Cambridge Nationals Creative iMedia

Unit R081 Pre Production Skills
Resource Pack
Second Edition

Content

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About the Resource Pack

This resource pack has been designed to help students learn and support teachers in delivery of Cambridge Nationals in Creative iMedia (at KS3/KS4)

General Comments on using the Resource Pack

The resource pack can be used as a comprehensive teaching tool to support existing schemes or resources from the purchasing institute. The resource pack covers all of the learning and assessment objectives of the qualification and unit covered. Teachers can use the resource pack as introduction to the qualification, either as starter, main, plenary activities or as homework sheets to extend the learning in the classroom. All Worksheets have been designed to incorporate differentiation and cater for learners of all abilities.

Summary Disclaimer

The publisher or author cannot guarantee that the content in the resource pack will help, assist and progress the learning of the purchaser and/or institute including students/learners/teachers in any formal or informal exams or coursework practices. The purchasers own self judgement must be used to ensure information is understood, delivered, used responsibly, appropriately and effectively. It is the sole discretion and responsibility of the subject teacher who will determine how, when and decide the best method of using the resource pack relating to any form of examination, coursework or lesson/class.

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This Resource

This resource has been designed as a resource pack to **support and assist** the delivery of Unit R081 Pre Production Skills (mandatory unit). The resource contains worksheets which can be used to support existing schemes of work, lessons plans and other resources.

This resource pack has been UPDATED to include new worksheets and activities that are suitable for the exam of this Unit

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How to use

The resource contains the sample assignments and exam practice activities for Cambridge Nationals in Creative iMedia qualification.

Answers are on the worksheets

What is the Cambridge Nationals in Creative Media?

Cambridge Nationals in Creative iMedia are media sector-focused, including film, television, web development, gaming and animation, and have IT at their heart. They provide knowledge in a number of key areas in this field from pre-production skills to digital animation and have a motivating, hands-on approach to both teaching and learning. Cambridge Nationals deliver skills across the whole range of learning styles and abilities, effectively engaging and inspiring all students to achieve great things.

Cambridge Nationals in Creative iMedia consist of three qualifications: an Award (60 glh requiring two units), a Certificate (120 glh requiring four units) and a Diploma (240 glh requiring eight units).

About the Unit

This unit will enable learners to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process. Planning is an essential part of working in the creative and digital media sector. This unit will enable learners to acquire the underpinning knowledge and skills needed to create digital media products and gain an understanding of their application.

On completion of this unit, learners will understand the purpose and uses of a range of pre-production techniques. They will be able to plan pre-production of a creative digital media product to a client brief, and will understand how to review pre-production documents.

Learners studying the optional units will be able to apply knowledge and understanding gained in this unit to help develop their skills further during the completion of those units.

- **Learning Outcome 1: Understand the purpose and content of pre production**
- **Learning Outcome 2: Be able to plan pre production**
- **Learning Outcome 3: Be able to produce pre-production documents**
  Learning Outcome 4: Be Able to review pre-production documents

Unit R081 Pre Production

Exam Revision

Name…………………………………… **Class**……………........

EXAM QUESTION: LO1
UNDERSTAND THE PURPOSE OF AND CONTENT OF PRE-PRODUCTION

REVISION QUESTIONS

1. Give two purposes for the use of mood boards:

....

....[2]

2. Give purposes for visual diagram when producing pre-production document

....

....[2]

3. Explain the purpose of a script within pre-production

....

....[2]

4. Give four items associated with using a script when producing a pre-production document

....

....

....

....[4]

5. Explain how Voiceover and video production are used?

....

....[2]

6. Name three different types of camera shots

....

....[2]

REVISION QUESTIONS

7. Name three different types of camera angles:

....

....

....[3]

8. Name four types of camera movement used in recording a movie:

....

....

....

....[5]

9. What two factors are associated with lighting?

....

....

....

....[2]

10 Give three types of camera types that can be used in a pre-production.

....

....[2]

11. State two advantages for using storyboard

Advantage 1

....

....[2]

Advantage 2

....

....[2]

REVISION QUESTIONS

12. State two advantages for a visualisation diagram when producing document:

Advantage 1

....

....[2]

Advantage 2

....

....[2]

13. State two difference between a visual diagram and mood board:

Difference 1

....

....[1]

Difference 2

....

....[1]

14. Give two factors associated with using sound when producing a movie:

Factor 1

....

....[1]

Factor 2

....

....[1]

15. Explain how dialogue can be used in a script to give a effect:

....

....[1]

REVISION QUESTIONS

16. Explain how emotions can be used as a dialogue

....

....[1]

17. Give an example of a dialogue which includes emotion

....

....[1]

18. State two factors associated with direction within a script

....

....[2]

19. Explain why camera movement is important to give an effect:

....

....[2]

20. Name three factors used in a virtual camera in pre-production:

Factor 1

....

....[2]

Factor 2

....

....[2]

Factor 3

....

....[2]

End of Exam Paper 1

Name... Class...........................

EXAM REVISION: LO2
BE ABLE TO PLAN A PRE-PRODUCTION

EXAM

REVISION QUESTIONS

1. State four factors associated with client requirements for a pre-production

....

....[2]

2. Explain the purpose of a target audience

....

....[2]

3. Name four factors for a specific brief

....

....[2]

4. Explain when primary sources are used

....

....[2]

5. Explain how secondary sources can be collected

....

....[2]

6. State two differences between primary and secondary sources

Difference 1

....

....[1]

Difference 2

....

....[1]

REVISION QUESTIONS

7. Give two reasons for a client discussion when outlining requirements:

Difference 1

....

....[1]

Difference 2

....

....[1]

8. State differences between target audience and end user requirements

....

....[2]

9. Explain the purpose of timescale when producing:

....

....[2]

10 Give two advantages for having an appropriate timescale

Advantage 1

....

....[1]

Advantage 2

....

....[1]

11. Name four factors associated with a work plan

....

....

....

....[2]

REVISION QUESTIONS

12. Explain the purpose of a milestone:

....

....[2]

13. Explain the purpose of contingencies:

....

....[2]

14. State four factors associated with target audience categorization:

....

....[4]

15. Explain accessibility and how it is used:

....

....[2]

16. State two differences between paper based documents and electronic documents

Advantage 1

....[1]

Advantage 2

....[1]

17. Give two advantages for using electronic pre-production documents

Advantage 1

....

....[1]

Advantage 2

....

....[1]

REVISION QUESTIONS

18. State two health and safety considerations when creating digital media:

....

....[2]

19. Explain copyright law when producing pre-production documents:

....

....[2]

20. What are trademarks?

....

....[2]

21. Give two differences between privacy and defamation:

....

....[2]

22. How is certification and classification used?

....

....[2]

23. Name two types of sources needed when researching working for a target audience

....

....[2]

24. Name one source of information that must be sourced:

....

....[2]

25. Name one action needed to when using copyright material:

....

....[2]

End of Exam Paper 2

Name. . . . .   **Class**. . . . .

EXAM REVISION: LO3
BE ABLE TO PRODUCE PRE-PRODUCTION DOCUMENTS

REVISION QUESTIONS

1. State four methods of designing a producing a pre-production document:

....

....

....

....[4]

2. Explain the purpose of analysing a script

....

....[2]

3. Name two types of equipment needed to produce a pre-production document

....

....[2]

4. Give four file formats for still images

....

....

....

....[4]

5. Give two file formats for audio

....

....

....

....[2]

REVISION QUESTIONS

6. Give three file formats for moving images

....

....[2]

7. Explain the purpose of conversation when using different file formats:

....

....[2]

8. Explain the difference between pre-production document and final products in line with client requirements:

....

....

....

....[1]

9. Name two types of application software to create a visual diagram

....

....[2]

10. Give two advantages for creating pre-production documents

Advantage 1

....

....[1]

Advantage 2

....

....[1]

11. Explain the importance of final documents:

....

....[2]

REVISION QUESTIONS

EXAM

12. Give one type of file format needed for an animation product:

....

