with Connekt Expert's finger.		
16	Close-mid range shot Connekt Expert sitting down. Holding the final paper file.		
20	Close-mid range shot of business owner sitting down.		

21	Wide-mid shot of the two of them shaking hands we zoom in on them shaking hands		
9	Close-up of graphic design student working.		
10	Close-up of hands typing on keyboard.		
11	Close-up of face of graphic design student, smiling.		

<p>Production Log Week Photographic evidence.</p>	<p>What I have done this week</p>
<p>25.02.2019-03.03.2019</p>  <ol style="list-style-type: none"> 1. A couple of logo designs. 2. The Connekt client brief. 3. My client summary. 4. One promo example I was shown. 5. The Code and Conventions of the Work Experience I noticed.  	<p>At the beginning of the week on Monday I was tasked with making a logo for a Work Experience company called Connekt. I drew them out using felt-tip and pencil and then took photographs for evidence on my phone. On Wednesday I looked through and analysed the client brief on the computer, highlighting important points and based off that information began writing my own document about Connekt and what I have to do and make to pass. Then I watched several work experience promos to give me inspiration for my own promo. I was then tasked with writing up their codes and conventions, identifying not only what made them work but what they had in common and I outlined this in a PowerPoint presentation using a mind map. For example, most of the videos featured interviews with experts or business owners. Finally, on Thursday I wrote up a Questionnaire on Word asking local businesses in the Kingston area if they did or didn't do Work Experience. I would then take the results and turn them into graphs and explain what they mean in both Excel and Word.</p>
<p>04.03.2019-10.03.2019</p>   <p>Primary Research-Equipment</p> <ol style="list-style-type: none"> 1. The primary research document located in my USB. 2. My finished Connekt logo made in PhotoPlus. 3. The graphs I made about my questionnaire results. One of my mind maps on paper. 	<p>This week started with me interviewing my tutors on what equipment I'll need to make the promotional video. I recorded my results into a Word document. On Wednesday I get back my results from the Work Experience Questionnaire. I then made a few Pie Charts on Word which explained what the Companies thought of Work Experience, I then summarized the data. Also, I began designing my logo in Photoshop. I chose this design as it shows two shaking hands, implying an agreement of employment or in a Connekt context, the agreement of Work Experience between two people. After that I began writing down three ideas on paper as Mind Maps. I then to summarise them in a Word document exactly what the video would be about. On Thursday I actually began working on this Production Log on Word, of course.</p>
<p>11.03.2019-17.03.2019</p>    <ol style="list-style-type: none"> 1. My redorded interview. 2. My Storyboard. 3. My production schedule. <p>My finished</p>  <p>Connekt Script.docx</p>	<p>This week started with me writing up a pros and cons list about my ideas on Word, after being supplied with a template from my teacher and a task. The task was to read through my synopsis and my mind map and list the advantages and disadvantages in a table. Then using a Tascam DR40, a piece of recording technology, I and Jonathan O'Sullivan recorded a discussion about our ideas for our promo videos. We then put the audio clip into Encoder, a piece of Adobe software that converted the recording to an mp3 format so we could upload it to Moodle. On Wednesday I wrote up my Script on Word, then wrote my Storyboard on paper in the appropriate format. On Saturday I did my Production Schedule, on Word. There I outlined what I needed to do for the Unit in a table. On the weekend I made a start on my Full Proposal and nearly finished it. My tutor outlined clearly what I needed to do to finish it. One of the final pieces of the Proposal is saying what the ethical and legal concerns for the video are and my tutor said they would provide a statement that I would copy into my Full Proposal, so I have that to be given that on Monday next week.</p>
<p>18.03.2019-24.03.2019</p>  <ol style="list-style-type: none"> 1. Actor Release From Camera in TV studio 	<p>I have finished my full proposal, given the information about Copyright I require. After that I began working on the Pre-Production materials. I finished all my Location Recce's, where I had to evaluate my chosen areas and write down what hazards present. I then explain to my tutor what locations I'll be filming in and how that will affect my Call Sheet, because I don't know yet who will be filming in my chosen locations, because if we are filming in the same areas we could work together to make our videos. I also did a Prop and Costume list on Word. I also printed off the Actor Contracts so I can use people in my video, from off of Moodle. I started work on the Call Sheet We are filming next week.</p>

