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**Examiners Report:  
June 2018**

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

**21250K – Unit 5/5/6: 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 first series of these qualifications being released for first teaching in September 2017. The 3 pathways share one externally assessed unit and this is the first series this unit has been assessed. It was clear from the materials received for assessment that centres had undertaken careful preparation for the first external assessment of this unit.

The question paper followed the format identified in 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 had not been followed in many cases and some submissions contained large numbers of different folders with documents of varying lengths. 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 submitting more evidence than that stated. 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 the use of templates often restricted candidates, as it restricted autonomy and candidates worked only within the parameters of the boxes/sections provided and responded only to the prompts given. It is important for this task that learners work independently and produce work under their own volition and of their own devising. Whilst it is accepted 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.

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.

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.

For task 4 there were some encouragingly creative approaches taken by many learners this series and some outcomes would clearly be engaging to the target audience. It is important that learners remain mindful of the client and the requirements of the brief. Learners were required to create a product for 'Skillup' and to reference the company within their production; some learners failed to do this and instead advertised local/centre-based apprenticeship programmes.

# Individual questions

The following section considers each question on the paper, providing examples of common 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 (mostly secondary) and recorded their findings in different formats such as annotated images and internet research. Those learners that did undertake primary research used tally charts and pie charts to record their findings. 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. Sometimes, learners were hampered by teachers/assessors providing templates for them to use. These proved restrictive, and in some cases, learners only provided bullet pointed responses to questions/prompts provided by teachers. This unfortunately restricted learners to the lower mark bands.

The learner below has decided to produce a digital game that can be played at the 'Skillup' stand. The learner has conducted extensive research into their target audience and the most suitable game platforms to use. They have conducted primary and secondary research.

10 marks were awarded for this response.

**1. What genre game is it?**

This game will be based on a quiz type game.

**2. What platform does it use?**

This game will be made on scratch because it's easier to make a game on and you can make games really easy will no stress. It's basic enough to make and also its straight forward.

**3. Explain what player type would want to play this game? (Immersive or casual or both)**

A person who would play this game would be someone who wants to learn about partnerships. So this will be a student.

**4. Is the game engaging to you? Explain why?**

The game is a quiz so you'll be using your knowledge and it will also give you information. The game what's you to use your common-sense because in the real world you need it. And for this cores you also you need it.

**5. Will the game appeal to 16 – 19 year old.**

Yes this game will appeal to 16 to 19 year-olds because at the age of 16 u start looking for premierships after you have finished school. And this game will explain what SkillUP can do and how they can make careers.

**6. Is it easy to use? Explain why the game is easy to use?**

The game is easy to use because it will be for the age of 16 to 19. The game is a quiz so if you get the question wrong it will tell you if you got it. And if you get the answer correct it will also tell you. It's very basic and it's not difficult to use

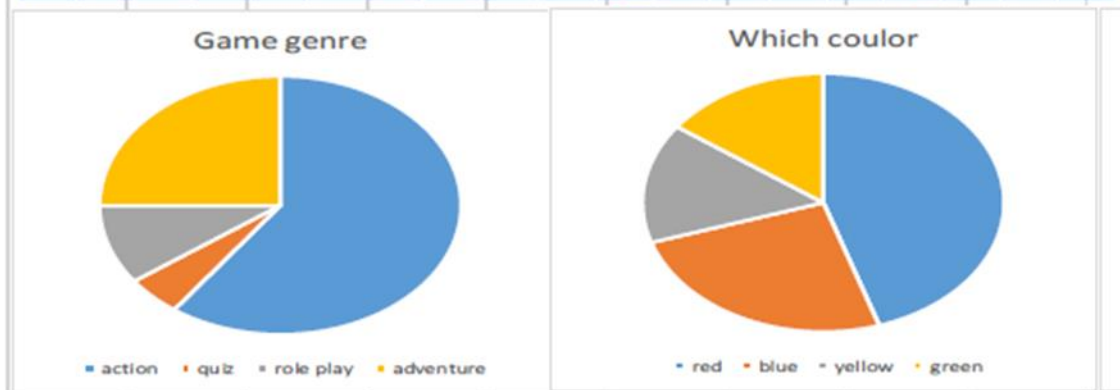
**7. What are the game mechanics? Explain what you like about the game mechanics.**

The game mechanics are going to be made on scratch. This will be made with pathways and code. The game mechanics explain what it singly does so if you want to change something it shows you what you need to change.

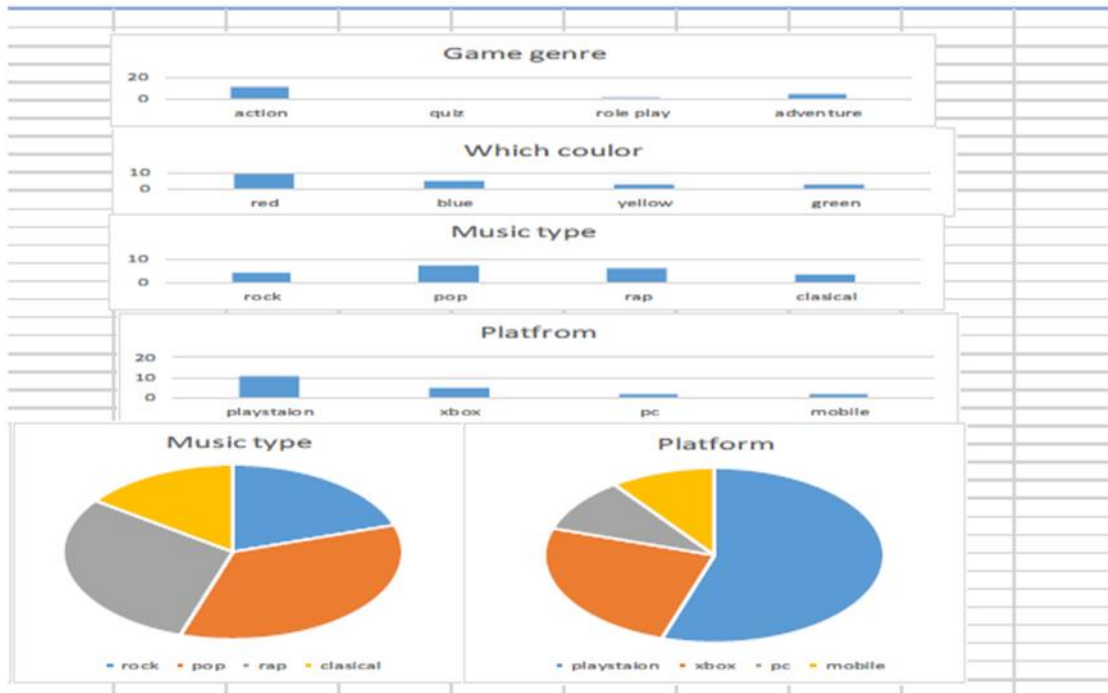
Questionnaire about game relating questions