....[2]

13. Name one type of file format needed for digital image:

....

....[2]

14. Name the file format for a final animation product:

....

....[2]

15. Name the file format needed for a client website:

....

....[2]

End of Exam Paper 3

Name... **Class**......................

EXAM REVISION: LO4
BE ABLE TO REVIEW PRE-PRODUCTION DOCUMENTS

EXAM

REVISION QUESTIONS

1. Explain the importance of reviewing:

....

....

....[2]

2. Explain the use of reviewing a document format:

....

....

....[1]

3. Give two reasons for clarity in a document:

Advantage 1

....

....[1]

Advantage 2

....

....[1]

4. Give two purposes of suitability of content:

Advantage 1

....

....[2]

Advantage 2

....

....[2]

REVISION QUESTIONS

5. Explain how documents can be tailored to client requirements:

....

....[1]

6. Give two improvements to a pre-production document:

Advantage 1

....

....[1]

Advantage 2

....

....[1]

7. Explain how a colour scheme can improve a document:

....

....[2]

8. Give two advantages for checking the content of a document:

Advantage 1

....

....[1]

Advantage 2

....

....[1]

9. Name one tool to check document content for errors:

....

....[1]

REVISION QUESTIONS

10. Name four factors associated with improving a document:

....

....

....

....[4]

11. Give two advantages for reviewing document content:

Advantage 1

....

....[1]

Advantage 2

....

....[1]

12. Give two disadvantages for misunderstanding clarity and suitability:

Advantage 1

....

....[1]

Advantage 2

....

....[1]

End of Exam Paper 4

Unit R081 Pre Production

Revision Activities

Name…………………………………… Class…………….......

REVISION - CLIENT REQUIREMENTS

REVISION ACTIVITY

A client is the person you work for or it can be an organisation. They will tell you what they want you to plan, design or create for them. The Client will set out their requirements that they want you follow when you plan, such as:

- Purpose , Theme, Style, Genre and Content
- Audience, timescale, milestone must be considered

The client requirements may be given to you in the following ways:

- Face to face discussion
- Written brief
- Script
- Specification
- Written interview

QUESTIONS

1. Explain the importance of identifying the purpose/use for pre-production documents:

....

....[2]

2. Explain two features of using mood boards?

....[2]

3. Give two examples on the use of spider diagrams when producing product:

Example 1

....

....[2]

Example 2

....

....[2]

Name………………………………… **Class**……………........

REVISION - TARGET AUDIENCE

REVISION ACTIVITY

A target audience is the person or group of people that the final product you are creating is aimed towards. It is important to know who the target audience are, as the product may not be appropriate for them. A target audience can be categorised by:

- Gender
- Age
- Income
- Ethnicity
- Location
- Accessibility

QUESTIONS

1. Explain the purpose of a target audience:

....

....[2]

2. Explain two features of associated with a target audience:

....

....[2]

3. Give two advantages for identifying a target audience:

Advantage 1

....

....[2]

Advantage 2

....

....[2]

Name……………………………………… Class…………………......

REVISION - RESEARCH METHODS

REVISION ACTIVITY

Primary Research

- This is information that has been collected personally, or first hand by you or someone who wants to gather the information. A method of primary research includes questionnaires, surveys and a meeting or a discussion.

Secondary Research

- This is information that has already been collated via primary research, but not by you. Therefore using others work is known as secondary sources. This source of information can be found on websites, books or statistic, graphics, logos and other formats, e.g. video/movies.

QUESTIONS

1. Define research methods:

....

....[2]

2. Explain two types of research methods to gather information:

....

....[2]

3. Give two examples of secondary sources of information

Example 1

....

....[2]

Example 2

....

....[2]

Name………………………………… **Class**……………......

REVISION - MIND MAP

REVISION ACTIVITY

A mind map is used to show the development of an idea and is shown in categories. There should be a central theme, and branches, which come out of the central theme. Mind maps can help when planning ideas for your client's requirements.   Shapes should be shown in different colours and have smaller sub shapes which contain relevant   information for that linking to that shape. They should contain:

- Text
- Images
- Colours
- Lines/shapes

QUESTIONS

1. Explain the purpose of mind map:

....

....

....[2]

2. Explain two features of a mind map:

....

....

....[2]

3. Give two advantages for producing a mind map:

Advantage 1

....

....[2]

Advantage 2

....

....[2]

Name…………………………………… **Class**……………........

REVISION - VISUALIZATION DIAGRAM

REVISION ACTIVITY

- A visualisation diagram shows in a visual way what something might look like.
- It can be used for still images and graphics projects such as poster designs and CD/DVD covers.
- A visualisation diagram could also be used to show the layout of a web page, multimedia display, game scene, character model, comic book layout etc.

The visualisation diagram will show both the content and position of different elements such as:

- Images/logos
- Graphics (Background style, borders)
- Text (Font style, size, and colour)
- Navigation (Location and style of buttons or menus, only on a website or interactive presentation)

QUESTIONS

1. Explain the purpose of a visualisation diagram:

....

....[2]

2. Explain the features used to produce a visualisation diagram:

....

....[2]

3. Give two advantages for producing a visualisation diagram:

Advantage 1

....

....[2]

Advantage 2

....

....[2]

Name…………………………………… **Class**………………........

REVISION - SPIDER DIAGRAM

REVISION ACTIVITY

A spider diagram is often used for planning or creating ideas. It uses a structured layout to explore ideas. A spider diagram allows you to think about the main idea and then how the ideas are seen to be present in many parts. It starts with a central idea and branches out. Each branch will have a node. It is important that the nodes follow a logical pattern.

QUESTIONS

1. Explain the purpose of a spider diagram

....

....[2]

2. Explain the features used to produce a spider diagram:

....

....[2]

3. Explain how spider diagrams representation ideas:

....

....[2]

4. Give two advantages for producing a spider diagram:

Advantage 1

....

....[2]

Advantage 2

....

....[2]

Name…………………………………….   Class…………………......

REVISION - MOOD BOARDS

REVISION ACTIVITY

A mood board is a type of collage consisting of images, text, and samples of objects in a composition. They may be physical or digital, and can be "extremely effective" presentation tools. You can use mood boards to show ideas for a wide variety of product from posters and DVD covers to animations and TV adverts. A mood board is a great visualisation tool to show theme, colour schemes, font, textures and the general appearance of your product.

QUESTIONS

1. Explain the purpose of a mood board:

....

....[2]

2. Explain how mood boards representation ideas:

....

....[2]

3. Explain the features of a mood board:

....

....[2]

4. Give two advantages for producing a mood board:

Advantage 1

....

....[2]

Advantage 2

....

....[2]

Name…………………………………… **Class**………………........

REVISION - STORY BOARDS

REVISION ACTIVITY

- A storyboard is a graphical representation of how you want your media to unfold, shot by shot.
- It is made up of a sequence of pictures representing each shot, with notes about what is going on in the scene.
- It is like a comic book version of a script

Storyboards are a combination of:

- Images
- Camera angles
- Lighting
- Sound effects
- Background music
- Motion arrows
- Dialogue
- Scene timings

QUESTIONS

1. Explain the purpose of a storyboard

....[1]

2. Explain two features of using a storyboard

....

....[2]

3. Give two examples on the use of spider diagrams when producing product:

Example 1

....

....[2]

Example 2

....

....[2]

Name…………………………………………

Class………………........

REVISION - HARDWARE/SOFTWARE

REVISION ACTIVITY

HARDWARE

The main piece of hardware required is a computer. Hardware devices for production include high end computers, with fast CPU's lots of RAM and large Storage. Different hardware devices can be used to digitise items. i.e. change them into electronic format. An example would be using a Scanner to digitise a paper document. Some devices have a different purpose.

SOFTWARE

Software is a programme or application written to create the interface between the User and the computer. There are different types of software. Different types of software are used for creating mood boards, mind maps, visualisation diagrams and work plan. Software is also used to create documents and scripts.

.

