Pre-Production Skills
Exam Revision

NAME: ........................................
Unit Content/Revision Checklist

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)
- Visualisation 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)

The content of:
- Mood boards
- Mind maps/spider diagrams
- Visualisation diagrams, i.e.:
  - images
  - graphics
  - logos
  - text
- Storyboards, i.e.:
  - number of scenes
  - scene content
  - timings
  - camera shots (e.g. close up, mid, long)
  - camera angles (e.g. over the shoulder, low angle, aerial)
  - camera movement (e.g. pan, tilt, zoom or using a track and dolly)
  - lighting (e.g. types, direction)
  - sound (e.g. dialogue, sound effects, ambient sound, music)
  - locations (e.g. indoor studio or other room, outdoor)
  - camera type i.e.
    - still camera
    - video camera
    - virtual camera (e.g. for animations, 3D modelling or computer games)
- Scripts, i.e.:
  - 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
  - dialogue (e.g. intonation, loudness, emotion)
  - formatting and layout.

Know how to:
- Interpret 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)
- Identify timescales for production based on target audience and end user requirements
- Conduct and analyse research for a creative digital media product, i.e.:
  - using primary sources
  - using secondary sources
- Produce a work plan and production schedule to include:
  - tasks
  - activities
  - work flow
  - timescales
  - resources
  - milestones
  - contingencies.
Understand:

• The importance of identifying the target audience and how they can be categorised, i.e.:
  ○ gender
  ○ age
  ○ ethnicity
  ○ income
  ○ location
  ○ accessibility

• The hardware, techniques and software used for:
  ○ digitising paper-based documents
  ○ creating electronic pre-production documents

• The health and safety considerations when creating digital media products (e.g. use of risk assessments, location recces, safe working practices)

• Legislation regarding any assets to be sourced, i.e.:
  ○ copyright
  ○ trademarks
  ○ intellectual property

• How legislation applies to creative media production, i.e.:
  ○ data protection
  ○ privacy
  ○ defamation
  ○ certification and classification
  ○ use of copyrighted material and intellectual property.
  ○ scripts, i.e.:

• 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
• Dialogue (e.g. intonation, loudness, emotion)
• Formatting and layout.

Understand how to:

• Create a:
  ○ mood board
  ○ mind map/spider diagram
  ○ visualisation diagram or sketch
  ○ storyboard

• Analyse a script (e.g. scenes/locations, characters, resources and equipment needed).

Understand

• The properties and limitations of file formats for still images
• The properties and limitations of file formats for audio
• The properties and limitations of file formats for moving images, i.e.:
  ○ video
  ○ animation

• Suitable naming conventions (e.g. version control, organisational requirements).
• Identify appropriate file formats needed to produce:
  ○ pre-production documents
  ○ final products in line with client requirements.

Understand how to:

• Review a pre-production document (e.g. for format, style, clarity, suitability of content for the client and target audience)
• Identify areas for improvement in a pre-production document (e.g. colour schemes, content, additional scenes).
LO1: Purpose and uses of different pre-production Documents: (For LO3 you will need to be able to create/draw these and for LO4 you will need to review them)

For each Pre-production document you need to know the:
- Purpose – What is it used for? How does it help to plan media products?
- Use – Where is it usually used?
- Content – What must be in the document?

Revise more of this here and watch exam question video walkthrough’s:  http://www.ictteacher.co.uk/lo1-exam

**Mood Boards:** A mood board is a collection of sample materials and products and can be a physical mood board or a digital mood board.

**Purpose:**
- Generating and creating ideas / moods / atmospheres
- To create a mood or feeling

**Use:**
- For any creative media project as a starting point e.g. in fashion and architecture
- To collect samples, materials and a range of content
- As a constant reminder of possible styles

**Content:**
- Colours
- Photos
- Images
- Fabrics
- Textures
- Text e.g. keywords, fonts and styles
- For a digital mood board you could have sound clips and video clips too

**Storyboards:** A storyboard is used to illustrate a sequence of moving images to plan a video/animation product, and has a flow of scenes that follow a timeline.

**Purpose**
- To visually see the order of the scenes and what the characters and story is in each scene
- Show production staff the intended outline of the project.
- To provide guidance on what scenes to film and create
- To provide a visual representation of how a project will look along a timeline

**Use**
- Film & Television projects
- Comic books to illustrate the story
- Animation & Video
- Computer games e.g. game flow or story

**Content**
- Scene sketches/images (content)
- Timings / durations
- Camera shots (close up, mid, long)
- Camera angles (over the shoulder, low/high angle)
- Camera movement (pan, tilt, zoom)
- Lighting / sound / locations
**Mind maps:** A mind map or spider diagram is a way of organising thoughts and ideas. It is based around a central theme/idea (node) and has branches off for the different aspects using sub-nodes.