<b>Game genre</b>	action	quiz	role play	adventure
	12	1	2	5
<b>which coulor</b>	red	blue	yellow	green
	9	5	3	3
<b>music type</b>	rock	pop	rap	clasical
	4	7	6	3

**result of student game servery**







These graphs show you what the quiz results look like when we asked questions about what they would like in the game. As you can see we have two types of graphs. One is a pie chart and the second is a column graph. I chose these two graphs because they are the two most basic graphs and they are easy to read. The results came from students that where 16 to 19 year-olds and would like a game that I'm going to make making.

What type of game genre do you prefer?

Action	quiz	role play	adventure
--------	------	-----------	-----------

What is your favorite color?

Red	blue	yellow	green
-----	------	--------	-------

What type of music do you like?

Rock	pop	rap	classical
------	-----	-----	-----------

What is your favorite platform?

PlayStation	Xbox	PC	mobile
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This questionnaire is asking these questions because we want to know what kids like these day because we want this game to relate to them. So the kids enjoy themselves and are not getting bore playing my game.

We picked four different themes music, favorite color, and game genre and also what platform, this would mean PC, PlayStation etc.

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### Analyses of the game crazy construction

The objective of the game is to build a house in blocks and to try and land on each other to reach the top to make a house/building.

The player type for this game is casual this is because it's not in virtual reality. You are using a keyboard and that it.

During game play I found it easy to use, this is because it was very basic to use. All I had to click was the spacebar to drop the blocks to stack the building.

The crazy construction game uses scratch for the platform.

The genre of the game is 2d casual arcade game. It's a game that you would play in an arcade. It's a bit like Tetris. Where you have to stack the blocks but in this game you stack buildings together.

After play though I found the engaging but it was very repetitive. This is because it was the same shape. In Tetris the shapes are all different to make the game challenging but in this game it's just the same shape so it can land really easy.

From my experience of playing the game, it should not appeal to 16-19 year-olds. This is because it's very basic and it's not hard to play.

What I like about the game is that it's basic enough to play. But what I dislike about the game is that the quality of the game is really poor. And it gets very repetitive.

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The game I am reviewing is called crazy construction from scratch (v456.0.3)



In image 1 it's showing what the game looks like when the game is being played. It starts with no intro just automatically starts and on the left corner it says "finish building" so this was an indication to start placing the blocks on each other. There were no instructions to tell you what to do you had to figure it out yourselves. It was really easy to find as it was the spacebar you had to click.

In image 2 it's showing the tech behind the game this would be like the coding and how it's all made to make the final product. It seems that it's a massive chunk of code with no gaps so this way nothing can be ruined because it all stuck together. There are four different sites. This would be the crane the blocks and also the text boxes.



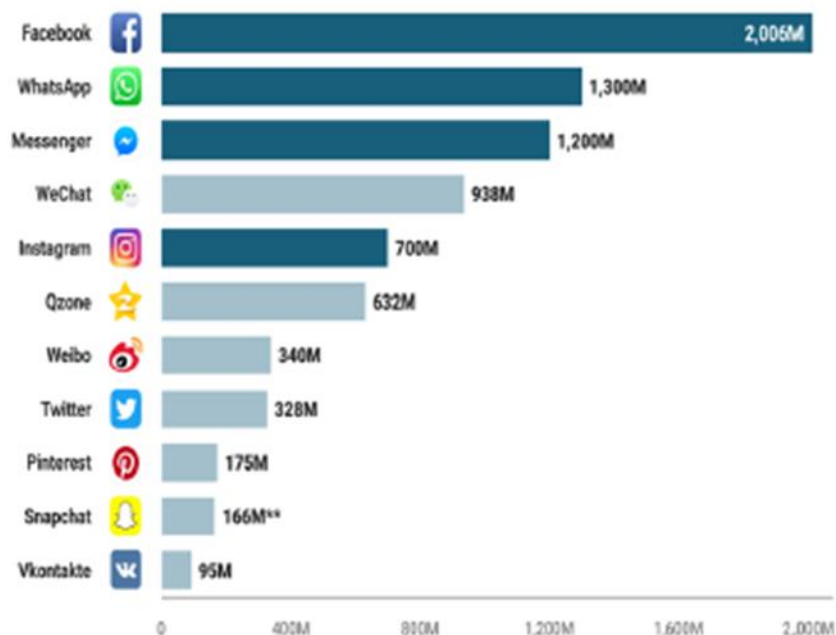
In image 3 its showing the final stage of the game where you have to place the top of the roof to finish the game.

