

Lesson	Topic	Suggested activities	Classroom resources
1-5	<b>A1 Understanding the brief</b>	<ul style="list-style-type: none"> <li>• <b>Tutor-led introduction:</b> An overview of the unit in terms of the topics to be covered and the requirements for the external examination.</li> <li>• <b>Individual activity:</b> Learners will need to select a media product based on their prior experience in the production units of this course. They will need to make an informed decision as to what area would be the best for them to choose to match the skills that they have built so far. To assist learners to make this decision, begin by asking each learner to carry out a skills audit by reflecting on their strengths and weaknesses. This could include: <ul style="list-style-type: none"> <li>○ a SWOT (strengths, weaknesses, opportunities and threats) analysis</li> <li>○ reflecting on which production units they have enjoyed most</li> <li>○ reflecting on marks and feedback from activities carried out in other production units</li> <li>○ a consideration of the media products that they are most familiar with</li> <li>○ a consideration of the area of the media industry in which they might wish to seek employment.</li> </ul> </li> <li>• <b>Initial teaching and learning activities</b> should concentrate on you working with your learners to practise the skills required to undertake the external examination.</li> <li>• Learners should be provided with practice materials to ensure that they fully understand the requirements for external assessment.</li> </ul>	<p>Unit specification.</p> <p>Copy of examination paper.</p> <p>Ideas generation materials including: mind maps, mood boards.</p>

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		<ul style="list-style-type: none"> <li>• Initial teaching and learning must enable the learner to demonstrate appropriate understanding and skills in the production of a digital media product.</li> <li>• The tutor must ensure that initial teaching and learning is completed prior to the distribution of the external examination paper.</li> <li>• It is essential that the tutor does not provide support and guidance once the learners commence their activities: <i>‘Tutors cannot give any support to the research and preparation work’.</i></li> <li>• <b>Individual activity:</b> The tutor will provide each learner with a copy of the examination paper. This contains the instructions for examination, the brief for the current examination series and the three questions that the student will need to address.</li> <li>• The tutor should provide each learner with sufficient time to review the paper before commencing activities.</li> <li>• Each learner will undertake a range of activities in order to identify an appropriate format for their digital media product and identify the target audience for the digital media product.</li> <li>• Each learner will prepare their idea-generation materials using appropriate documentation and ensure that they have their initial ideas and revisions recorded.</li> </ul>	
6–8	<b>A2 Identifying assets and required material</b>	<ul style="list-style-type: none"> <li>• <b>Individual activity:</b> Each learner will source and create assets appropriate for the brief and their response to the brief.</li> <li>• Each learner will have selected an appropriate digital media product based on their experience in production units, their skills developed in particular areas and the</li> </ul>	Unit specification.  Resources for learners to record their decisions on assets – this should be

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		<p>resources available to them to produce an effective digital media product.</p> <ul style="list-style-type: none"> <li>• The learner will need to understand:               <ul style="list-style-type: none"> <li>○ the assets required to fulfil their ideas for the brief</li> <li>○ how they will create their assets</li> <li>○ how they will source their assets</li> <li>○ where they could source their assets</li> <li>○ what considerations they need for each asset in terms of copyright, clearance etc.</li> </ul> </li> <li>• Initial teaching and learning will have enabled learners to have an understanding of how they should identify the assets required for a media product.</li> </ul>	<p>appropriate for a digital index.</p>
9-11	<b>A3 Creating assets and material</b>	<ul style="list-style-type: none"> <li>• <b>Individual activity:</b> Each learner will use their skills to develop, create or source appropriate assets for their digital media product.</li> <li>• They must carefully consider the requirements of the unit content when preparing their assets. There is a requirement in the examination paper, under each choice of medium, for the inclusion of particular elements and these will change with each examination series. For example, if a learner chooses digital e-magazine they will need to include:               <ul style="list-style-type: none"> <li>○ their own images (at least two)</li> <li>○ titles for a cover and feature article</li> <li>○ copy for articles</li> <li>○ integrated text and image layout</li> <li>○ the ability to scroll and turn pages.</li> </ul> </li> <li>• It is essential that each learner understands the range of requirements when preparing their assets.</li> </ul>	<p>Research materials such as websites:  <a href="http://www.creativeskillset.org">www.creativeskillset.org</a>  <a href="http://www.BECTU.org">www.BECTU.org</a></p>