**Purpose**
- Show development routes and quickly generate outline ideas
- Link or connect aspects of ideas
- Extend an idea or Provide options for an idea

**Use**
- Show resources needed for a creative media product

**Content**
- Central idea in the central node
- Sun-nodes for key topics with branches for the different parts
- Keywords
- Colour
- Icons
- Topics
  - Images can also be on the sub nodes

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**Visualisation Diagrams:** This is a rough drawing or sketch of what the final static image of a product will look like.

**Purpose**
- A mock version or model of the intended product
- A draft version to show a client to plan the layout in a visual way
  - You can make changes to the design/layout if it needs it

**Use**
- Still Images & graphics
- Posters / CD & DVD covers / Leaflets & Flyers

**Content**
- Images
- Graphics
- Logos
- Text
- Colour
- Dimensions/sizes
  - Labels/annotations to explain all parts clearly
**Dialogue**

**Erm**

I'm sorry. I played soccer here years ago. I graduated in '86.

**Jerry**

Well, good for you. But I didn't ask for your resume. I asked why you were.

**Erm**

(sarcastically)

My name is Erm McIlroy.

**Jerry**

It's two o'clock in the morning. What are you doing here?

**Erm**

I'm on duty.

**Jerry**

You're on duty? What do you do for a living?

**Erm**

I'm a police officer.

**Jerry**

A police officer?

**Erm**

Yes.

**Jerry**

I see. You're a police officer.

**Erm**

Yes.

**Jerry**

(softly)

Will you please come closer? I want to talk to you.

**Erm**

(quietly)

I'm sorry, I can't.

**Jerry**

It's all right. I understand. Good night.

**Erm**

Good night.
LO3 – Creating/drawing pre-production documents

In the exam you will be asked to draw a storyboard, mind map, visualisation diagram or mood board. You could also be asked to analyse or label a script.

MOODBOARDS

A moodboard is a collage or a collection of sample ideas to create a mood

The purpose of a moodboard is to:
- **Generate** and create ideas and to create the mood and feel for a product

It can contain:
- Images
- Text/keywords
- Fonts
- Textures/Fabrics
- Colours
- Sound/audio

To draw/create a moodboard in the exam:

**T** – Title

**I** – Images (suitable ones) – spread them out across the board and in neat squares

**L** – Label the images to justify exactly why they have been chosen to suit the brief (write outside the box)

**E** – Extras – add suitable finishing touches such as text/keywords, colours, fonts, textures and sound or audio

It needs to be tidy and neat

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You have been asked to create a mood board for the Kids-5-A-Day campaign.

Choose six images from Fig. 1 and create a pre-production mood board for the campaign.

You do not need to draw the images. You must indicate which images you have chosen.

Marks will be awarded for:
- fitness for purpose
- layout
- annotations to justify choices.

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Images of fruit, vegetables and carrot juice will help to promote the healthy food.
Visualisation Diagrams

A rough sketch that is labeled to show the layout

The purpose of a visualisation is to:
• See what the final product might look like and the overall layout
• To check that the layout is suitable

It can contain:
• Images
• Text/keywords
• Fonts
• Colours
• Sound/audio
• Labels/annotation
• Sizes

To draw/create a visualisation in the exam:
You need to create a diagram of the layout...

• T = Title (label the text colour, size and font)
• I = Images - Draw boxes for where some images will go (label the images and justify reasons)
• T = Text - Add text (label sizes, colour and fonts)
• L = Labels - Label background colour and say why
• E = Extras - Add any extras such as video, sound, buttons, logo, PEGI or film rating etc. to suit the question given to you

Make it tidy and leave some blank space so it’s clear

The Kids-5-A-Day campaign will include a multimedia website aimed at improving the eating habits of children. It will provide recipes and advice in a fun and entertaining way.

You have been asked to create a pre-production visualisation diagram for the possible homepage of the website. This will be given to the web designer

Marks will be awarded for:
• structure
• content
• relevance.
Storyboards

A sequence of shots to plan out the scenes with notes about what is happening in each scene

The purpose of a storyboard is to:
• Plans out the order of the scenes
• To get a visual idea of how the characters and scenes will look together

It can contain:
• Images/sketches
• Timings/durations
• Descriptions/Text
• Speech
• Camera angles/shots
• Sound effects/Music
• Locations

To draw/create a storyboard in the exam:
1.) Add suitable sketches to suit the storyline in the exam question for each box/scene (a rough stick-figure sketch is fine)
2.) Add descriptions to explain what is happening beneath it
3.) Add a timing/duration into each scene
4.) Add a few camera angles/shots to the scenes e.g. close up, medium shot, two-shot, wide-angle
5.) Add some sound effects and music
6.) Add some speech/speech bubble
7.) Add a scene location to one of the scenes

OmicronBit is a computer games company that is developing a new game to be played on various mobile platforms. The new game will be based around a main character who will ride a bike around streets of a city collecting coins and logos. The coins and logos will be collected by the character riding over the coins and the logos. The coins and logos can then be used to purchase upgrades to the character's bike from a bike shop. The target audience of the game is teenagers who have smartphones or tablet computers.