On the top right corner it's a score of 13. This is an indication of how many blocks that I have placed. This is including the roof of the house to finish the game.

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### Biggest social media website

Monthly active users of selected social networks and messaging services\*



<http://uk.businessinsider.com/facebook-dominates-most-popular-social-media-apps-chart-2017-7>

As we can see that all of the social media websites are on one graph. This is showing the most popular website at the moment. As it is shown that Facebook is the most popular website at the moment and WhatsApp is not that far. I'm showing this media graph from the internet because we want to publish advertisements on the best and most recommended media website. At this moment we are going to put advertisements on Facebook as it's the most popular website with 2,006 million viewers a day. With Facebook it's mixed with adults and teenagers. Most of the viewers on Facebook are adults posting pictures of their family

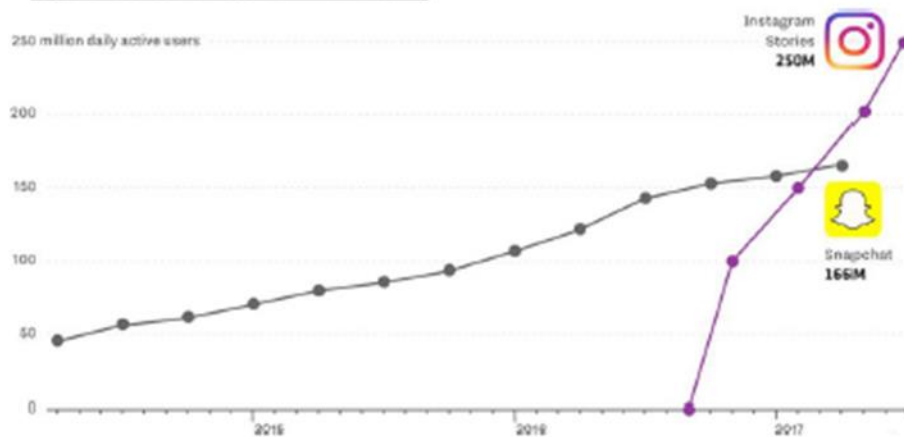
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The two biggest media websites that teenagers use are snapchat and Instagram.

Snapchat is used a lot from teenagers because it's a messaging service. As the snapchat has gone through the years they have put more advertisements on games movies and educational advertisements this is because there are more teenagers using the app then adults.

With Instagram it's a lot different as it's a mixed ratio to kids to adults. This is because it's like Facebook but just posting videos and also pictures.

### Biggest between Snapchat and Instagram



<https://www.socialreport.com/insights/article/115005343286-Instagram-Stories-Vs-Snapchat-Stories-2017-Statistics>

This shows the most popular app between Instagram and snapchat. It shows that Instagram has the most popular users using the app. Instagram has 250 million users ever hour of the day. And as we can see snapchat has 166 million users an hour. So the most popular is Instagram. So I will advertise my quiz about SkillUp on Instagram. This would be perfect is because as we can see most of the users using Instagram are kids and the target audience we need is 16 to 19 year olds. Most kids nowadays look at

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This graph show what apps are most used for on a phone. As you can see here games are used most then any other category on a app store. This does not surprise me because games are the biggest things that make money nowadays. You can see games are on 15% and books are 14%. Games have just reached it. I'm surprised that books are not far off games.

More games are getting made every day. Over 60 thousand apps get made every month. This would mean that games are trying to get better than other games. It's so hard to get games popular as new games are coming out and also you could update your games to make them better than they already are. My game is only to educate the people who are interested about SkillUp.

#### Sound ideas

All these sounds all going to be added to the game. The back song I'm going to pick is from an artist Joji it's a calm song so the player of the game does not get stressed while playing. I have also pick some other sounds like if you get an answer correct a sound of a DING! So you knock if you have got it correct or wrong. If you get the answer wrong you will hear a buzz if you get it wrong. I wanted to get the game as professional as possible so that the player feels like he's playing a proper game not a horrible made game with no reason to play it.

Some of the sounds will not be used but I put them in the collection just in case I change my mind and what to use the other sound.

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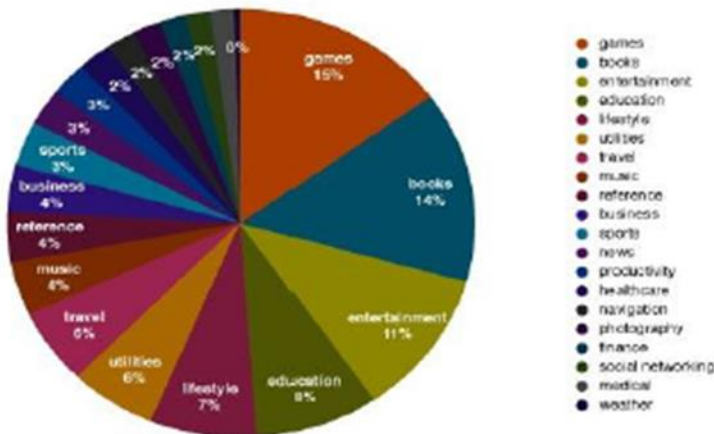
iPhone and Samsung. These are the biggest on the market. Combined two of them together you get so many apps it would destroy the system.

Phone games can have two quality's good or bad. This would mean that it has good quality and you can see everything in the game and second is really bad and you can't see the game. Everyone would pick the first one this is because everyone wants to see the game in good quality.

Then next you have ps4 and Xbox. They would be my favorite because they have lodes of game and the games on these consoles get sold out in seconds. My game would be perfect for all three I have explained. This would be because they get more kids to lean and more kids play Xbox and ps4 then pc. This would be because it's more expensive.