 <ol style="list-style-type: none"> 1. My Actor, Steve Finch. Steve isn't part of the Media Department he's a part of the Blossom Hosue team. 2. My Shot List, all shots ticked off. <p>The actors, Rob Stuart alongside Inaaya Rashid.</p>	<p>This week I finished my filming, using a camera, boom mic, SD card and tripod. Typically, I used a Canon camera to film cutaways as that allows for the best freehand movement. When I had to film from a stationary tripod I used the LEGRA 10 as it had very good sound recording. I had two types of SD card, my own which could be. My crew were as follows: Louise Drosdzol, Steve Finch and Rob Stuart as my adult actors. Johnathan O'Sullivan, Gabrielle Bull, Chi-Chi Nwabuisi and Inaaya Rashid as my student actors. Charli MacDonald a student, was my soundperson. Generally, it went well, filming was much easier than I expected to be. My crew were very helpful, especially the teachers who gave me advice on how to film properly, but they tried to stay as hands-off as possible. I filmed over the days of Wednesday the 27th and Thursday the 28th, although filming did take place on the Monday I wasn't slotted in on that day, so I had a day off college as lessons were cancelled to instead accommodate the filming.</p>
<p>1.04.2019-07.04.2019</p>  <ol style="list-style-type: none"> 1. My lesson plan which I learned on Wednesday. 2. The folders in my USB. <p>My practice edit on other footage.</p>	<p>This week is the last one before we break up for Easter half-term, so this week I have to log all my shots, make sure the audio is present and correct and if needed, download any extra Music I need, which I have already done. I also have to move the jpeg of my logo into my Rushes folder. This will also be the last entry for my Production Log. I will start the Exam on Tuesday the 23rd of April. To prepare for the Exam I have organised my folders accordingly, I also have found and placed my music I want in my USB. I also began practice editing on some old, other footage, turning it monochrome, which is what all of my flashback footage will be, black and white.</p>
<p>22.04.2019-29.04.2019</p> 	<p>This week is Exam Week, where I have to make my edit. To begin I organised all my rushes in my USB before I uploaded it all to my desktop. I organised them into four folders. Rushes to use, my shots I was going to use. Spare Rushes, rushes I had discarded but could use if I desired. Audio Assets which was a single sound clip from the MANIAC soundtrack which I was going to use in my video. Finally, Image assets of my logo I made for the client, Connekt. I moved all these folders off of my USB and onto my desktop as I can't have it during my Exam. After this I opened and named my project, 'How to start a Work Experience Program' and saved it to my desktop folder, Project, which was inside my 'Your Film' folder.</p> <p>After that I accessed my clips from my Desktop by importing them, thus automatically creating a Bin where I could access the clips, audio and image assets. A Bin is a series of clips and assets. After that I began moving my first clips onto my timeline. I did this by using the Mark In/Mark Out tool to select what part of the clip I wanted to add. Gradually, I began adding to my timeline the clips I wanted, with both audio and video until I reached the middle of my video where I instead began taking the video and not the audio as it wasn't required and vice versa. To do this I clicked and then dragged from two options once I marked in and out my clip, 'Drag Video Only' or 'Drag Audio Only' I did this until the end of the video as parts needed a voiceover rather than original sound. When I finished adding my clips I moved onto my image assets, where I added my Connekt Logo to the timeline. Once added I extended the Title from five seconds to 10 as that was what the storyboard required.</p> <p>Once I did that I added another title by going onto File and then Media and then clicking on Legacy title to create my Connekt Social Media title. I did this by using the Type tool, where I can write out whatever I want. With that added and made ten seconds to match with the logo I then added the background music, the track, 'Out of Nothing, Everything' by Dan Romer, the artist who made the MANIAC soundtrack. And with that my entire timeline was complete but now I had to move onto the audio, effects and transitions. I listened through the whole video with the new music added and I adjusted the song so it wasn't too loud and so you couldn't hear the actors speaking. I did this clicking on the Audio section of the Premier software and moved the sound slider down on Audio 3 which controls background noise, in my case the song I added. For certain clips I added the Monochrome Faded effect, because these clips were flashbacks and black and white is associated with the past. I did this by looking up the effect in the effects section of the Media browser where my clips are stored. In fact, I got all my effects from the Media browser. Also, I changed the size of the opening clip by changing the Scale Width, so as to cut a certain bag left in frame, as it wasn't supposed to be there. To change Scale Width, I went onto effects control a little tab located within the Editing part of Premier and changed the Scale from the standard 100 to 157 enlarging the image.</p> <p>I then moved onto the transitions where I added Cross Dissolves between the flashbacks and present and at the very end where the video turns to the logo. I also got Cross</p>



Dissolve from Effects. After that, I soon realised a problem, my newly created Legacy Title wasn't cross dissolving with the logo so I added the same video clip without audio over that clip and added cross dissolve wo the Legacy title and clip so it matched up. I added the last cross dissolves tot hr ends of the legacy titles as it makes them fade to black as the music quiets which I think is a good effect. Another thing I noted with the Cross Dissolves was that they weren't working on certain clips so I had to go into Effect Controls to actually make the Cross Dissolve, but this was a minor issue.