As the game is played, the main character will move through different levels of the game where the difficulty will change. Between each level there will be an animated scene set in a bike shop where the shop owner will explain the next level of the game. These animated scenes will be approximately 10–15 seconds in length.

Create a pre-production storyboard for an animated scene between levels 1 and 2. In level 2 the rider will have to ride up and down ramps to collect coins and logos that are placed at different heights.

Marks will be awarded for:
• content
• fitness for purpose
• annotations to justify decisions.
**Scripts**

A document that contains the speech, audio and visual aspects

<table>
<thead>
<tr>
<th>The purpose of a script is to:</th>
<th>It can contain:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Show the direction and what happens in each scene</td>
<td>• Dialogue/speech</td>
</tr>
<tr>
<td>• Show the dialogue between characters</td>
<td>• Sounds</td>
</tr>
<tr>
<td>• Create the mood for a scene</td>
<td>• Location of scenes e.g. INT or EXT</td>
</tr>
<tr>
<td></td>
<td>• Directions for actors</td>
</tr>
<tr>
<td></td>
<td>• Camera shots/transitions</td>
</tr>
<tr>
<td></td>
<td>• Mood/emotion</td>
</tr>
</tbody>
</table>

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**Mindmaps**

A diagram to show the flow of ideas and the development of your ideas

<table>
<thead>
<tr>
<th>The purpose of a mind map is to:</th>
<th>It can contain:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Show the development of the ideas</td>
<td>• A central idea (central node)</td>
</tr>
<tr>
<td>• Brainstorm and see the links between ideas</td>
<td>• Sub nodes (other key ideas)</td>
</tr>
<tr>
<td>• Allows you to explore and link ideas</td>
<td>• Branches to link ideas together</td>
</tr>
<tr>
<td></td>
<td>• Colours</td>
</tr>
<tr>
<td></td>
<td>• Images</td>
</tr>
<tr>
<td></td>
<td>• Keywords</td>
</tr>
</tbody>
</table>

---

The iKids 5-a-Day campaign will include a multimedia website aimed at improving the eating habits of children. It will provide recipes and advice in a fun and entertaining way.

You have been asked to create a pre-production visualisation diagram for the possible homepage of the website. This will be given to the web designer.

Marks will be awarded for:

• structure
• content
• relevance.
LO2: Interpreting Client Requirements based on a specific brief

When working out what your brief is and what the client wants you will need to think:

What are client requirements?
• The person / company you’re working for is the client
• What they want
• Success criteria
• Expectations
• Scenario (title)
• Assignment / tasks – what needs to be done

What needs to be produced?
• Time management
• Deadlines – needs to be completed by?
• Costs – a budget you would have to stick to.

What is a brief?
• A written out description of what needs to be done

How might you interpret client requirements / brief?
How can you take the requests and figure out the correct solution?
• Mind maps – brainstormed
• Discuss it as a group
• Speak to client – question them
• Mood Board to plan the theme

We can categorise the target audience by:
• AGE
• GENDER
• LOCATION
• ETHNICITY

Work Plans + Production Schedules Tasks
You will usually plan out your work tasks as a work plan/project plan. These are usually as a table or a Gantt chart:

These should contain:
– What needs doing?
– Activities
– How tasks will be done
– Work flow – Order they will be completed in
– Timescales – How long it will take
– Resources – Materials needed to complete tasks
– Milestones – Deadlines based on key dates
– Contingencies – Back up plans, in case of…. 
Sources of Information/Market Research

When researching and gathering information there are two main ways:
These are primary research (gathering new ideas) and secondary (gathering existing information):

Primary Sources: (first-hand and new information information)
- Directly from the source
- First-hand account
- Interviews – do 1 on 1 interviews
- Video footage – look at footage that’s been recorded
- Questionnaires – ask people questions
- Focus groups – a group of people can discuss

Secondary sources: (second-hand information/gathering existing information)
- Biography
- Magazine article
- Encyclopaedia/books
- Internet/online research

Software:

You would need to know the types of software used for different types of products e.g. to create images you would use graphics editing software, to create sound you would use audio editing software and to write a document out you would need word processing software:

Types of Software
- Graphics/Image Editing (Example: Adobe Photoshop) – used to create a mood board, visualisation diagram or storyboard
- Word Processing (Microsoft Word) – used to create a script, storyboard or visualisation diagram
- Presentation software (Microsoft PowerPoint) – used to create a visualisation diagram or mood board
- Web Browser (Internet Explorer) – used to obtain content for a mood board or for online applications such as mind maps
- Specialist software e.g. ‘freemind’ for mind maps or ‘toonboom’ for creating storyboards
- Spread sheet software could be used to create work plans
Hardware (Things you can touch!)