The apps would be perfect because it is quick fast to load up and you could test and play it in your hands and you don't have to worry about it crashing because it would not need Wi-Fi.

Most popular section on a app store



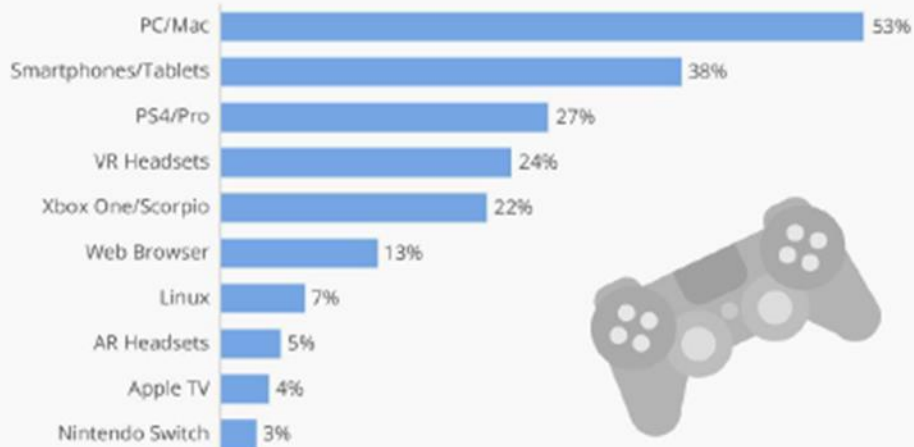
<http://www.approachmobile.com/iPhone-App-Development-What-Apps-Should>



### Best gaming platform to play our game

## The Most Important Gaming Platforms in 2017

% of game developers who are currently developing games for the following platforms



<https://www.statista.com/chart/8525/most-important-gaming-platforms/>

In this graph it's showing the best console on the planet. As we can see pc and mac are the best in the world. This would be because you can get all the games in the world and also you can get the game you pick in high definition. This is fantastic because you can have the best game experience also you can see the quality of the game and this will make the game so much better. As you can see PC takes most of the gaming community. And to be honest I'm not surprised a person who plays game wants the best experience in the world when they are playing.

Below is smartphones and tablets. This would be because there is so many apps. The community is getting bigger because there is two massive types of Phone Company's.

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## Task 2

It was often the case that traits 2 and 4 of the mark scheme were not fully and effectively covered for this task because learners had not been instructed as to the correct construction of a proposal. Learners that made use of a suitable template or had built their own, 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, were able to attain marks across all traits.

10 marks were awarded for the following learner response.

### Proposal

**Production description:** *summing up my game in a brief description, I aim to produce a obstacle course game where the character has to overcome different obstacles and at some stages round the course he will asked question based on his future and what he wants to achieve. My game is called perfect platformers and it is an action genre aimed at the 16 to 19 ages to; this is to engage them into testing their problem solving and patience skills. Regarding to the platform and the player type perfect platformers is a single player game which will be played on PC. Finally, to play this game you will be using the arrow keys on your keyboard to move the character through the obstacles and to select your answer given the question provided.*

**Target audience/user:** *my game has a target audience of ages between sixteen too nineteen years and my game will be in English due to my boss skill-up who are based in England. Another reason I am developing this game is that I believe there is a really big gap in the market for a game that appeals to both male and female and I think an engaging obstacle course game is a great way to test teen's future developing skills such as time management and problem solving. With there being a lot of uncertainty in the younger generation I believe in helping both male and female teen's research apprenticeships is the most appealing way to interact with them.*

**Rationale:** *the main reason for this particular game is to send a certain message out to teenagers that your future should be a subject you want to speak about and be excited not to be uncertain or nervous. I want my game to give students confidence in their own ability to search for different opportunities such as apprenticeships, college and university moreover to go out and to explore the world until they find what they are looking for. During development of this game I had to make crucial decisions regarding gender, game type and the best decision that will be best for business but after a lot of hard thinking the climax for the ultimate decision was that the game was a unisex game that is fun and interactive for students, overall to attract them to come forth about their future and aspirations. Using my game research, I was able to decide crucial features such as interactions, game genre and platform for the game. This helped due the fact that it gave me an outlook on the current game market and made me realise that there is a certain calling for a game regarding valuable skills that teen's need for future. My research showed me that younger teens from the ages of 16-19are getting more intelligent therefore a slightly more complex game testing different skills will be more suitable to them rather than an action violent game that is popular in the market today. The game 'refuge' is game developed by scratch and a game that I reviewed played and enjoyed, so as a sixth form student myself I believe a pitch for a game like this is the best way forward to target the audience of ages 16-19 because the game is fun and addictive yet sensible, but most importantly the game tests*

*important skills you need for the future such as time management and problem solving. So, my view is that my game perfect platformers can teach students these skills and make them enjoy a game where they can learn from and have fun rather than an action violent game which can be potentially dangerous because it can make young people make bad decisions. with my idea and I believe that this is perfect game to fulfil the requirements asked by skill-up.*

***Legal and ethical:*** *adding to copyright requirements I ensured that I meet the demands by making the game my own and re editing it so the game is different to the original I choose to develop which was called perfect platformers. There are no legal age restrictions regarding my game other than that I'd say you need to be ages 16 plus in order to understand this game and know what's going on.*

### 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 and creations of their assets for use within the game. There is also a storyboard, games level and construction planning and evaluation.

22 marks were awarded for this response.