After checking over my video, going through the storyboard and script just to double check, feeling happy with what I had done I decided to asked a peer what they thought of the video. They mostly enjoyed it but had three criticisms. They found the music to be too loud, they found some camera wobble to be annoying and they found one of my actors breaking character. As I zoomed in on something they looked at the camera. With the feedback in mind I decided to quiet the music even further, recognised I couldn't fix the camera wobble but I could transform the size of the video down using keyframes to make the frame bigger. I also decided to add another Legacy Title, this one with a phone number so you could call Connekt. I also tweaked the volume of the music towards the end of the video making it slightly louder because there is no other audio and it makes sense that the musical score should become louder towards the end of the video.

Just before I finished with my edit, my tutor, Louise informed the Exam group that we could, with her permission, go online to obtain sound effects. What I needed was a clicking sound effect for one of my actors snaps their fingers and the sound of typing as another character was using a keyboard while he acted. I got my sound effects when I converted them to mp3 using an mp3 converter called Fivto. Finally, I decided to properly edit my audio making it quieter as the scene ended and louder as the scene began. To make it quieter I used the Exceptional Fade, a Crossfade found under Effects.

To make it louder I used Constant Gain. To apply these affects you have to place them on the timeline on the audio. After reviewing the footage one last time, I decided the opening of the video it's too boring, you spend a lot of time on the same shot, so as the business owner and the Connekt expert have their conversation I decided to add some cutaways. To do this I went back into my imported clips and found some footage of both the Connekt expert and the business owner looking like they were listening as the other spoke. I selected these clips using the mark in mark out tool, placed them onto the timeline without audio as it wasn't required, using the Drag Video Only button.

The final thing I did was create one last Legacy title as a title, I also made it the colour blue by clicking that option in the Legacy Title text options. With that all in mind I named my finished video, 'How to start a work Experience Program.mp4'. I uploaded the video in mp4 to a H264 format as that is standard and because mp4 is a format that holds both video and audio. Also, to make sure I got all my footage I used the grey footmarks so as to not lose any. When choosing where to Export my finished video, I chose to use the Export folder in my Desktop folders. With my edit complete I began work on this production log as during my exam I had to take screenshots of what I was doing, prolifically. I placed the screenshots into a screenshot a folder I created before I started the Exam.

Post Production Shot Logging Sheets

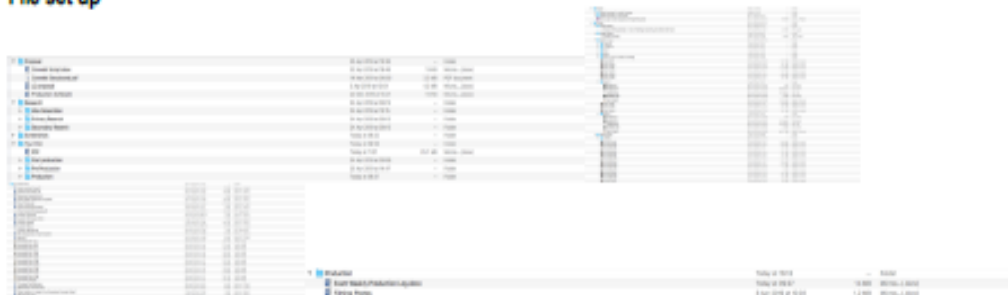
Crew Names	Production
Billy Smith Charli MacDonald Steve Finch Louise Drosdzol Gabrielle Bull Chi-Chi Nwabuisi Inaaya Rashid Rob Stuart	How to start a Work Experience Programme.

Tape no/SD card	Date/Time
SD Card	27 th and 28 th of march

File Number/ file name	Scene number:	Shot no from storyboard	Take	Brief description	Yes use	No Don't use
Shot 1		1	1	Mid-close shot of Connekt Expert working on her computer.	⊕	
Shot 4		4	1	Close-mid shot of Connekt Expert speaking to business owner.	⊕	
Shot 6		6	1	Close-mid shot of Connekt Expert speaking to business owner.	⊕	
Shot 16		16	1	Close-mid shot of Connekt Expert holding paper profile. The actor said it too monotone.		⊕
Shot 16		16	2	Close-mid shot of Connekt Expert holding paper profile. The actor said it with enthusiasm.	⊕	
Shot 7		7	1	Overhead shot of Connekt Expert lays out three paper profiles.	⊕	
Shot 8		8	1	Extreme Close-up of Connekt Expert pointing at face on paper profile.	⊕	