- Computer system e.g. a PC or tablet or laptop
- Scanner
- Printer
- Graphics Tablet (used to draw onto to get an image onto a computer)
- Camera
- Video Camera
- Microphone
- Pens, pencils etc.
- Monitor or screen

Peripherals are things you need to plug in e.g. mouse and keyboard...

You may need to use some of these when ‘digitising’ and getting a pre-production document onto a computer. You could photograph the work using a camera or you could scan the work using a scanner to get it onto a computer.

File Formats

These are the different file types that you can save different types of media products in:

<table>
<thead>
<tr>
<th>Product</th>
<th>File types you could use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video</td>
<td>WMV, MPG, MOV, FLV</td>
</tr>
<tr>
<td>Song/Sound</td>
<td>MP3, WAV</td>
</tr>
<tr>
<td>Script</td>
<td>DOC, PDF</td>
</tr>
<tr>
<td>Poster</td>
<td>TIFF, PNG, JPG, PSD, PNG, GIF, BMP</td>
</tr>
</tbody>
</table>

Video File Formats

- MPG
  - Compressed file formats (Lossy)
  - Smaller file sizes
  - Faster loading online (speed)
  - Compression lowers quality

Animation File Formats

SWF:

- Compressed file formats
- Small file sizes
- Fast loading online (speed)
- Can be animations, games and video

FLV:

- Flash video format
- Not compressed
- Opens in ‘Flash’ software
- Editable

Image File Formats

- JPEG (lossless compression; photography, online)
- PNG (lossless compression; supports transparency; photography)
- TIFF (large file sizes / Posters / high quality printing)
- PDF (un-editable/ Documents)
- GIF (small file sizes/ Online / web buttons)
### Audio File Formats

- **MP3** (compressed / small file sizes / good for devices)
- **AIFF** (uncompressed / high quality / Mac only)
- **WAV** (uncompressed / high quality / Windows only)

### Compression (Reducing a file size)

- **RAW** is a term to describe a digital file that is yet to be assigned a file type.
- Some file types try to avoid any type of loss of data – these are generally BIGGER and HIGHER QUALITY.
  - + Quality can be important especially with big images
  - + If editing and changing a file its best to begin with higher quality

**It can be good to compress files because:**

- + Smaller means they take up less hardware space, saving memory, cost and access speed
- + Smaller is faster to upload, download and share online

**There are 2 types of file compression:**

- **LOSSY** – The file is compressed but some of the quality is lost
- **LOSLESS** – The file is compressed but no quality is lost

### Naming Conventions

When saving work we should:

- Change and rename file names so that they are clear:

  ![File Name Change](image)
  
  .DSC0178.JPG → plane.JPG

- Save using a sensible folder structure

- Use version control (saving more than one type of the document to show the improved versions) e.g. V.01, V02, V03…

  ![Version Control](image)
Legislation

Copyright © and Trademarks ™
- If it is published it has copyright protection ©.
  Copyright protects books, magazines, music, movies and all content on the Internet.
- To use a published resource you must;
  1.) Contact the owner
  2.) Ask for permission to use it
  3.) Often you will need to pay a fee
- Some people are happy for their products to be used by others but still want some protection so they will use a Creative Commons license (CC). This means you can use it but you should cite the source of where it came from.

Intellectual Property – this is a piece of work, idea or an invention, which may then be protected by copyright.

Certification
- Different countries have laws on what is allowed to be seen and shown.
- Censorship is when artists/filmmakers are not allowed to show their complete work
- Certification is the process of informing the audience broadly on the suitability of content e.g. for films we have BBFC file ratings and games we have PEGI ratings
- Certification is a major aspect when thinking about your target audience.

There are several factors that affect the classification with regard to age ratings:
- Violence
- Strong language
- Scenes of a sexual nature

BBFC = British board of film classification (for films)
PEGI = Pan European Game Information (for games)
Data Protection

• A series of UK laws designed to protect individuals and their personal data.
• Organisations cannot collect and keep your personal information without following this law.
• Every one has a right to view and correct data.
• Data has to be accurate, for a specific purpose and secure
• The Data can only be kept for a reasonable period of time

Other legal issues

• Intellectual property – this is the concept of copyrighting an idea.
• Privacy – People have this right and it should not be invaded.
• Defamation/slander/libel – Can’t say nasty things about someone without proof.