QUESTIONS

1. Explain how hardware is used pre-production:

....

....[2]

2. Explain how software is used in pre-production:

....

....[2]

3. Give two examples of use of hardware/software:

Example 1

....

....[2]

Example 2

....

....[2]

Name………………………………… Class……………........

REVISION - SCRIPTS

REVISION ACTIVITY

A script is a document that outlines every aural (speaking), visual (what you can see) behavioural (body language), and lingual element required to tell a story. The script is only used as an outline as it will be interpreted by many different professions such as the director, cast, editor, and production crew. Scripts are written in the present tense, as if everything is happening in real time. Scripts usually contain the following elements:

A slugline – this is where and when the scene is taking place.

- **Int/ext** – indicates whether the scene is inside or outside.
- **Day/night** – the time of day
- **Action** – this contains the narrative description of what is happening. It may include camera shot types and angles, together with an indication of any sounds which may be heard.
- **Characters** – names are always in CAPITAL letters.
- **Dialogue** – is always centred
-

QUESTIONS

1. Explain the purpose of scripts and how are they written:

....

....[2]

2. Explain the characteristics of a script:

....

....[2]

3. Give two examples of types of scripts written for production:

Example 1

....

....[2]

Example 2

....

....[2]

Name... **Class**.........................

REVISION - SCRIPTS CONTENT AND USE

REVISION ACTIVITY

Scripts have many purposes and uses: They include:

- Direction (What happens in the scene, interaction)
- Shot type
- Camera movement
- Sounds (For actions or events)
- Characters and dialogue (Intonation, loudness, emotion)
- Formatting and layout

Scripts uses include:

- Location for the scene suggested by Sound Effects
- Mood of the scene suggested by introductory music
- Direction (what happens in the scene, interactions)
- Sounds (for actions or events)
- Dialogue between characters (intonation, loudness, emotion)

QUESTIONS

1. Explain how scripts are written:

....

....[2]

2. Explain the purpose of scripts:

....

....[2]

3. Give two examples on how scripts are used:

Example 1

....

....[2]

Example 2

....

....[2]

Name……………………………………   **Class**……………........

REVISION - HEALTH AND SAFETY

REVISION ACTIVITY

There are different risks and hazards in a classroom or work place.

Hazard

A hazard is something that may be dangerous or risky. hazards may include:
- Computers/Electrical
- Movement
- Furniture
- Seating and Fire

Risk Assessment

A risk assessment is carried out by a company as a means of identifying and minimise potential risks. A risk assessment will normally include the following:

- Hazard Name
- What are the risks?
- Who is at risk?
- How can it be controlled?
- Level of risk

QUESTIONS

1. Name hazards associated with working with computers:

....

....[2]

2. Explain the purpose of a risk assessment

....

....[2]

3. Explain how to minimise hazards:

....

....

....[2]

Name……………………………………… **Class**………………......

REVISION - PERSONAL RISKS

REVISION ACTIVITY

RSI

RSI is a repetitive strain injury is an "injury to the musculoskeletal and nervous systems that may be caused by repetitive tasks, forceful exertions, vibrations, mechanical compression, or sustained or awkward positions.

Eye strain

Many people who use computers complain of eye strain. Looking at a monitor for a long time can strain your eyes or can make any other problems you are having with your eyes seem more noticeable.

Symptoms include:
- Eye discomfort;
- Headaches;
- Sore, tired, burning or itchy eyes; Difficulty focusing

QUESTIONS

1. What are personal risks?

....

....[2]

2. What are the symptoms of eye strain?

....

....[2]

3. Give two examples of personal risks and what can happen:

Example 1

....

....[2]

Example 2

....

....[2]

Name………………………………………… **Class**…………….........

REVISION - OTHER RISKS

REVISION ACTIVITY

Sitting for long periods in front of a computer can cause health problems

- seating posture and computer screen position
- chair height and keyboard position
- mouse position
- desk equipment layout

Safe working practices

- Make sure equipment is properly positioned.
- Use chairs that can be adjusted to suit the height of the person using it and the desk they are working at.
- Avoid glare from windows or lights on computer screens.
- Take regular breaks.

QUESTIONS

1. Explain other risks associated with working with computers:

....

....[2]

2. What type of injury can happen for not seating properly on a chair?

....

....[2]

3. Give two advantages for safe working practises:

Advantage 1

....

....[2]

Advantage 2

....

....[2]

Name………………………………………   **Class**……………........

REVISION - FILE TYPES

REVISION ACTIVITY

Product	File types
Video/Movies	WMV, WMA, MPG, MOV, FLV. MP4
Song/Music	MP3, WAV, WMA
Script/Documents	DOCx, PDF, PUB
Poster/Leaflets	TIFF, PNG, JPG, PSD, PNG, GIF, BMP

QUESTIONS

1. What are file types?

....

....[2]

2. What file types are associated with videos?

....

....

....[2]

3. Give two examples on the use of spider diagrams when producing product:

Example 1

....

....[2]

Example 2

....

....[2]

Name……………………………………… **Class**……………….......

REVISION - IMAGE FILE TYPES

REVISION ACTIVITY

File format	Characteristics and Properties	Compressed/Size
Tiff	High quality format for print and archiving	No / Small
JPG	Commonly used and supported by all devices, software and web	Yes / Small
PSD	Proprietary format for Adobe Photoshop	No / Large
PNG	Can be used for web – Commonly used with Fireworks	Yes / Large
GIF	Limited colours, commonly used for web	Yes / Small
BMP	Bitmap format developed by Microsoft	No, /Large

QUESTIONS

1. Explain how image file types vary in quality:

....

....[2]

2. Explain two file types used for web:

....

....[2]

3. Explain which two files types can be compressed:

....

....

....[2]

Name………………………………………… Class………………........

REVISION - VIDEO FILE TYPES

REVISION ACTIVITY

File format	Characteristics and Properties	Compressed/Limitations
WMV/WMA	Windows media video format for playback on computer	Yes File size and playback
Mpg-1 Mpg-2 Mpg-4	Compressed format for distribution of good quality/small file size video	Yes Picture quality limitation with high compression
MOV	Apple QuickTime movie format	Yes Requires QuickTime
FLV/MP4	Flash video for any moving image product including animation	Yes Playback support needed Flash player plug in needed

QUESTIONS

1. Explain which file types for video provide the highest quality:

....

....[2]

2. Explain two file types used for web:

....

....[2]

3. Explain which two files types can be compressed:

....

....

....[2]

Name………………………………… Class……………..........

REVISION - MUSIC FILE TYPES

REVISION ACTIVITY

File format	Characteristics and Properties	Compressed
MP3	Popular, widely used format for distributing music on portable players, e.g. iPod/Smartphones	Yes
WAV	Large files without loss of quality	No
AAC	Similar to MP3 better performance and durability. Used by Apple.	Yes
AIFF	AIFF stands for Audio Interchange File Format. Similar to how Microsoft and IBM developed WAV	No

QUESTIONS

1. Explain how music file types vary in quality:

....

....

....[2]

2. Explain two file types used for

....

....

....[2]

3. Explain which two files types cannot be compressed:

....

....

....[2]

Name…………………………………… **Class**……………........

REVISION - COMPRESSION

REVISION ACTIVITY

Lossless compression

- Size of a file smaller without losing any of the information in the file.

Lossy compression

- Removing some of the data from a file in order to reduce its size which cannot be restored.

Types
- Once a file has been compressed as a lossy file it cannot be restored to its original condition
- Lossy files often cannot be changed or edited
- A certain degree of compression is hardly noticeable in terms of quality and lossy files take up less space and can be sent electronically due to smaller file sizes

QUESTIONS

1. Explain the purpose of compression:

....

....[2]

2. Explain the difference between lossy and lossless compression:

....

....[2]

3. Explain two types of compression:

 Type 1

....

....[2]

Type 2

....

....[2]

Name…………………………………… **Class**……………........