### **Development of work**

***The equipment we would be using is a mac (desktop)  
The program we will be using is construct 3 which is a 2d games development program. As well as vectr, which would help us and blender for our character/asset creation software. For audio we could use logic, to record vocal sounds and create our own sound effects. I have a basic understanding of construct and have minor skills in blender. Which will assist me in making my game.***

## Mind Maps/Assets/Storyboard/Ideas



## Brief- Game ideas

### Clicker game

You go through many different jobs doing basic tasks, listening to your boss and competing them all.

Mechanics, Tightening bolts on wheels and changing oil

Chef, Slowly cook food and pull it of stove in the right time and mix up ingredients etc.

Hair dressers, Style hair and wash hair.

Builders, Lay bricks and build a little house structure, demolition.

### Platformer

A game where you play as a little stick figure, running about collecting things and bringing back to the an object

Mechanics, Go round collecting X amount of bolts etc and bringing them back to a car until its fix.

Builders, Could jump from scaffolding to scaffolding, collecting bricks as score until you get to the top.

### VR

A first person game of any variant of the previously mentioned jobs. Each game could have you use the hand controllers to pick up move items.

This would be the best type of genre for many of the more physical jobs, Like builders, mechanics and cook. You could sort items affiliated with the jobs, for example like the chef pick up knives and chop up veg as the head chef guides.

### Quiz game

A series of questions that come in sets of 4 on a particular apprenticeship.

As you progress you gain score and as you do better you gather score and proceed through the job line.

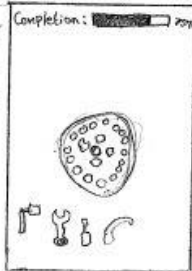
Bar (caper)  
Example: Mechanics

Clicker game

Feature  
A completion bar to see how close you are to finishing task.

Tools  
Ratchet  
Spanner  
Screw driver  
Tire iron

Views/character  
Its in first person view



Features  
So you must select basic tools in correct order to complete task.  
(In this case a tire)

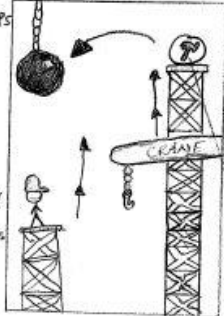
Example: Builder Platformer

Features  
Double Jumps

Views  
Main character  
Stick figure with builders hat

Platforms  
Are all colored yellow and consist of all construction objects.  
Swing on the creeching ball.

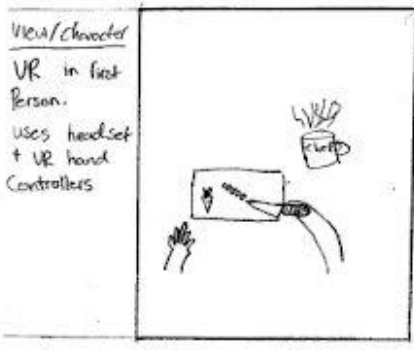
Collectables  
Hammers will be placed through out



Level layouts  
Will consist of areas like this  
On this sketch arrows show the way across this section.

Ben Cooper  
 Example - Cook/Chef

VR



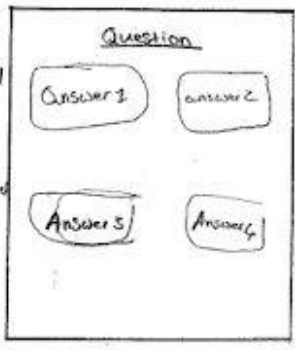
VR  
 You must be focusing on cutting to avoid slicing self

Features  
 Play as a variant of an apprentices in this case a Chef. In this level, you are cutting up vegetables, using the VR Controller

Quiz Game

Example: Business

View  
 The view is the level design. What is the same but different question.



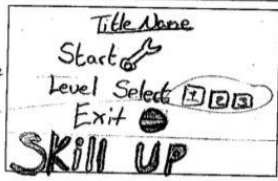
Questions get harder the further you get in game.

Feature  
 4 Answers, click one answer and hopefully its correct and see how much score you get.

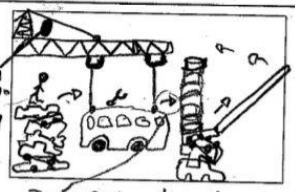
Skill up

Learner Name: Ben Cooper  
 Game Name:  
 Page Number:

Menu  
 Background - white  
 Red yellow green buttons

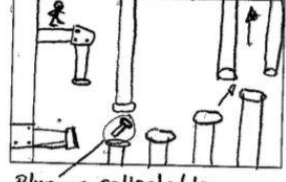


Mechanics level



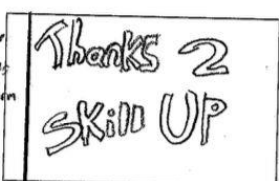
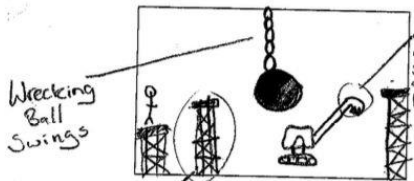
Jump past tire tower the jump to top tire to get to exit near end of level.

