



DIGITAL MEDIA TRANSITION PACK TASK BOOKLET



Pre History



Paper



Telecommunication



Music



Television



Gaming



Computers



Internet

This is for students who did not study iMedia at KS4

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ST GEORGE'S ACADEMY | COMPUTER STUDIES



Introduction

This pack will provide you with the basis of basic understanding required to make the transition from Year 11 to Year 12 in terms of quality of work produced and from the traditional ICT course to Digital Media.

Included in this pack:

- 1.** Tasks to complete prior to returning in September
 - a.** ICT – Media transition
 - i.** R081: Theory and key terms
 - ii.** R082: Creating Digital Graphics
 - b.** GCSE – A Level Transition
- 2.** General course information
 - a.** What to expect from the course
 - b.** The types of units covered
 - c.** Coursework and exam information
 - d.** The key differences from ICT to Digital Media
 - e.** What is required from you – skills and attitude
- 3.** Administration information
 - a.** Submission of work
 - b.** Deadlines and Red flag system
 - c.** Grading of the course
- 4.** Wider reading materials
- 5.** Useful resources



Tasks

You should create a professional looking report to present your transition pack to your teacher upon your return in September. This will be produced using word processing software.

Phase 1 – ICT to Digital Media: 10 key questions

This section will cover some of the basic elements required at level 2 for Digital Media in order to give you a foundation to build upon. Much of this is based on two of the units studied, one being an exam. This is a research-based task where you may use the internet, but **do not copy and paste** – write your findings in your own words to ensure you understand the key concepts.

Section A – R081 Theory key terms

Find out what the following key terms mean to ensure your understanding and enable you to apply these concepts moving forward.

LO1: Understand the purpose of content of Pre-Production

1. Explain what a mood board is
2. Explain what a visualisation diagram is
3. Give two advantages for using storyboarding
4. Explain how dialogue can be used in a script
5. Explain how emotion is used in a script with an example

LO2: Be able to plan Pre-Production

1. How can a target audience be categorized? (four different ways)
2. What are the differences between a target audience and end user requirements?
3. Explain how copyright law affects how material is used
4. Explain what a trademark is
5. State two health and safety considerations when creating digital media



Section B – R082 Digital Graphics

This section will give some of you a reminder of how and why digital graphics are used. Those of you who studied ICT for your GCSEs will have completed Unit 6 using Photoshop. That unit shares many of the same concepts used in Level 3 Digital Media. As always the Level 3 course simply asks for a wider range of skills and understanding of the audience, purpose and use of digital graphics to be demonstrated.

Scenario: NuComputerGames

Your client, a game publisher called NuComputerGames, is releasing a computer game called TIMECHASER, aimed at 14-16 year olds and priced at £29.99.

In the game the player can travel through time using doorways which are open for a limited period of time. The player has a special Time watch to help them find the doorways. NuComputerGames plan to promote this game through an advertisement in a magazine which is available in print and online formats.

LO1: Understand the purpose and properties of Digital Graphics

For this task you must find two examples of magazine adverts and two examples of web graphics (banners, navigation bars, and navigation buttons). These must be for different audiences and purposes. Different purposes include: educate, inform, persuade, promote/advertise. You will give details of the following for all four images:

1. Intended target audience
2. Purpose
3. Suitability for audience and purpose – give multiple reasons why the image is suitable for the identified audience and purpose
4. Most likely file format used and two reasons why
5. Impact of the image in the situation placed, e.g. magazine or online, including colours used

LO2: Planning your Digital Graphic

For this task you will produce a range of materials that will give a clear idea of what the final product will look like.

1. **Internet research** – conduct some internet research on existing similar products that you think are similarly suitable for the client brief. Give information about the audience, purpose, impact, any other commonalities
2. **Resolution** – Explain DPI and PPI and how the image will differ when producing one version for a magazine and one to be used electronically. You should also refer to file types within this
3. Produce an **assets table** of images that could be used in creating the final image. Make sure you include all relevant information: small version of the image, file name (what you would save it as), file type, file size (kb/mb and dimensions), website you saved the image from, comment on why it is suitable for audience and purpose.
4. Produce an **annotated visualisation diagram** for your initial ideas. Make sure you refer to the client brief. This will include: colours, font size, style and where/how each image is used. This can be drawn or created electronically, but should only be a representation, not the final image
5. List the **hardware and software** components that could be needed to create an advertisement image for the TIMECHASER game with a comment on why and what they are needed for



Phase 2 – Level 3 Digital Media

This section will now allow you to use the knowledge and understanding established from elements of Phase 1 and build up on them to a more detailed level of understanding. This is largely taken from the examined unit, as this again underpins the knowledge that is needed for all other units.