REVISION - VERSION CONTROL AND FILE NAMING

REVISION ACTIVITY

- File and folders need to be organised when creating and working with various documents.
- Naming files appropriately with a file name to what the file contains helps with file management
- Working with different versions, means that you can always go back to a different version if a file corrupts, or someone tells you they preferred the first design you made. For example RevisionV1, revisionV2, RevisionV3

QUESTIONS

1. Explain the purposes of version controls when producing files:

....

....

....[2]

2. Give two issues or problems associated with files:

....

....

....[2]

3. Give two advantages for naming files and folders appropriately:

Example 1

....

....[2]

Example 2

....

....[2]

Name…………………………………

Class……………….........

REVISION – COPYRIGHT

REVISION ACTIVITY

Copyright	Copyright, Designs and Patents Act 1988
	It is illegal to use created material without permission
	70yrs literacy, dramatic, musical or artistic work
	70yrs films
	50yrs sound recording
	You could face legal action
	• Fine of up to £300,000 for copyright theft
	• Imprisonment of up to five years for a first offence depending on the circumstances
	• Subsequent offences, fine of up to £0.6 million
	• Imprisonment of up to 5 years.

QUESTIONS

1. Explain the purpose of copyright law:

....

....[2]

2. Explain the timeframe for sound recordings:

....[2]

3. Give two penalties for not following Copyright Law:

Penalties 1

....

....[2]

Penalties 2

....

....[2]

Name.. Class.........................

REVISION - TRADEMARKS

REVISION ACTIVITY

Trademarks	Trademarks Act 1994
	A word, symbol, or phrase, used to identify a particular manufacturer or seller's products and distinguish them from the products of another
	Once registered a trademark cannot be used without permission (diluted)
	Injunctions and damages can be granted

QUESTIONS

1. Explain the purpose of trademarks:

....

....[2]

2. Explain properties of trademarks:

....

....[2]

3. Give two penalties for breaking trademarks and restrictions:

Penalties 1

....

....[2]

Penalties 2

....

....[2]

Name……………………………………… Class………………........

REVISION - CREATIVE COMMONS

REVISION ACTIVITY

CC

Creative Commons	A Creative Commons (CC) license is one of several public copyright licenses that enable the free distribution of an otherwise copyrighted work.
	A CC license is used when an author wants to give people the right to share, use, and build upon a work that they have created.
	CC provides an author flexibility (for example, they might choose to allow only non-commercial uses of their own work) and protects the people who use or redistribute an author's work from concerns of copyright infringement as long as they abide by the conditions that are specified in the license by which the author distributes the work.
	Works are governed by Copyright Law

QUESTIONS

1. Explain the purpose of creative commons:

....

....[2]

2. Explain why an author would use creative commons licensing:

....

....[2]

3. Give two advantages for creative commons licenses:

Advantage1

....

....[2]

Advantage 2

....

....[2]

Name……………………………………   **Class**………………........

REVISION - PATENTS

REVISION ACTIVITY

Patent	Patents Act 1977
	Patents protect inventions **Stop anyone from making or using the invention without the owner's permission.** **Last up to 20 years.** **Only exists in the country for which a patent has been granted.** **Generally speaking patents are used to protect the markets in which an invention is to be exploited.**

QUESTIONS

1. Explain the importance of the Patents Act:

....

....

....[2]

2. Explain how long the material lasts relating to the Patents Act:

....

....[2]

3. Give two penalties for not following the Patents Act 1997

Example 1

....

....[2]

Example 2

....

....[2]

Name…………………………………… Class…………….........

REVISION - WORK PLANS

REVISION ACTIVITY

- Work plans are created to organise the sequence of steps that need to be performed to complete a project.
- They show the order the steps should be performed
- They show the time allocated to complete each step
- They may include information about required resources
- They may include information about the location for each step (eg different filming locations to record a video)
- They should include a contingency plan, activities, milestones, timescales, resources, workflow
- They can be displayed as a table or graphically in a Gantt chart

QUESTIONS

1. Explain how work plans are used when developing projects

....

....

....[2]

2. Explain two factors associated with a work plan:

....

....

....[2]

3. Give two advantages of using a work plan when producing a script/production:

Example 1

....

....[2]

Example 2

....

....[2]

Name…………………………………… **Class**……………........

REVISION - CONTINGENCY PLAN

REVISION ACTIVITY

Contingency plans are often built into a work plan to allow extra time in case of setbacks. This could be due to:

- Equipment failure and sickness
- Conditions are not suitable for filming
- Health and safety concerns

Work plans

- These work plans are represented in tables. They allow more information to be stored in them than a Gannt chart, as they can include resources and locations. These are usually created in Word Processing software.
- Gantt charts show work plans in a graphical way. Although they may hold less information than a table-based approach, it is easier to visually track the sequence of events that you have to perform, and check if you are on schedule. They are usually created using Spreadsheet software.   Simple formulas can also be added, such as SUM to add up the total hours.

QUESTIONS

1. Explain the purpose of a contingency plan:

....

....[2]

2. Explain two features associated with a work plan

....[2]

3. Give two advantages for using a Gantt chart

Advantage 1

....

....[2]

Advantage 2

....

....[2]

Name………………………………………   Class……………........

REVISION REVIEW - EXAM PAPER QUESTION 1

REVISION ACTIVITY

EXAM

Section A

Three Oaks, a supermarket chain, is launching a Summer Bank Holiday Sale. In the sale it will be offering discounts on its summer sun products including sun cream, barbecues and ice cream. You have been asked to develop the pre-production documents for the advertising campaign for this sale.

1   One of the main methods of advertising will be the use of printed adverts in magazines. Three Oaks has asked that you produce a mood board for the magazine adverts.

(a) (i)   State **one** purpose of a mood board.
Alternative answers:
• Feel/flow (1 mark)
A visual tool (1 mark)
• Assist in generation of ideas (1 mark)
• Collect ideas (1 mark)   [1]

(ii)   State **three** items that can be included on a mood board.
Photographs/images (1 mark)
1 ....
Alternative answers:
Logo (1 mark)
• Colours (1 mark)
2 ....
• Textures/fabrics (1 mark)
Fonts (1 mark)
• Text/quotes (1 mark)
3 ....
[3]

(iii)   Explain **one** way the mood board can be used to plan for the magazine adverts.
Warm colours used (1 mark) will reflect the summer bank holiday theme
· (1 mark)
· Alternative answers:
• A comparison of competitor adverts (1 mark) to identify an appropriate
·   style (1 mark)
• To create a visual feel (1 mark) about the advert content (1 mark)

QUESTIONS

1. Explain one purpose of a mood board

....

....[2]

2. Give three items which can be included on mood board:

....

....[2]

3. Explain the importance of reviewing exam questions:

....

....[2]

Name………………………………………   Class………………........

REVISION REVIEW - EXAM PAPER QUESTION 2

REVISION ACTIVITY

Question 3

3 Three Oaks has provided you with a written client brief for the Summer Bank Holiday Sale advertising campaign. In this client brief, Three Oaks has set out its requirements for the campaign.

(a) (i) The client brief has defined the colour scheme. Identify **three other** pieces of information that you could expect to find in this client brief.

1 ……Timescale (1 mark)……………………   Alternative answers:
Content (information/images) (1 mark) ………

2 ……Target audience (1 mark)…………………   Style/genre (1 mark)
Location (1 mark) ………

3 ……Purpose (1 mark)……………………   Type of advert required (1 mark)
Budget (1 mark) ………

[3]

(ii) Explain **one** reason why Three Oaks would state the colour scheme to be used in the advertising campaign.

Their use of the summer colours (1 mark) will combine with the supermarket house style (1 mark)

Alternative answers:
• Supermarket has own house style (1 mark) that is used in all their documents (1 mark) …….
• Their house style is unique (1 mark) so makes their products easy to identify (1 mark) …….

[2]

The income of the target audience of the supermarket advertising campaign needs to be considered during pre-production.

(b) (i) Explain **one** way that the income of the campaign's target audience will affect the content of the adverts used.