Plumber level

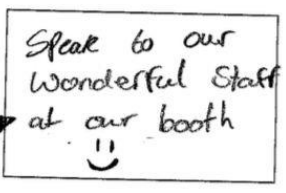


Plumber collectable pipes are platform

lower collision barrier so character sinks in to surface



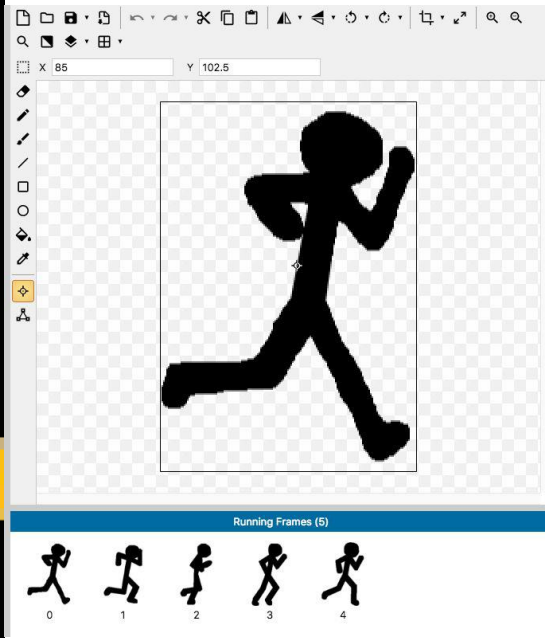
End screen  
 #fades Black#  
 Changes to next frame



## Assets



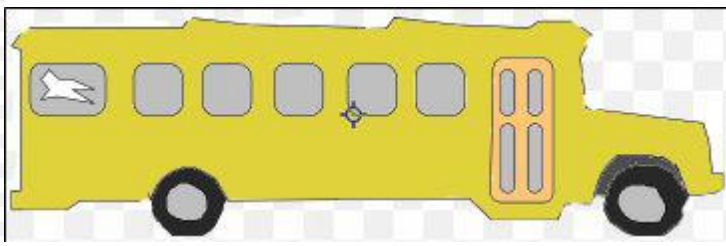
Platform Pixel art



Main Character



Collectable



Another platform example



### Games ideas/Fails (Written work)

*I have rejected the VR idea on the bases its implausible. Although it is the most interesting and better idea, We do not have the correct technology, nor do i have time or skills to attempt something of this scale.*

*Another idea i have rejected is the quiz game. Although it is the most basic and will certainly be complete by the time period, I personally don't think that it is an interesting idea enough to draw in people's attention in like the brief said. It would also lack movement which means it wouldn't catch peoples eyes, like a platformer or Clicker game.*

*My game concept is a multi-level platformer. Where you start off as a one of three people a Mechanic, Builder or Plumber with unique level designs relevant to your character. As all three characters you must navigate a level, until you collect all five tokens, which will be based on a Spanner, Brick or Plunger for each occupation and when items are collect the phrase 'SKILL UP' will be played. Once you have achieved this goal you should open a portal in order to jump through and start the next level.*

*This is relevant towards the brief because i have incorporated more than one apprenticeship which should appeal to multiple audience. Hopefully the various colour changes and sounds should attract people's attention. I have also incorporated the words skill up.*

*The rules of the game would be, The player must collect all collectibles in the level, once the task has been the complete the exit will become available and the player can proceed to the next level. If the player falls and hits the ground before the task has been completed , they will fall and a menu will appear the player then has the option to either 'Restart Level' or 'Exit Game'. The player can then choose what to do.*

#### Task 4

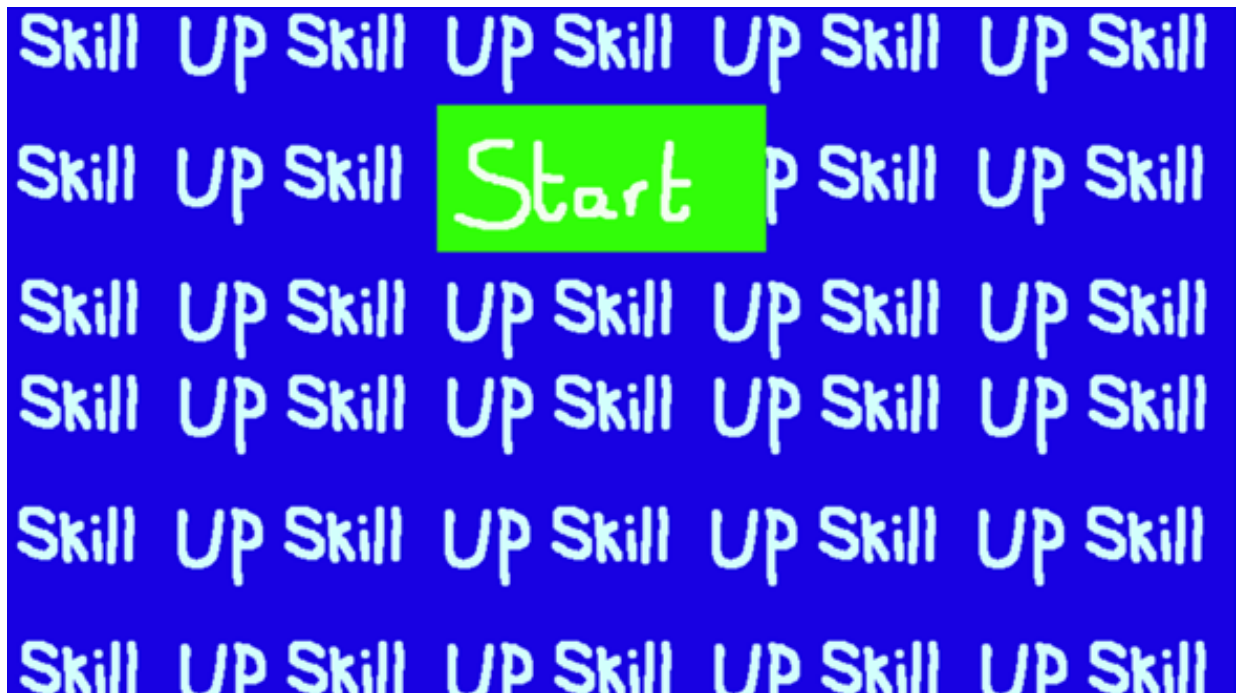
This is a production-based outcome that focusses on technical and creative competence. As learners were marked on a number traits in this task, they could potentially perform well in either the technical or creative outcomes and gain a reasonably high grade. A well answered response would include a balance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