Safe Working Practices in Media

• Using computers:
  – Chair height – eyes same height as display
  – Seating position - good posture and straight back
  – Distance from screen to eyes so you can easily see the screen and not strain
  – Keyboards / mice comfortable

• Working at heights:
  - would need hard hats and appropriate safety gear
  - safety barriers

• Working with electricity:
  - Cable safety on the ground – loose cables can become trip hazards and should be tidy
  - Location – if outdoors are there any wet/damp conditions?

• Working with heavy equipment (weight limits and posture)
  - Lifting – you should use the correct handling techniques to prevent back injury
  - Moving – being in a stable position and avoid twisting
  - Setting up – You may need 2 people

To make sure that the working conditions are safe you can carry out a risk assessment:

Risk Assessments

• Identify the hazards / dangers e.g. of faulty electrics, fires, wires etc.
• Decide who might be harmed and how
• Evaluate the risks and decide on precautions
• Record your findings and implement them
• Review your assessment and update if necessary
**Location Recces**

You can visit a specific location that will be used for recording purposes e.g. filming, audio recording or photography to check and assess what is there.

You might want to do a check on a location before filming there e.g. when shooting a new film. This will check it’s suitable and safe:

- Check it’s suitable
- Lighting?
- Safe?
- Electricity?
- Scenery?
- Distance / location / logistics and how to get there
- Possible issues that may arise?
  - Environmental considerations e.g. background noise and people

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- May have to stop filming whenever people wish to walk by.
- Very small space to film in.
- Close to an old burial ground, so must be careful where to place equipment.
- Need permission to film in the area.

- Not many passers by so didn’t have to stop filming at any point.
- Weather was cloudy, so sunlight was inconsistent at times.

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Revise over laws, file types, health and safety, hardware, software, briefs and target audience, market research and work plans here and watch exam question video walkthrough’s:

[http://www.ictteacher.co.uk/exam-lo2](http://www.ictteacher.co.uk/exam-lo2)
There will be a long question in the exam where you will need to review a pre-production document such as a storyboard or visualisation diagram. You should:

- Compare it back to the brief / client’s requirements
- Positives / advantages / benefits
- Negatives / disadvantages / drawbacks
- Improvements to make
- Write a conclusion
- Use technical language & terminology
- Focus on spelling, grammar and punctuation
- Neat, legible handwriting

**TIPS FOR TOP MARKS IN THIS PART OF THE EXAM**

- Full sentences
- Correct grammar
- Explain how it suits the brief e.g. its strengths and weaknesses – what features does it have that should be there?
- Explain its weaknesses – what features are missing that would improve it?
- Aim for an even amount of strengths and weaknesses

**Examiners Comments on how this question was answered:**

The question was based on a storyboard provided in the examination paper. The focus of this question needed to be addressed before marks could be awarded. A number of learners focused on the storyboard target audience being the viewers of the DVD documentary rather than the production team who would use the storyboard to aid their filming of the documentary.

The question asked for learners to discuss the suitability of the storyboard as well as suggesting possible improvements. A discussion requires both positive and negative aspects to be raised. To gain top marks learners needed to cover both the positive and negative aspects as well as providing a range of valid suggestions for improvements that would enhance the storyboard as a tool for the production team. There were also a large number of descriptive answers which did not highlight positive and/or negative aspects and so these were limited to the lowest mark band.

Watch the LO4 exam question video walkthrough here: http://www.ictteacher.co.uk/lo4-review
# Key Words and Definitions Table Revision Task