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		<ul style="list-style-type: none"> <li>Initial teaching and learning will have provided the learners with the skills required to deconstruct the brief and the requirements of the external examination.</li> </ul>	
12–14	<b>A4 Index of sources</b>	<ul style="list-style-type: none"> <li><b>Individual activity:</b> Each learner will prepare a digital index that contains: <ul style="list-style-type: none"> <li>identification of the location of sources assets</li> <li>identification of the appropriateness of the materials for the intended product</li> <li>where the materials will be used in the product.</li> </ul> </li> </ul>	<p>Examples of digital indexes.</p> <p>Resources to produce a digital index.</p>
15–16	<b>A5 Storing assets</b>	<ul style="list-style-type: none"> <li><b>Tutor led introduction:</b> The tutor will outline ways of storing assets securely.</li> <li><b>Individual activity:</b> Each learner will ensure that they have labelled assets, stored them securely and enabled easy access.</li> <li>Initial teaching and learning activities will have provided the learners with the skills required to securely store their assets.</li> </ul>	
17–21	<b>B1 E-portfolio</b>	<ul style="list-style-type: none"> <li><b>Individual activity:</b> Each learner will prepare their e-portfolio in preparation for adding their editing/manipulation work.</li> <li>Learners will have practiced the preparation of an e-portfolio as part of the initial teaching and learning.</li> </ul>	<p>Examples of an e-portfolio.</p> <p>Resources to develop an e-portfolio.</p>
22–25	<b>B2 Editing material/assets</b>	<ul style="list-style-type: none"> <li><b>Individual activity:</b> Each learner will undertake tasks to edit their assets.</li> </ul>	Resources to enable editing processes.

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		<ul style="list-style-type: none"> <li>Initial teaching and learning will have provided the learners with an opportunity to practise their asset editing skills.</li> </ul>	
26–29	<b>B3 Manipulations and modifications</b>	<ul style="list-style-type: none"> <li><b>Individual activity:</b> Each learner will undertake the manipulation and modification of their assets.</li> <li>Initial teaching and learning will have provided the learners with an opportunity to practise their manipulation and modification skills.</li> </ul>	Resources to enable manipulation and modification of assets.
30–32	<b>B4 E-portfolio of preparation, editing and/or manipulation process</b>	<ul style="list-style-type: none"> <li><b>Individual activity:</b> Each learner should upload their information into the e-portfolio in terms of: <ul style="list-style-type: none"> <li>an appropriate format</li> <li>annotations of the edit/manipulation process</li> <li>annotations on how the asset has changed and why</li> <li>how the edit/manipulation has affected the asset.</li> </ul> </li> <li>Each learner should ensure that their e-portfolio is effective in order to reach the highest marks.</li> <li><b>Individual activity:</b> Activity 2.</li> <li>Create an annotated, digital, e-portfolio of your preparation, editing and/or manipulation processes.(Total for Activity 2 = 20 marks).</li> <li>Initial teaching and learning will have provided the learners with an opportunity to practise their skills in creating an annotated, digital e-portfolio.</li> </ul>	Resources to allow for the completion of the e-portfolio.
33–34	<b>C1 Meeting the brief</b>	<ul style="list-style-type: none"> <li><b>Individual activity:</b> Learners must be able to ensure that the digital media product they are producing will meet the requirements of the brief.</li> </ul>	

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		<ul style="list-style-type: none"> <li>• They should consider this in terms of:               <ul style="list-style-type: none"> <li>○ product length</li> <li>○ fitness for purpose</li> <li>○ aesthetic qualities of the proposed digital media product.</li> </ul> </li> <li>• Each learner should undertake a review of their assets prior to commencement of the create/build process and, if necessary, make changes to their assets.</li> <li>• Initial teaching and learning will have provided the learners with an opportunity to practise their skills in meeting the brief.</li> </ul>	
35–38	<b>C2 Digital skills</b>	<ul style="list-style-type: none"> <li>• <b>Individual activity:</b> Learners must work individually on the creation/build of their digital media product.</li> <li>• They will have 30 hours to create/build their digital media product using the assets they created.</li> <li>• Care must be taken regarding the rules governing the conditions for the assessment period as follows: <i>‘Centres are free to arrange the supervised assessment periods how they wish provided the 30 hours for producing final outcome are under the level of control specified, and in accordance with the conduct procedures’.</i></li> <li>• Learners must have access to the resources required to create/build their digital media product</li> <li>• It is essential for learners to have access to the resources required to meet the requirements for assessment.</li> <li>• <b>Individual activity:</b> Activity 3.</li> </ul>	Resources to create/build a digital media product.

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		<ul style="list-style-type: none"> <li>• Construct/ build a completed media product that meets the requirements of your chosen brief. (Total for Activity 3 = 30 marks).</li> <li>• Initial teaching and learning will have provided the learners with an opportunity to practise their skills in building or creating a digital media product.</li> </ul>	
39–40	<b>C3 Saving final media product</b>	<ul style="list-style-type: none"> <li>• <b>Individual activity:</b> Each learner must ensure that they save their digital media product appropriately. They must ensure that: <ul style="list-style-type: none"> <li>○ it functions as intended</li> <li>○ it is usable</li> <li>○ it is accessible</li> <li>○ it is labelled correctly</li> <li>○ appropriate file types have been used.</li> </ul> </li> <li>• All of this is essential as the requirements for this activity are that: <i>'All digital outcomes for individual briefs should be saved in file types specified by Pearson in the Set Task Brief. The method of submission will be specified for each session by Pearson'.</i></li> <li>• <b>Individual activity:</b> Each learner must complete an authentication document as this is a requirement for assessment. This should comprise: <ul style="list-style-type: none"> <li>○ a completed media product corresponding to a chosen brief</li> <li>○ a fully completed authentication sheet.</li> </ul> </li> <li>• The learners should ensure that all the requirements for assessment are met in order to achieve the highest marks.</li> </ul>	

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