The products on sale (1 mark) will be those that the target audience can affor (1 mark)

QUESTIONS

1. Explain three pieces of information that be found on a client brief

....

....[1]

2. Explain two features of a colour scheme:

....

....[1]

3. Give one reason for a targeted adverting campaign:

....

....[1]

Name………………………………………… Class………………..........

REVISION REVIEW - EXAM PAPER QUESTION 3

REVISION ACTIVITY

EXAM

Question 4

4   A video campaign will be used to launch the Summer Bank Holiday Sale. This will involve a large team working together to produce a number of video adverts.

To support this you have been asked to draw up a work plan for the production of these video adverts.

(a) (i)   Explain **one** purpose of a work plan.

To plan out what order the tasks (1 mark) need to happen in (1 mark)
....

Alternative answers:
....   -   To allow the project to meet the final deadline (1 mark) by using   ....
                 checkpoints to stay on track (1 mark)
....   -   To provide timescales for parts (1 mark) so that you don't spend too   ....
                 long on one thing (1 mark)
.... [2]

(ii)   Identify **three** items that would be included on a work plan.

1   Project duration (1 mark)   Alternative answers:
     ....   -   Contingencies (1 mark)   ....
2   Time/date (1 mark)   -   Tasks (1 mark)
     ....   -   Activities (1 mark)   ....
                                                    -    Resources/staff/items/locations (1 mark)
3   Milestones (1 mark)   -   Costs/budget (1 mark)
     ....
                                                                                              [3]

(iii) Explain **one** reason why using the work plan would help when working with a large team to produce the video adverts.

Allows the project leader to track (1 mark) that all the parts are being completed
-    on time (1 mark)   ....

QUESTIONS

1. Explain two purposes of a work plan:

....

....[1]

2. Explain the purpose of a timescale within a work plan:

....

....[1]

3. Give one reason for adding milestones to a work plan:

....

....[1]

Name . . . .   Class . . . .

REVISION REVIEW - EXAM PAPER QUESTION 4

REVISION ACTIVITY

(a) **(i)** Identify **two** visual characters from the script.

    Children (1 mark)

1 ....

    Male parent (1 mark)

2 ....

Alternative answers:
- Four people (1 mark)
- Female in group/park (1 mark)

[2]

(ii) Identify **two** locations used in the script.

    Garden (1 mark)

1 ....

    Kitchen (1 mark)

2 ....

Alternative answers:
- Park (1 mark)
- Supermarket (1 mark)

[2]

(b) Explain **one** reason why an **exterior long shot** of the supermarket is used.

Allows the customer to identify the advert (1 mark) with the supermarket (1

....

Alternative answer:

Will allow good view of supermarket to be seen (1 mark) so that viewers will
know exactly where the sale is (1 mark)

....
[2]

(c) Explain **two** aspects of the script that require more detail so that it becomes more useful as a pre-production document.

1 .. The female voice has no visual element (1 mark) which means that you don't know
what is appearing on the screen when the voice over is happening (1 mark)

....

....

QUESTIONS

1. Identify two visual characters from script:

....

....[2]

2. Explain two aspects to the script useful to pre-production document:

....

....[2]

Learning Objective 1

Understand the purpose and content of pre-production

Name……………………………………… Class………………........

1.1 THE PURPOSE AND CONTENT OF PRE-PRODUCTION

ACTIVITY

The purpose and uses for:
- mood boards (e.g. ideas and concepts for a new creative media product development, assisting the generation of ideas)
- mind maps/spider diagrams (e.g. to show development routes and options for an idea, or component parts and resources needed for a creative media product)
- visualization diagrams (e.g. for still images and graphics)
- storyboards (e.g. for use with video, animation)
- scripts (e.g. for a video production, voiceover, comic book or computer game

QUESTIONS

1. Explain the importance of identifying the purpose/use for pre-production documents:

....

....[2]

2. Explain two features of using mood boards?

....

....[2]

3. Give two examples on the use of spider diagrams when producing product:

Example 1

....

....[2]

Example 2

....

....[2]

4. Explain the importance of producing a script for pre-production documents:

....

....[2]

Name…………………………………… Class……………........

1.2 PURPOSE AND USE PRE-PRODUCTION

ACTIVITY

Explain the features of the following design methods and give an example of its purpose: [5]

FEATURES	PURPOSE	USE
MOOD BOARDS		
MIND MAPS		
VISUALISATION DIAGRAMS		
STORYBOARDS AND SCRIPTS		

Name. . . . . **Class**. . . . .

1.3 DESIGNS TYPES

ACTIVITY

The content of:

- Mood boards and mind maps/spider diagrams
- Visualisation diagrams, i.e.: images, graphics, logos, text,

QUESTIONS

1. Explain the purpose of designing a pre-production document:

....

....[3]

2. Explain the following design types:

Moodboard

....

....[1]

Mindmap

....

....[1]

3. Explain the purpose of visual diagrams:

....

....[1]

4. What is the difference between a mood board and a visualisation diagram?

....

....

....

....[2]

Name…………………………………… **Class**……………........

1.4 MIND MAP

ACTIVITY

You have been asked to complete a mind map for a DVD trailer of the latest movie. Complete the mind map below which an appropriate features/titles

Name…………………………………… Class……………........

1.5 FEATURES OF PRE-PRODUCTION DESIGN

ACTIVITY

Explain the features of pre=production design and give an example of its purpose: [5]

FEATURES	CONTENT	FEATURES
MOOD BOARDS		
VISUALISATION DIAGRAMS		
STORYBOARDS		
SCRIPTS		

Name…………………………………… **Class**…………….......

1.6 MOOD BOARD

ACTIVITY

QUESTIONS

1. Explain the purpose of a mood board:

....

....[2]

2. Name the two features of the mood board:

Feature 1

....

....[1]

Feature 2

....

....[1]

Name……………………………………… Class……………….......

1.7 STORY BOARD

ACTIVITY

Storyboard

Title: Preliminary task.   Scene: Storyboard No: ①

Vision: open Door /can't open
Sound: 'Dammit' happens every time

Vision: other Person sat at table, looks at door
Sound: silent.

Vision: Eventually breaks through Sits down and other Person shakes their head.
Sound: Silent still

Vision: both sat down
Sound: 'Alright.' 'Alright' (DELAY REACTION)

Vision: Sat down still, stare at each other (10 secs)
Sound: silence.
\#SHOT REVERSE SHOT

Vision: Sat down again
Sound: tap Pencil, start singing tune

QUESTIONS

1. Explain the purpose of a storyboard

....

....[2]

2. Name the two features of the storyboard

....

....[2]

Name. . . . . Class. . . . .
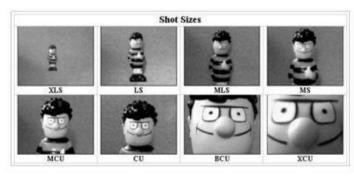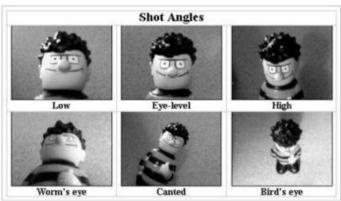
1.8 CAMERA ANGLES, SHOTS AND MOVEMENT
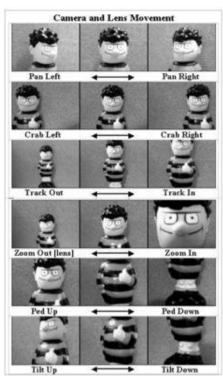
ACTIVITY

Camera Shots, Angles and Movement

Shot Sizes

XLS, LS, MLS, MS, MCU, CU, BCU, XCU

Shot Angles

Low, Eye-level, High, Worm's eye, Canted, Bird's eye

Camera and Lens Movement

Pan Left ← → Pan Right
Crab Left ← → Crab Right
Track Out ← → Track In
Zoom Out [lens] ← → Zoom In
Ped Up ← → Ped Down
Tilt Up ← → Tilt Down

QUESTIONS

1. Explain the purpose of camera angles and movement:

....