**TASK:** Complete the table below with bullet points of all key points from the revision guide:

<table>
<thead>
<tr>
<th>Keyword</th>
<th>Definition and Key Points:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Moodboard</strong></td>
<td>What is it?</td>
</tr>
<tr>
<td></td>
<td>Purpose?</td>
</tr>
<tr>
<td></td>
<td>What goes in it?</td>
</tr>
<tr>
<td><strong>Storyboard</strong></td>
<td>What is it?</td>
</tr>
<tr>
<td></td>
<td>Purpose?</td>
</tr>
<tr>
<td></td>
<td>What goes in it?</td>
</tr>
<tr>
<td><strong>Visualisation (Diagram)</strong></td>
<td>What is it?</td>
</tr>
<tr>
<td></td>
<td>Purpose?</td>
</tr>
<tr>
<td></td>
<td>What goes in it?</td>
</tr>
<tr>
<td><strong>Mind-map</strong></td>
<td>What is it?</td>
</tr>
<tr>
<td></td>
<td>Purpose?</td>
</tr>
<tr>
<td></td>
<td>What goes in it?</td>
</tr>
<tr>
<td><strong>Client brief</strong></td>
<td>How do we interpret the brief?</td>
</tr>
<tr>
<td><strong>Video File Formats</strong></td>
<td>Which ones are there?</td>
</tr>
<tr>
<td><strong>Scripts</strong></td>
<td>What is it?</td>
</tr>
<tr>
<td></td>
<td>Purpose?</td>
</tr>
<tr>
<td></td>
<td>What goes in it?</td>
</tr>
<tr>
<td><strong>Version Control</strong></td>
<td>What is it?</td>
</tr>
<tr>
<td><strong>Work Plan</strong></td>
<td>What is it?</td>
</tr>
<tr>
<td></td>
<td>What types are there?</td>
</tr>
<tr>
<td></td>
<td>What goes onto one?</td>
</tr>
<tr>
<td><strong>Sound File Formats</strong></td>
<td>Which ones are there?</td>
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<tr>
<td><strong>Image File Formats</strong></td>
<td>Which ones are there?</td>
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<tr>
<td><strong>Text File formats</strong></td>
<td>Which ones are there?</td>
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<tr>
<td><strong>Compressed Files</strong></td>
<td>What does this mean?</td>
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<td></td>
<td>What is lossy?</td>
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<tr>
<td>Section</td>
<td>Topic</td>
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<td>----------------------------------------------------------------------</td>
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<tr>
<td>Health and Safety</td>
<td>How can we be safe using computer?</td>
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<td></td>
<td>How can we be safe using electricity?</td>
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<td></td>
<td>How can we be safe when working at heights?</td>
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<tr>
<td>Site Recce</td>
<td>What is it?</td>
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<td></td>
<td>What can you check?</td>
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<tr>
<td>Legislation: Copyright</td>
<td>Explain copyright laws:</td>
</tr>
<tr>
<td>Trademarks CC</td>
<td></td>
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<tr>
<td>Legislation: Censorship</td>
<td>Explain classification:</td>
</tr>
<tr>
<td>(PEGI ratings and film ratings)</td>
<td></td>
</tr>
<tr>
<td>Target Audience classification</td>
<td>What are the main ways we can classify target audiences?</td>
</tr>
<tr>
<td></td>
<td>1. Age</td>
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<td></td>
<td>2. .</td>
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<td></td>
<td>3. .</td>
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<td></td>
<td>4. .</td>
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<tr>
<td>Data Protection Act</td>
<td>Explain Data Protection Laws:</td>
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<tr>
<td>Explain 2 methods of primary</td>
<td></td>
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<tr>
<td>research</td>
<td>Explain 2 methods of secondary research</td>
</tr>
</tbody>
</table>
Revision and Past Paper (Jan 2014 paper)

1.) Read through each section in this guide and highlight key parts
2.) Complete the 2 revision tables in this guide using the guide to help you
3.) Create a mind-map and/or flashcards to revise over each topic
4.) Use the revision guide and www.ictteacher.co.uk - imedia – exam - to complete the questions below
5.) Try marking them against the mark scheme at the end – correct any mistakes and improve the answers
6.) Try more past papers here: http://www.ictteacher.co.uk/new-page-1

SECTION A

Winged Breath is a four person rock band. Winged Breath has a target audience ranging from 14 to 30 years of age.

Winged Breath wants to release a documentary film about the band and its next concert on DVD. You have been asked to prepare a series of pre-production documents to present to the band before filming can begin.

1. One of the first pre-production documents that Winged Breath would like to be produced is a moodboard for the documentary film.

   (a) Describe the purpose of a moodboard.

   ........................................................................................................................................ [2]

   ........................................................................................................................................

   ........................................................................................................................................ [2]

   (b) State two items that could be included on a moodboard.

   1 ........................................................................................................................................ [2]

   ........................................................................................................................................ [2]

   2 ........................................................................................................................................

   ........................................................................................................................................ [2]

   (c) Identify one item of hardware that can be used to capture content to use on a digital moodboard.

   ........................................................................................................................................ [1]

   (d) Explain one way a moodboard could be used for the documentary film about Winged Breath.

   ........................................................................................................................................ [2]
2 When using a computer to create pre-production documents for the documentary film the health and safety of the computer user should be considered.

Identify three possible risks to the health and safety of the user. For each risk, state a measure that can be used to reduce the risk.

Risk 1

Measure:

Risk 2

Measure:

Risk 3

Measure.

3 The pre-production documents will be stored on a computer system. The content and ideas will be updated in response to feedback from the band.

(i) Identify a suitable method of organising and tracking the updated files.

(ii) Explain why this is a suitable method of organising and tracking the updated files.
4 The documentary film about Winged Breath will need a script and storyboard.

(a) State two items of information that could be included on the script.

1 

2

(b) Explain why a storyboard is a suitable pre-production document for planning the documentary film.

5 Winged Breath has requested an interactive title menu for the DVD.

State two items that could be included on a visualisation of the DVD menu.

1 

2

[2]
When creating the pre-production documents for the documentary film, the target audience of the final product must be considered. Winged Breath has a target audience that ranges from 14 to 30 years of age.