Shot 12		12	1	Extreme Close-up of Connekt Expert pointing at face on paper profile.	⊕	
Shot 21		21	1	Wide-mid shot of the Connekt Expert and the Business Owner shaking hands we zoom in on them shaking hands.	⊕	
Shot 4		4	1	Close-mid shot business owner talking.	⊕	
Shot 20		20	1	Close-mid shot business owner, smiling.	⊕	
Shot 13		13	1	Mid-shot of hairdresser thinking and then snapping fingers.	⊕	
Shot 13		13	2	Mid-shot of hairdresser thinking and then snapping fingers. She did it must faster in the first take.		⊕
Shot 14		14	1	Mid-shot of girl working on another girl's hair whilst working with a mirror. A person with a camera can be seen in the mirror.		⊕
Shot 14		14	2	Mid-shot of girl working on another girl's hair whilst working with a mirror. No camera can be seen.	⊕	
Shot 15		15	1	Mid-close up shot of hairdresser and customer. She didn't look pleased enough.		⊕
Shot 15		15	2	Mid-close up shot of hairdresser and customer. She looked pleased enough.	⊕	
Shot 17		17	1	Mid-shot of girl with a camera filming something. Angle from the side right to left. Film too short.		⊕
Shot 17		17	2	Mid-shot of girl with a camera filming something. Angle from the side right to left. Film too short.		⊕
Shot 17		17	3	Mid-shot of girl with a camera filming something. Angle from the side right to left. Film too short.		⊕
Shot 17		17	4	Mid-shot of girl with a camera filming something. Angle from the side right to left. I prefer the breadth of this shot.	⊕	
Shot 17		17	5	Mid-shot of girl with a camera filming something. Angle from the side right to left.		⊕
Shot 18		18	1	Wide-mid shot of girl and Media employer talking. Audio isn't required for this shot.	⊕	
Shot 18		18	2	Wide-mid shot of girl and Media employer talking. Media employer spoke to camera.		⊕
Shot 18		18	3	Wide-mid shot of girl and Media employer talking. I preferred the first shot.		⊕
Shot 19		19	1	Closer-up of girl working on sound mixer. I like how the actor stares into the camera.	⊕	
Shot 19		19	2	Closer-up of girl working on sound mixer.		⊕
Shot 9		9	1	Close-up of Graphic Design work experience student working on a computer.	⊕	
Shot 9		9	2	Close-up of Graphic Design work experience student working on a computer.	⊕	
Shot 10		10	1	Close-up of hands typing on computer.	⊕	
Shot 10		10	2	Close-up of hands typing on computer.	⊕	
Shot 11		11	1	Close-up of face of Graphic Design Work Experience student.	⊕	

File set up



Copyright and legal

When I make my video, I will use copyrighted material. For example, the music I use will use, "Out of nothing, everything" was made by Dan Romer but the album is owned by Paramount Music who owns the Copyright. It was recorded then realised September 21st 2018. Also, when I made my logo with an image from a stock photo company called VectorStock. If I wear doing this in a job and not as a student, I would have to get permission to use the song from Paramount Music and listen to their terms of use. In the case of the stock image company I could simply buy the image for use rather than reach an agreement of use. Here are the companies contact details:

PO Box 88647

Newton, Auckland

Aotearoa, NZ 1145

These are the web addressed of the sound effects I used that I got off YouTube

<https://www.youtube.com/watch?v=kb838HsA57w>

<https://www.youtube.com/watch?v=2BUNHd7FNZk>

Also, I should also declare the music the video not going to be used for advertising but rather an educational, promotional video aimed at raising awareness for the benefits of Work Experience, not for monetary gain.

The learner provided multiple call sheets, a list of crew and actors, an equipment list and shooting schedules which could not be included due to it containing learner and tutor names and the names of the centre.

Task 4

This is a production-based outcome that focusses on technical and creative competence. As learners were marked on a number of traits in this task, they could potentially perform well in either the technical or creative outcomes and gain a reasonably high grade. A well answered response would include a balance of both technical and creative competences being shown within the final product.

Due to safeguarding, it is not possible to provide examples of learner work in which learners' faces or voices are clearly identifiable, therefore the learner work cannot be provided for viewing, however, this learners' video was well shot, engaging to the target audience and showed their ability to use a range of shots types and editing techniques, they were awarded 21 marks for their response.

Summary

Based on their performance on this paper, learners should:

- Undertake both primary and secondary research as required by the specification and task
- Use appropriate technical language throughout their responses
- Use appropriate conventions when producing proposals
- Use the number of marks available per task to guide them as to how much time and consideration should be given to the task
- Make appropriate use of pre-production and planning paperwork in line with the convention of the medium in which they are working
- Balance technical and creative skills in the production of final products
- All work for tasks 1-3 should be submitted in one single 20-page pdf

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