LO1: Understand the ownership models of media institutions

6. Write a detailed history (400 words each) of different types of media (1 from each)
 - a. Newspapers or magazines
 - b. Television, Computer games, Web or film
 - c. Radio
7. What is a conglomerate company?
8. Give two examples of conglomerate companies
9. Who are the audience and what is the purpose of the example companies given?
10. How is a conglomerate company structured?
11. Create a PowerPoint presentation on Company Operations: Synergy and cross-media convergence, including:
 - a. Definition of each
 - b. What are the objectives of each of these different methods?
 - c. What is the purpose of each of these methods?
 - d. Who is the audience in each of these methods?
 - i. How does this differ to the target audience?
12. Research 3 job roles within a media organisation explaining what they do and their role/importance in producing the media product

LO2: Understand how media products are advertised and distributed

6. Compare traditional and contemporary methods of advertising using examples. This could be completed as a poster using Word or Publisher if you wanted, rather than a part of a written report.
7. Evaluate effectiveness of how media products are advertised to audiences using examples for each of the following:
 - a. Audio-visual (TV adverts, trailers)
 - b. Print
 - c. Digital (Online reviews, pop-up adverts, social media)
 - d. Radio
 - e. Games
8. Evaluate how products are distributed to media audiences including:
 - a. How has this changed over time?
 - b. What limitations are there to accessing products?

LO3: Understand how meaning is created in Media products

1. Explain the use and application of production techniques to create media products, use examples where to illustrate your explanations:
 - a. audio-visual
 - i. mise-en-scène
 - ii. camerawork
 - iii. editing
 - iv. sound
 - b. print and web
 - i. layout
 - ii. house style and colour scheme
 - iii. photography techniques
 - iv. captions



- v. font styles
- c. Audio
 - i. jingles and motifs
 - ii. music
 - iii. sound effects
 - iv. presenters and mode of address

LO4: Understand the target audiences of Media products

1. Explain the following key terms:
 - a. Mass/mainstream audience
 - b. Niche audience
2. Give 2 examples of media products aimed at mass/mainstream audiences
 - a. Audio
 - b. Audio-visual
 - c. Print
3. Give 2 examples of media products aimed at niche audience
 - a. Audio
 - b. Audio-visual
 - c. Print
4. Explain the demographic profile for one mass/mainstream media product and one niche media product discussed in the previous question
5. Explain how the 2 media products used in question 4 meet their intended audience requirements

LO5: Be able to evaluate research data used by media institutions

1. Explain the following key terms:
 - a. Primary data
 - b. Secondary data
2. Give 2 examples of primary data and secondary data collection methods
3. Define the following key terms:
 - a. Qualitative
 - b. Quantitative

LO6: Be able to evaluate legal, ethical and regulatory issues associated with media products

1. Evaluate the legal issues relating to a media product referring to:
 - a. Role of regulators and censorship
 - b. Self-regulation
 - c. Use of copyright and intellectual property rights

And finally...

What does the following key command terms mean, give an example of how to put them in to action

- Critically evaluate
- Discuss



General Course Information

Cambridge Technical level 3 is a vocational qualification allowing students to be more practical in their learning. This may range from presenting to an audience to producing an interactive animation – all of your tasks count towards your qualification. The course is graded using Distinction*, Distinction, Merit and Pass. These are equivalent to an A*, A, C and E grades. For double award you can get a split grade, e.g. DM (Distinction-Merit), which is equivalent to two B grades. All of these carry the same UCAS points as traditional A levels.

In Computer Studies we want to offer a qualification that inspires and motivates students from directing more of ‘the fun stuff’ in ICT, allowing a wider range of skills to be developed therefore giving our students a wider range of opportunities. In ICT we have had fantastic results in the previous Cambridge Technical level 3 (all students achieving an A grade or above in 2016).