(a) State two aspects of the target audience, other than age, that should be considered in the pre-production documents.

1. 

2. [2]

During the pre-production of the documentary film, the age rating of the DVD needs to be considered.

(b) State two types of content that may affect the age rating of the DVD.

1. 

2. [2]
7 Create a pre-production visualisation diagram of the front cover of the DVD sleeve.

Marks will be awarded for:

- Content
- Layout
- Fitness for purpose
- Annotations to justify decisions.
Winged Breath wants to produce a webpage to promote the documentary film.

Create a mind map/spider diagram for the content of the webpage.

Marks will be awarded for:

- Structure
- Content
- Relevance.
9 Winged Breath would like to produce an audio advert for use on social networking sites to advertise the documentary film.

State a suitable file format for the final audio advert.

[1]

10 Explain one benefit and one drawback of lossy compression when working with audio files.

Benefit

[4]

Drawback

[4]

SECTION C

Question 11 is based Fig. 1

Fig. 1 is the first draft of a pre-production storyboard. This will be the opening sequence of the concert chapter of the DVD.

---

Introduction music playing in background.

Band members off stage relaxing. Walking to stage. Music introduction with voices of bands talking.

Shot of dark stage with music getting louder.

Faces in crowd looking at stage.

Stage in background in darkness.

Front of stage. Lights up and increase in noise. First note sung.

---

Fig. 1
11* Discuss the suitability of the content of the storyboard in Fig. 1. You should include any areas for improvement.

The quality of written communication will be assessed in your answer to this question.

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# Mark Scheme – check and improve all of your answers

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Marks</th>
<th>Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 a</td>
<td>a visual tool(1) feel/flow/look(1) assist in generation of ideas(1)</td>
<td>2</td>
<td>For full marks must refer to visual aspect and about PURPOSE not description of a mood board</td>
</tr>
<tr>
<td>1 b</td>
<td>Two from eg - Photographs, Fonts, Colours, Graphics</td>
<td>2</td>
<td>Accept text</td>
</tr>
<tr>
<td>1 c</td>
<td>One from eg - Scanner, Visuaucer, Camera, Web Camera</td>
<td>1</td>
<td>Accept any device capable of capturing digital images. Do not accept computer on its own; too vague. Accept smart phone.</td>
</tr>
<tr>
<td>1 d</td>
<td>Two marks for suitable response with expansion eg - Colours used (1) will reflect the nature of band(1) Images used(1) will show the rock image of the band(1) Language used (1) will link to the nature of the music(1)</td>
<td>2</td>
<td>Answer must be in relation to context of rock band/Winged Breath.</td>
</tr>
<tr>
<td>2</td>
<td>Risk (1) with measure (1). eg - Headache(1) Take frequent breaks(1) workers take a break every hour(suitable timescale) tripod over cables(1) Cables are covered/tied/not loose Back strain (1) should not sit in a bad position provide adjustable chair(1)</td>
<td>6</td>
<td>3 max for risk 3 max for measure</td>
</tr>
</tbody>
</table>