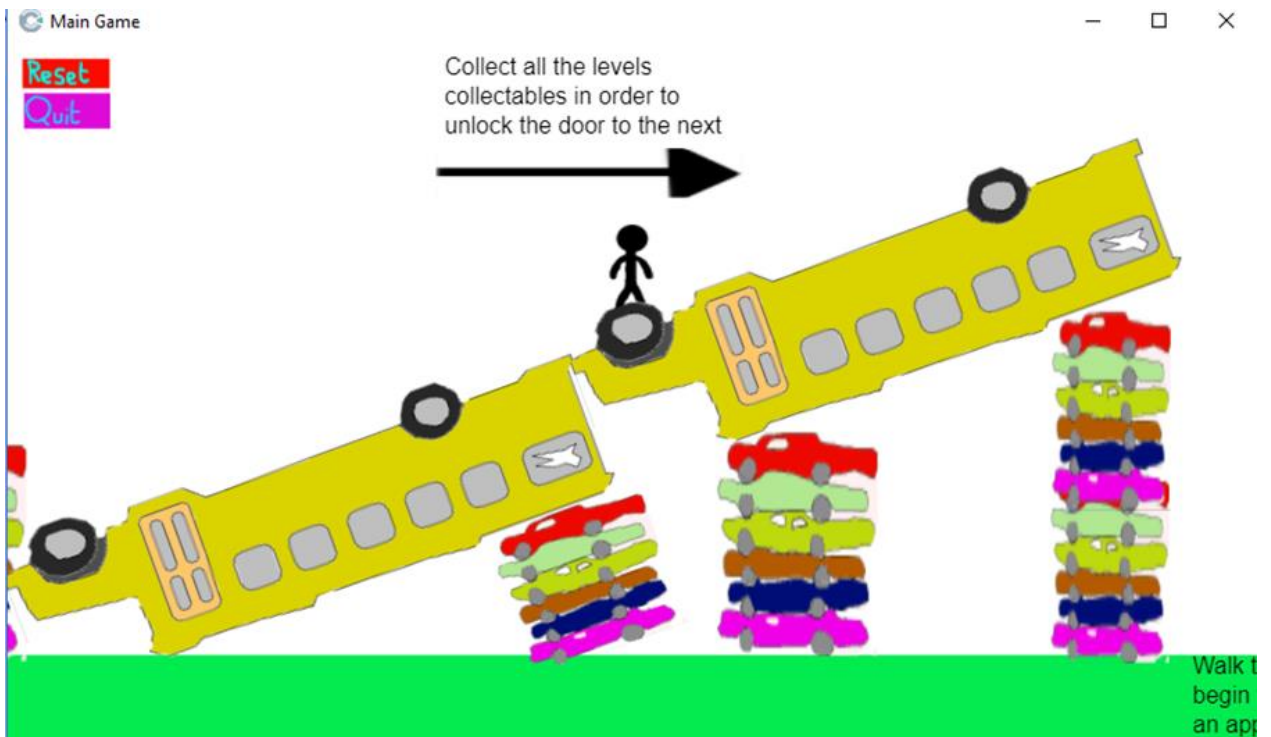
Due to safeguarding, it is not possible to provide examples of learner work in which learners' faces or voices are clearly identifiable, therefore the following game has been selected as an exemplar for this report.

The learner produced an imaginative and exciting game that could be played by all visitors at the stand and would be engaging to the target audience. 'Skillup' has been mentioned within the game and the learner has chosen two different areas of apprenticeships on which to focus the game.

Below are screenshots from the start, different levels, and the end of the game.

22 marks were awarded for this response.