....[2]

2. Explain shot angles and why they are important to a production

....

....[2]

Name………………………………………… **Class**……………..........

1.9 CAMERA ANGLES

ACTIVITY

Fill in the blanks to the following explanations: Use the following words:

Conversation , attention, character, mouth, establishing, expression. surroundings, location. presence

Low Angle	Creates the feeling that the viewer is small and vulnerable and the ……………….. here is powerful.
Extreme Wide Angle	………………….. shot – shows where action takes place and sets the scene at the start of an episode or event. Often pans or zooms in slowly as the scene is set.
Two-shot	Used for conversation between equals where what both characters say or do is equally important.
Wide Angle	Puts one character in context in his or her …………………. shows the whole person.
Over the Shoulder Shot	Used for ……………………. where one person's speech is more important than the other.
Extreme Close Up	Unreal viewpoint, focusing on a single feature of a person such as the nose, ……………….., a hand etc, for effect or to draw attention to it.
Close Up	Focuses in on what one person has to say or shows reaction in facial ……………………
Medium Close Up	Concentrates …………………..on single character.
Wide Shot	Puts characters in context to show their …………………….and how they relate to it.
High Angle	Creates the feeling that the character here is being viewed by a more powerful …………………..positioned near the ceiling.

Name. . . . . **Class**. . . . .

1.10 CONTENT AND USE OF SCRIPTS

ACTIVITY

Scripts include different uses and content. This includes set or location for the scene

- Direction (e.g. What happens in the scene, interaction)
- Shot type
- Camera movement
- Sounds (e.g. For actions or events)
- Characters and dialogue (e.g. Intonation, loudness, emotion)
- Formatting and layout.

QUESTIONS

1. Explain the main purpose of a script when producing a product:

....

....[2]

2. Name two key features of using scripts:

....

....[2]

3. Give three examples of the use and content of script for a pre-produced document:

Example 1

....

....[1]

Example 2

....

....[1]

Example 3

....

....[1]

Name……………………………………………… Class…………………........

1.11 WRITING SCRIPTS

ACTIVITY

Your script should include the following:
- Location for the scene suggested by Sound Effects
- Mood of the scene suggested by introductory music
- Direction (eg what happens in the scene, interactions)
- Sounds (eg for actions or events)
- Dialogue between characters (eg intonation, loudness, emotion)

VISIT THE FOLLOWING WEBSITES:
http://www.bbc.co.uk/writersroom/scripts/search

Write a production script for a movie trailer including script content that includes dialogue, sounds, and direction of screens. Highlight the areas in your script.

....
....
....
....
....
....
....
....
....
....
....
....
....[10]

Name. . . . .   **Class**. . . . .

EXAM QUESTIONS

EXAM

LO1 - QUESTIONS

A leisure centre company called IMX Active. They have asked you to prepare some ideas on how the new range of leisure activities. They require a series of pre-production documents before a massive promotion campaign is launched.

1. State one purpose for a mind map:

....

....[1]

1. State one purpose for a visual diagram:

....

....[1]

3. State four features of a storyboard:

Feature 1

....[1]

Feature 2

....[1]

Feature 3

....[1]

Feature 4

....[1]

4. IMX wants to understand camera angles, state four different types:

....

....

....[4]

Learning Objective 2

Be able to plan pre-production

Name…………………………………… **Class**……………........

2.1 INTERPRET CLIENT REQUIREMENTS

ACTIVITY

Interpreting client requirements for pre-production (e.g. purpose, theme, style, genre, content) based on a specific brief (e.g. by client discussion, reviewing a written brief, script or specification)

QUESTIONS

1. Explain what is interpreting client requirements:

....

....[2]

2. Explain the purpose of establishing client requirements?

....

....[2]

3. Give three examples of client requirements for a pre-produced document:

Example 1

....

....[2]

Example 2

....

....[2]

Example 3

....

....[2]

Name…………………………………… **Class**………………........

2.2 INDENTIFYING TIMESCALE

ACTIVITY

Identifying timescales for production based on target audience and end user requirement

QUESTIONS

1. Explain the purpose of identifying a timescale:

....

....[2]

2. Explain the effects of on a target audience?

....

....[2]

3. Give two examples of end user requirements for a production script:

Example 1

....

....[2]

Example 2

....

....[2]

4. Explain the importance of establishing a consistent timescale:

....

....[2]

Name…………………………………………….   Class………………........

2.3 PRODUCING A WORK PLAN

ACTIVITY

Explain each category for a work plan and give an example: [5]

TYPE	EXPLANATION / EXAMPLE
TASKS AND ACTIVITIES	
WORK FLOW	
TIMESCALES	
RESOURCES MILESTONES	
CONTINGENCIES	

Name……………………………………… **Class**……………........

2.4 IDENTIFYING AUDIENCES AND CATEGORISING

ACTIVITY

Give examples of pre-production documents for different types of audiences and name the product: [5]

AUDIENCE	EXAMPLE	PRODUCT
GENDER		
AGE		
ETHNICITY		
INCOME/LOCATION		
ACCESSIBILITY		

Name…………………………………………

Class……………….........

2.5 PRIMARY/SECONDARY SOURCES

ACTIVITY

Explain the tow different types of sources and give as many examples as you can: [6]

SOURCES	EXPLANATION	EXAMPLES
PRIMARY		
SECONDARY		

Name..   Class.........................

2.6 WHAT ARE PRIMARY SOURCES?

ACTIVITY

A primary source provides direct or firsthand evidence about an event, object, person, or work of art. Primary sources include historical and legal documents, eyewitness accounts, results of experiments, statistical data, pieces of creative writing, audio and video recordings, speeches, and art objects.

QUESTIONS

1. What are primary sources of information?

....

....[2]

2. Explain how primary sources are developed:

....

....[2]

3. Give two examples of primary sources of information

Example 1

....

....[2]

Example 2

....

....[2]

4. Explain the copyright issues with primary sources of information:

....

....[2]

Name……………………………………… Class……………........

2.7 WHAT ARE SECONDARY SOURCES?

ACTIVITY

In contrast, a secondary source of information is one that was created later by someone who did not experience first-hand or participate in the events or conditions you're researching. For the purposes of a historical research project, secondary sources are generally scholarly **books** and articles

QUESTIONS

1. Explain secondary sources of information:

....

....[2]

2. Explain how secondary sources are developed:

....

....[2]

3. State two examples of secondary sources of information

Example 1

....

....[2]

Example 2

....

....[2]

4. Explain the copyright issues relating to secondary sources:

....

....[2]

Name……….…………….………………

Class……………….......

2.8 SOURCE AND STORE ASSETS

ACTIVITY

Explain the type of sources and indentify if it is primary or secondary:[6]

SOURCES	EXPLANATION	PRIMARY/SECONDARY
MAGAZINES BOOKS		
SURVEY		
INTERNET		
NEWSLETTERS		
INTERVIEW		

Name…………………………………… **Class**……………........

2.9 HARDWARE/SOFTWARE, TECHNIQUES

ACTIVITY

Hardware, techniques and software used for: digitizing paper-based documents and creating electronic pre-production documents are very important:

QUESTIONS

1. Explain the importance of the choosing the correct hardware/software

....

....[2]

2. Explain the use of techniques:

....

....[2]

3. Explain the difference between gitizing paper-based documents and creating electronic pre-production documents :

....

....[4]

4. List three hardware devices needed for pre-production document:

....

....[3]

5. List two software application needed for pre-production document:

....

....[2]

Name………………………………………

Class………………........

2.10 COPYRIGHT LAW

ACTIVITY

- ✓ The law gives the creators of literary, dramatic, musical, artistic works, sound recordings, broadcasts, films and typographical arrangement of published editions, rights to control the ways in which their material may be used.

- ✓ The rights cover; broadcast and public performance, copying, adapting, issuing, renting and lending copies to the public.

- ✓ In many cases, the creator will also have the right to be identified as the author and to object to distortions of his work.

- ✓ International conventions give protection in most countries, subject to national laws.