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<tr>
<th>Question</th>
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</tr>
</thead>
<tbody>
<tr>
<td>3 i</td>
<td>One from: Versions(1) Dated folders(1) Dated versions(1) Track changes(1)</td>
<td>1</td>
<td>All about version control</td>
</tr>
<tr>
<td>3 ii</td>
<td>Two marks for suitable point and expansion eg - Naming files V1, V2(1) will stop confusion with older version(1) Using dated folders keeps earlier versions together(1) this means that the improved versions can be identified(1)</td>
<td>2</td>
<td>Must relate to answer in 3i. 3i must be correct for any marks to be awarded.</td>
</tr>
<tr>
<td>4 a</td>
<td>Two from; eg - Speech/dialogue (1) Set or location of the scene (1) Direction (eg what happens in the scene, interaction) (1) Shot type (1) Camera movement (1) Sounds (eg for action or eventa) (1) Characters (1)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>4 b</td>
<td>2 marks for suitable explanation eg - Pictures of band and stage(1) make it easier to visualise the situation(1) Using images for a moving scene from the (documentary) film(1) is easier to relate to than text based(1)</td>
<td>2</td>
<td>Must relate to the use as a visual tool not description of what included in a storyboard. Must be answered in the context of the DVD documentary film to gain full marks.</td>
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<tr>
<td>Question</td>
<td>Answer</td>
<td>Marks</td>
<td>Guidance</td>
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<td>5</td>
<td>2 from eg - Logo - Title - Image - Suitable text - Annotations</td>
<td>2</td>
<td>&quot;content&quot; too vague.</td>
</tr>
<tr>
<td>6</td>
<td>Two from eg - Gender - Ethnicity - Income/Occupation - Location - Accessibility</td>
<td>2</td>
<td>Do not accept interests as the question is in the context of Winged Breath.</td>
</tr>
<tr>
<td>6b</td>
<td>Two from Eg - Violence - Foul language - Sexual content</td>
<td>2</td>
<td>Must be related to content of DVD</td>
</tr>
<tr>
<td>7</td>
<td>To gain maximum marks all four aspects must be covered. Content: (max 3 marks) eg - Title - Certification symbol - Images of band - Other images - Other text (max 2) Layout: (max 3 marks) eg - Suitable layout for DVD cover - Use of space - Colour scheme</td>
<td>9</td>
<td>Visualisation must be related to the context of the question to gain any marks. Colour scheme must work.</td>
</tr>
<tr>
<td>8</td>
<td>Fitness for Purpose (1) eg - Size of visualisation relevant to front of the DVD cover - Stylisation Annotations to justify. (max 2 marks) - Justification of one item (1) - Justification of more than one item (2)</td>
<td>8</td>
<td>Marks are awarded for diagram considering the following points: - Recognisable diagram structure - Logical sequence of nodes/sub-nodes - Content relevant to Winged Breath/rock band DVD - Content relevant to webpage (NOT website) - Relevance of link between content for PAGE - Suitable detail/annotation The diagram should be viewed as a whole and then graded appropriately. Content is relevant to a page to promote the DVD Mind map must be related to the context of the question to gain any marks.</td>
</tr>
<tr>
<td>9</td>
<td>One from; eg - Mp3 - Mp4 - Ogg (Vorbis) - Wav</td>
<td>1</td>
<td></td>
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<tr>
<td>Question</td>
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<td>Marks</td>
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<td>--------------------------------------------------------------------------</td>
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<tr>
<td>10</td>
<td>Two marks for suitable point and expansion of ideas.</td>
<td>4</td>
<td>Full marks must cover both benefit and drawback</td>
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<tr>
<td></td>
<td>Benefit</td>
<td></td>
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<td></td>
<td>Reduces size of file (1) can store more files on a device (1)</td>
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<td></td>
<td>Drawback</td>
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<td></td>
<td>Some of the data is lost (1) can affect quality of sound (1)</td>
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<tr>
<td>11 Level 4: 10 - 12 Marks</td>
<td>There will be an excellent understanding of the question with clear explanation of the suitability of the storyboard. The strengths and weaknesses of the storyboard are considered in equal weighting.</td>
<td></td>
<td>The following areas should be considered in the answer:</td>
</tr>
<tr>
<td></td>
<td>The suggested improvements will be well thought out and explained in context.</td>
<td></td>
<td>• Number of scenes</td>
</tr>
<tr>
<td></td>
<td>Subject specific terminology will be used correctly and there will be few, if any, errors in spelling, punctuation and grammar.</td>
<td></td>
<td>• Scene content</td>
</tr>
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<td></td>
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<td></td>
<td>• Timings</td>
</tr>
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<td></td>
<td>Level 3: 7 - 9 Marks.</td>
<td></td>
<td>• Camera shots (eg close up, mid, long)</td>
</tr>
<tr>
<td></td>
<td>There will be a good understanding of the question with the strengths and weaknesses of the storyboard being considered.</td>
<td></td>
<td>• Camera angles (eg over the shoulder, low angle, aerial)</td>
</tr>
<tr>
<td></td>
<td>The improvements suggested may be limited in their detail and may not be wholly suitable to the context.</td>
<td></td>
<td>• Camera movement (eg pan, tilt, zoom or using a track and dolly)</td>
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<tr>
<td></td>
<td>There will be some use of subject specific terminology and there may be occasional errors in spelling, punctuation and grammar.</td>
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<td>• Lighting (eg types, direction)</td>
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<td>• Sound (eg dialogue, sound effects, ambient sound, music)</td>
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<td></td>
<td>• Locations (eg indoor studio or other room, outdoor)</td>
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<td></td>
<td></td>
<td></td>
<td>• Camera type</td>
</tr>
</tbody>
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<tbody>
<tr>
<td>Level 2: 4 - 6 Marks.</td>
<td>There will be a basic understanding of the question with strengths and/or weaknesses of the storyboard being identified. This may be one sided.</td>
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<td></td>
<td>Some improvements may be suggested but they will not be wholly suitable</td>
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<td></td>
<td>There may be errors in spelling, punctuation and grammar which may not be intrusive.</td>
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<tr>
<td>Level 1: 0 - 3 Marks</td>
<td>Limited understanding of the use of storyboards. Answers will be vague and not necessarily linked to the context of the question.</td>
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<tr>
<td></td>
<td>Answers may be presented as a list rather than a structured piece of writing. There may be errors in spelling, punctuation and grammar which may be intrusive.</td>
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Learning the question style and the mark schemes is a really useful way of revising