Key points

- **Is there a double award option?** Single and double options are available
 - Single award equivalent to one A level
 - Double award equivalent to two A levels
 - There is also an AS equivalent certificate for those who are not accepted for Year 13
- **Do I have to do exams?** It’s mostly coursework
 - All A level and vocational Level 3 qualifications have exams in now, instigated by the government to make them more robust
 - Single award will include one exam
 - Double award will include the same exam as the single award, and two further examinations. One of them is Social Media and Globalisation - easy!
- **How is it different to ICT?** It is the creative side of ICT
 - ICT is generally communication skills (using Microsoft Office), spreadsheets and databases, though we have done digital graphics, animations and interactive multimedia products as part of the old course
 - Digital Media consists of Radio production, Animation and Cinematography. These are some examples of units that could be studied on this course
 - Units still tend to follow the process of: Theory, research, design, create, test, evaluate
 - Allows the development of key transferrable skills
- **What grades do I need to get on the course?** 5 x C grades at GCSE
 - All vocational courses require 5 x C grades to get on to them
 - You also need to achieve a B grade in iMedia if you studied this in Key Stage 4
- **What other requirements are there of me?** Not too many, the basics really of Level 3 courses
 - Meeting deadlines set
 - Completing work in private study or for homework – Yes, it did say homework!
 - 100% effort and commitment, as always
 - PMA – Positive Mental Attitude (can do, nothing is too much effort)
 - Act upon feedback and make improvements
 - Wider reading to develop knowledge and understanding – a lot of independent study
 - Not just the first one or two websites from Google
 - All work will need to be referenced appropriately – no copy and pasting of information, Harvard system of referencing will be expected.



Course Administration Information

This section covers the structure of the course, i.e. when things happen.

- **When is coursework assessed? Continuously!**
 - Coursework is assessed by the teacher with deadlines given for each Learning Outcome
 - Interim deadlines may be given, dependent on the task size to break it down and make it easier for students to meet criteria
 - Coursework is then internally assessed with a standardisation session
 - This is where several teachers look at different student's work in order to ensure the quality is consistent
 - Finally, a moderation session is arranged and the coursework grades are submitted for an external moderator from OCR to come in and look at a sample from each unit
- **What happens if I miss a deadline?** The Red flag system is called upon
 - It is vital deadlines are met to give teachers enough time to mark your work and, if needed, you enough time to make amendments
 - Failure to meet deadlines results in the student being placed on red flag and spending study periods supervised in A3 or at the back of your teacher's room
 - **Detentions will be sanctioned if needed**
 - Work being submitted on time is **your** responsibility
 - You will be putting **your** qualification at risk due to moderations being put in place
 - You could be jeopardising **other people's** qualification as well
- **What about UCAS points?** It is worth the same in UCAS points as any other A level course
 - UCAS points are the same as other courses
 - Distinction*, Distinction, Merit and Pass are equivalent to A*, A, C and E grades.



Wider Reading

These websites have been put in place to give you a deeper understanding of Digital Media, how it works and some of the problems in it. Consider some of the questions below each of the links:

1. <https://econsultancy.com/blog/67933-singapore-the-shift-to-digital-media-isn-t-all-smooth-sailing/>
 - What does this article tell you about printed and digital media?
 - Is this mirrored in our country?
2. <https://econsultancy.com/blog/67918-a-day-in-the-life-of-digital-media-officer-at-leicester-city-council/>
 - What other skills are needed to fulfil this role?
 - Have a look at Nottingham City council's website/twitter account/Facebook page, what are they doing that is seen as 'good practice' by others, such as Leicester City Council?
3. <https://www.journalism.co.uk/news/what-can-legacy-publishers-learn-from-digital-native-media-organsiations-/s2/a647482/>
 - What is a legacy publisher?
 - Why is brand creation and management so important?
4. <http://www.theguardian.com/media/2016/jun/18/can-teenagers-survive-without-social-media>
 - How is social media positive for companies?
 - How is social media negative for companies?
 - Is it more positive or more negative for a company to be active on social media?

Useful resources

https://en.wikipedia.org/wiki/Digital_media

<http://www.slideshare.net/jarrowcomputing/pre-production-documents>

<http://www.howstuffworks.com/search.php?terms=digital+media>

<http://www.ebuyer.com/blog>

<http://www.bbc.co.uk/news/technology>

<http://www.bbc.co.uk/programmes/n13xtmd5>

<http://www.mediacollege.com/glossary/p/production-process.html>

<https://prezi.com/bvkhf8tuslwl/production-process-of-interactive-media-product/>

<http://agnesemediaindustries.blogspot.co.uk/2012/09/different-types-of-media-industries.html>