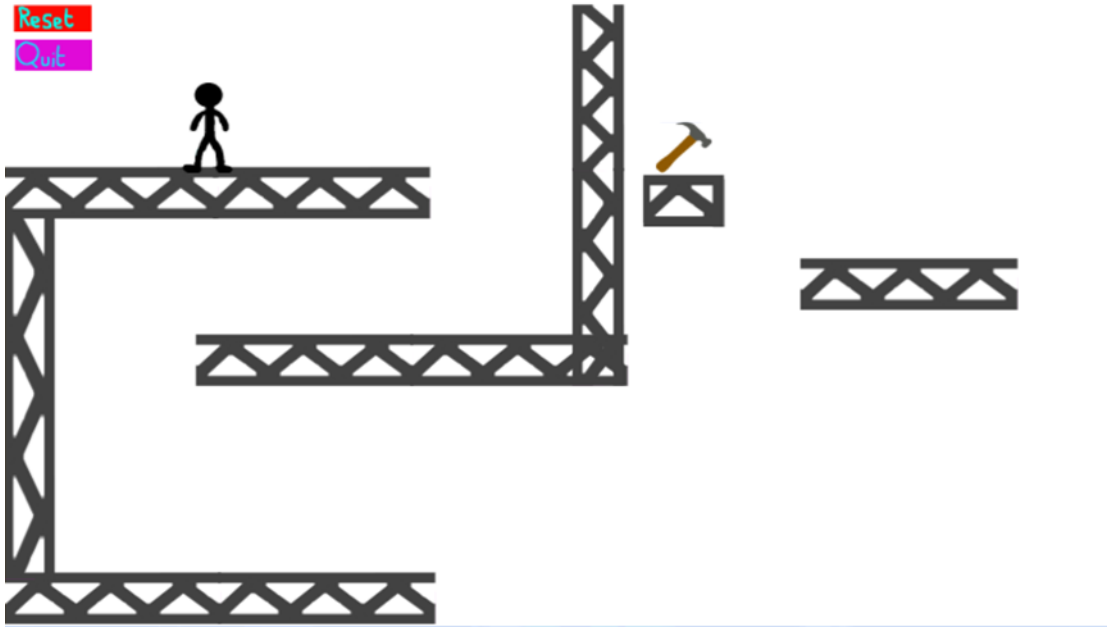




Main Game

Reset  
Quit

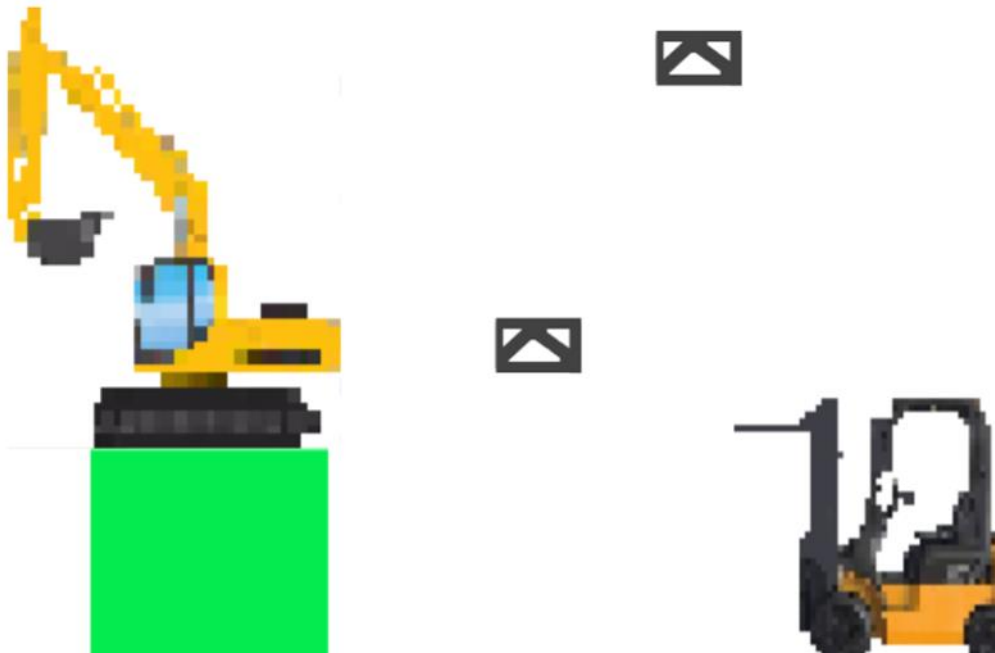
- □ ×

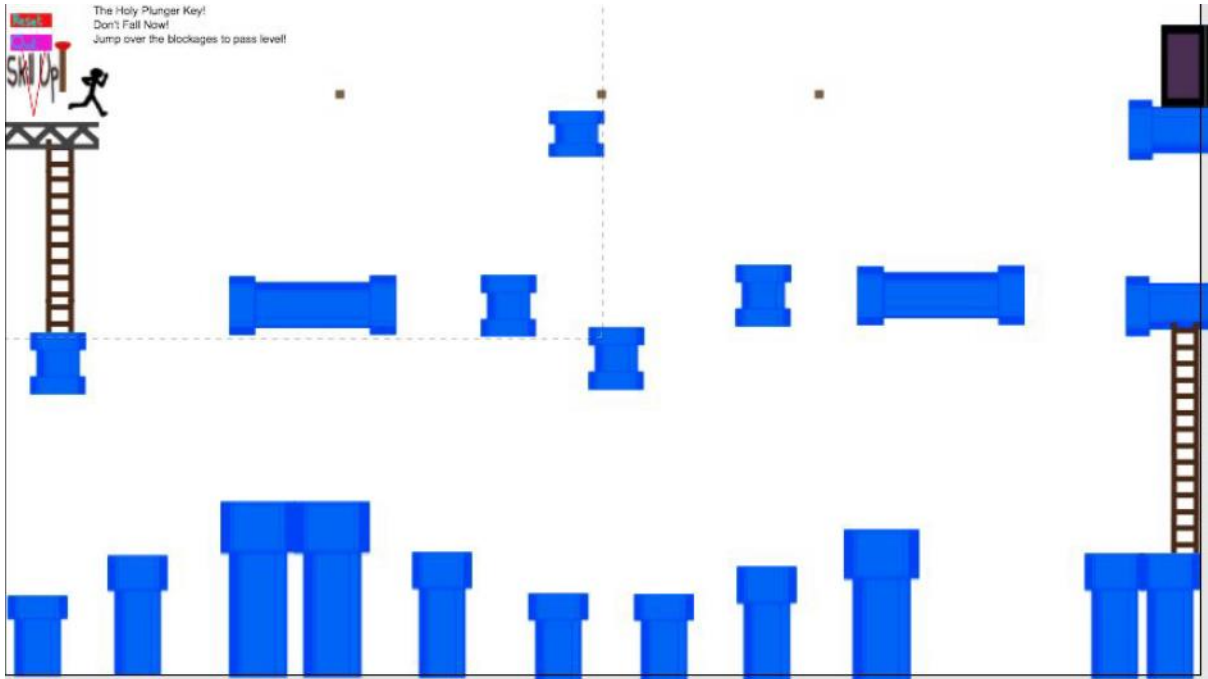


Main Game

Reset  
Quit

- □ ×





You Passed! Your now qualified to do many things and hopefully you can take your experience to the real world!

Hopefully this inspired you to look in to apprenticeships and start a new part of your life!

If you'd like to know more please talk to the SkillUp staff and they will inform you of the many benefits to having an apprenticeships.



Visit [WWW.SkillUp.com](http://WWW.SkillUp.com)  
For more information!

Thank you for playing, Hope you enjoyed!

Press **ESC** To Replay!

# 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