QUESTIONS

1. What is copyright law?

....

....[2]

2. Name and explain two products that are governed by copyright law:

Product 1

....

....[2]

Product 2

....

....[2]

3. Explain what rights Copyright law covers:

....

....[2]

Name……….………….……….………….

Class……………........

2.11 MEDIA PRODUCTION LEGISLATION

ACTIVITY

Explain how legislation applies to creative media production and identified the correct legislation: [5]

LEGISLATION	EXPLANATION	LAW
DATA PROTECTION		
PRIVACY		
DEFAMATION		
CERTIFICATION AND CLASSIFICATION		
USE OF COPYRIGHTED MATERIAL AND INTELLECTUAL PROPERTY		

Name.. Class................................

2.12 LAWS/LEGISLATION

ACTIVITY

You have been asked to complete a mindmap identifying all of the law/legislations including an impacts or issues surrounding the use of media content: [5]

MEDIA LAWS/LEGISLATION

Name………………………………………

Class………………..........

2.11 HEALTH AND SAFETY CONSIDERATIONS

ACTIVITY

You have been asked to complete a mind map identifying all of the health and safety consideration within the media industry: [5]

HEALTH/SAFETY

Name…………………………………… **Class**……………........

EXAM QUESTIONS

EXAM

LO2 - QUESTIONS

A leisure centre company called IMX Active.. They require a series of pre-production documents for their massive promotion campaign and need to following guidelines and other types of rules.

1. State one purpose for the use of accessibility:

....
....[1]

2. Explain the use of secondary sources:

....
....[2]

3. Name three legislations that they must follow when marketing leaflets:

Legislation 1

....
....[1]

Legislation 2

....
....[1]

Legislation 3

....
....[1]

4. State one health and safety consideration for an organisation:

....
....[1]

Learning Objective 3

Be able to Produce pre-production documents

Name…………………………………… Class……………........

3.1 PROPERTIES AND LIMITATIONS OF FILE FORMATS FOR STILL IMAGES

ACTIVITY

Explain the following file type properties and limitations: [5]

FILE TYPE	PROPERTIES	LIMITATIONS
JPG		
BMP		
GIF		
PNG		
TIFF		

Name…………………………………… **Class**……………........

3.2 PROPERTIES AND LIMITATIONS OF FILE FORMATS FOR AUDIO

ACTIVITY

Explain the following file type properties and limitations: [5]

FILE TYPE	PROPERTIES	LIMITATIONS
MP3		
AVI		
WAV/WMA		
MP4		
TIFF/GIF		

Name……….………………………….

Class………………........

3.3 PROPERTIES AND LIMITATIONS OF FILE FORMATS FOR MOVING IMAGES

ACTIVITY

Explain the following file type properties and limitations: [5]

FILE AND TYPE	PROPERTIES	LIMITATIONS
VIDEO		
ANIMATION		
SWF		
AVI		
MPG		

Name…………………………………………

Class………………........

3.4 IDENTIFY APPROPRIATE FILE FORMATS NEEDED

ACTIVITY

File formats are used on different production documents:

Circle the file formats for pre-documents: [5]

Name……………………………………   Class…………….........

3.5 APPROPRIATE FILE FORMATS FOR A FINAL PRODUCT

ACTIVITY

File formats are used on different production documents:

Circle the file formats for a Final product: [5]

Name………………………………………… **Class**………………..........

3.6 PRE-PRODUCTION PRODUCTS

ACTIVITY

Explain the purpose and features of each pre-production product: [3]

PRODUCTS	PURPOSE	FEATURES
ANIMATION PRODUCT		
MULTIMEDIA PRODUCT		
MUSIC SOUNDTRACK		

Name……….….………….……….…… Class…………….........

3.7 PRE-PRODUCTION DOCUMENTS

ACTIVITY

Explain the purpose and features of each pre-production documents :[3]

PRODUCTS	PURPOSE	FEATURES
MOOD BOARD		
VISUALISATION DIAGRAM OR SKETCH		
STORYBOARD		
MIND MAP/SPIDER DIAGRAM		

Name.. **Class**.......................

EXAM QUESTIONS

L03 - QUESTIONS

A leisure centre company called IMX Active. They require a series of pre-production documents have now been produced and are ready for full production.

1. State two software application needed to produce documents:

....

....[2]

2. State two file formats for pre-production:

....

....[2]

3. State two file formats for final productions

....

....[1]

3. State two files types needed for saving graphics on the web:

....

....[1]

4. State two limitations of file formats used on the web:

Limitation 1

....

....[2]

Limitation 2

....

....[2]

Learning Objective 4

Be able to review pre-production

Name.. **Class**..................

4.1 EVALUATION

ACTIVITY

Evaluating a pre-production document involves several factors:

QUESTIONS

1. Explain why it is important to evaluate:

....

....[2]

2. Give two possible factors of evaluating a pre-production document:

Factor 1

....

....[2]

Factor 2

....

....[2]

3. Suggest two possible improvements to a pre-production document:

Improvement 1

....

....[2]

Improvement 2

....

....[2]

Name. . . . .   **Class**. . . . .

4.2 EVALUATION AGAINST AUDIENCE

ACTIVITY

Evaluating a pre-production document against a target audience is important.

QUESTIONS

1. Explain why it is important to evaluate against a target audience?

....

....[2]

2. Give two explanations for the use of a target audience for evaluation:

Explanation 1

....

....[2]

Explanation 2

....

....[2]

3. Give two possible improvements a target audience might suggest for the graphic product

Improvement 1

....

....[2]

Improvement 2

....

....[2]

Name………………………………… **Class**………………..…

4.3 EVALUATION AGAINST CLIENT REQUIREMENTS

ACTIVITY

Evaluating a pre-production document on a set of client requirements is an essential and important factor:

QUESTIONS

1. Name two possible client requirements for a pre-production document:

Requirement 1

....
....[2]

Requirement 2

....
....[2]

2. Explain how a pre-production document can be created based on these requirements:

....
....[2]

3. Give two reasons for the importance of evaluation against client requirements:

Reason 1

....
....[2

Reason 2

....
....[2]

Name. . . . .   **Class**. . . . .

4.4 SUGGESTING IMPROVEMENTS

ACTIVITY

Suggesting improvement to a pre-production document will be based on a number of factors: These factors include, colour schemes, content, additional scenes

QUESTIONS

1. Give two reasons for suggesting improvements to a pre-production document:

Reason 1

....

....[2]

Reason 2

....

....[2]

2. Explain the importance of suggesting valid improvements:

....

....[2]

3. Give two advantages for making improvements to a pre-production document:

Advantage 1

....

....[2

Advantage 2

....

....[2]

Name.. Class......................

4.5 CLIENT FEEDBACK

ACTIVITY

A client is very important when creating a project. The client must be given opportunity to give feedback.

QUESTIONS

1. Explain the purpose of client feedback for a finished pre-production document

....

....[2]

2. Explain the importance of receiving feedback from a client?

....

....[2]

3. Give two advantages of client feedback during the process of developing pre-production document:

Advantage 1

....

....[2]

Advantage 2

....

....[2]

4. What should be completed after feedback from a client?

....

....[2]

Name………………………………………… **Class**………………..........

EXAM QUESTIONS

EXAM

L04 - QUESTIONS

A leisure centre company called IMX Active.. They require a series of pre-production documents to be evaluated before going into production.

1. State two method of evaluating pre-production documents

Method 1

....

....[2]

Method 2

....

....[2]

2. State four factors which can be used to improve IMX documents:

....

....

....

....[2]

3. State two advantages for seeking client feedback:

Advantage 1

....

....[1]

Advantage 2

....

....[1]

Exam Paper

Sample Questions

Name. . . . .   Class. . . . .

SAMPLE EXAM QUESTIONS

EXAM QUESTIONS

Interactive Media Concepts is a small production company producing digital content for TV and Film industry. They require a series of pre-production documents to be designed and completed for their latest client.

1. Name one method of designing a pre-production document

....[1]

2. State two purposes for using mood boards

Purpose 1

....[1]

Purpose 2

....[1]

3. State one hardware needed to produce a digital advert:

....

....[2]

4. State two types of legislation that need to be followed:

Legislation 1

....

....[2]

Legislation 2

....

....[2]

5. State two types of script format used in a pre-production

Type 1

....[1]

Type 2

.... [1]

EXAM QUESTIONS

6. State and explain two file formats Interactive Media can use to finalise their Video content:

File type 1

....

.... [1]

File type 2

....

.... [1]

7. Explain two health/safety considerations for producing pre-production documents:

....

....

....

....
[4]

8. Give two advantages for Creative Media seeking client feedback

Advantage 1

....

.... [2]

Advantage 2

....

....

.... [2]

9. Explain how Interactive Media can review their pre-productions:

....

.... [2]

Cambridge Nationals iMedia

Key Terms

Key Terms

Access: The ability of media consumers to produce their own texts and to have those texts acknowledged by the agenda setting media. Also, the ability of media consumers to respond to the dominant media.

Agenda-setting: The ability of the media to tell people what and whom to talk and think about. Also refers to those media that have more credibility than their competition.

Analog: Media software which has a physical quality and presence.

Audience: The group of consumers for whom the media text was constructed as well as anyone else who is exposed to the text.

Branding: The process by which a commodity in the marketplace is known primarily for the image it projects rather than any actual quality.

Censorship: The practice of suppressing a text or part of a text that is considered objectionable according to certain standards.

Connote/Connotation: A description of value, meaning or ideology associated with a media text that is added to the text by the audience.

Construct or Construction: The process by which a media text is shaped and given meaning through a process that is subject to a variety of decisions and is designed to keep the audience interested in the text.

Consumers: The audience for whom a commercial media text is constructed and who responds to the text with commercial activity.

Convergence: The merging of previously separate communication industries such as publishing, computers, film, music and broadcasting, made possible by advances in technology.

Critical: A reflective position on the meaning, biases or value messages of a text.

Critical Viewing: The ability to use critical thinking skills to view, question, analyze and understand issues presented overtly and covertly in movies, videos, television and other visual media.

Cut: An edited transition between two images in which one image is immediately replaced by another.

Demographics: Measurable characteristics of media consumers such as age, gender, race, education and income level.

Denote/Denotation: A description of a media text indicating its common sense, obvious meaning.

Digital: The storage and transmission of information by reducing it to digits and then reassembling it for an exact reproduction.

Docudrama: A filmed dramatization based on fact that combines documentary and fictional elements. In the production process, "based on" allows the creators of the text wide creative latitude and a docudrama is, at best, a skillful representation of a real person or event.

Dominant: When a text is read by the audience in a way that is intended by the creators of the text.

Flak: An organized attempt to influence media content, which can take the form of letters, phone calls, petitions, lawsuits and legislation.

Genre: A category of media texts characterized by a particular style, form or content.

Hardware: The physical equipment used to produce, distribute and exhibit media texts.

Hegemony/hegemonic: When dominant groups persuade subordinate groups that the dominant ideology is in their own best interests. The media's function in this process is to encourage maintenance of the status quo.

HTML (Hypertext Markup Language): is a computer programming language that allows people to create links on the world wide web from one source of information to another in any order.

Ideology/Ideological: How we as individuals understand the world in which we live. This understanding involves an interaction between our individual psychologies and the social structures that surround us. Mediating between these are the individual processes of communication as well as the technological processes of the mass media. These ideas are usually related to the distribution of power.

Industry: The agencies and institutions involved with the production of media texts. The term is also used in a more restrictive sense to describe the commercial production of media texts for the purpose of making a profit.

Intertextuality: When a media text makes reference to another text that, on the surface, appears to be unique and distinct.

Jolts: Moments in a media text that are generated by a broad comedy, a violent act, movement within a frame, a loud noise, rapid editing, a profanity or a sexually explicit representation, all of which are calculated to engage an audience's excitement.

Marketing: The way in which a product or media text is sold to a target audience.

Mass Media: Mass media refers to those media that are designed to be consumed by large audiences through the agencies of technology.

Media Education: Traditionally, it's the process by which one learns the technical production skills associated with creating media texts. More recently, it has also included the intellectual processes of critical consumption or deconstruction of texts.

Media Literacy: The process of understanding and using the mass media in an assertive and non-passive way. This includes an informed and critical understanding of the nature of the media, the techniques used by them and the impact of these techniques.

Medium: The singular form of media, the term usually describes individual forms such as radio, television, film, etc.

Media: The plural form of medium; the term has come to mean all the industrial forms of mass communication combined.

Monopoly: Any commercial process in which one seller controls prices and supply of a product.

Narrative: How the plot or story is told. In a media text, narrative is the coherent sequencing of events across time and space.

Negotiate: The process of give and take by which members of the audience interpret, deconstruct and find meaning within a media text.

Oppositional: A critical position that is in opposition to the values and ideology intended by the creators of a media text, usually the dominant reading of a text.

Prime Time: That part of a radio or television schedule expected to attract the largest audience.

Production: The industrial process of creating media texts as well as the people who are engaged in this process.

Production Values: Describes the quality of a media production proportional to the money and technology expended on the text.

Product Placement: The process by which manufacturers or advertisers pay a fee in order for branded products to be prominently displayed in a movie, TV show or other media production.

Propaganda: Any media text whose primary purpose is to openly persuade an audience of the validity of a particular point of view.

Psychographics: A more sophisticated form of demographics that includes information about the psychological and sociological characteristics of media consumers such as attitudes, values, emotional responses and ideological beliefs.

Representation: The process by which a constructed media text stands for, symbolizes, describes or represents people, places, events or ideas that are real and have an existence outside the text.

Software: The programs written for computers or the media texts that can be played on them.

Stereotypes: A form of media representation by which instantly recognized characteristics are used to label members of social or cultural groups. While often negative, stereotypes can contain an element of truth and are used by the media to establish an instant rapport with the audience.

Studio System: The factory-like production system in Hollywood by which movies were made from about 1925 to 1955.

Synergy: The combination of two separate media texts or products that share similar characteristics so that one helps market the other.

Technology: The machinery, tools and materials required to produce a media text. In media literacy terms, technology greatly impacts upon the construction and connotation of a text.

Text: The individual results of media production: a movie, a TV episode, a book, an issue of a magazine or newspaper, an advertisement, an album, etc.

Transparency: The quality of a media text by which it appears to be natural rather than constructed.

Vertical Integration: The process by which a media company acquires another elsewhere in the production process.

Virtual: Something which is a representation rather than the real thing. In advertising, the word "virtually" means "almost."

Word-of-mouth: Informal way in which media products become known by audiences.

World Wide Web: The World Wide Web is the network of pages of images, texts and sounds on the Internet which can be viewed using browser software.

Assessment

Teacher/Student Assessment Sheets

Name…………………………………… **Class**……………….........

REVISION

Use the following progress checklist to assess your work:

✓

Content	Tick
Ideas and concepts for a new creative media product development	
Purpose of moodboards, mindmaps, visual diagrams, scripts	
Purpose of storyboards, content	
Purpose and content of scripts	
Interpret client requirements for pre-production	
Identify timescales for production	
How to conduct and analyse	
The importance of identifying the target audience	
The hardware, techniques and software used	
Health and safety considerations and copyright law	
Types of legislation applied to media	
Appropriate file formats	
Suitable naming conventions	
Review a pre-production document and suggest improvements	

Improvements

Unit R081: Teacher Feedback

Student Name …………………………………   **Class**………………........

Learning Objectives		Action Points
LO1	Understand the purpose and content of pre production	
LO2	Be able to plan pre production	
LO3	Be able to produce pre-production documents	
L04	Be able to review pre-production documents	

Total Marks: 60

	Potential Marks	Potential Grade
Assessor		

Teacher Feedback

Teacher Signature ……………………………………   **Date**………………........