

Level 3 Digital Media

Moving Image and Audio Pathway

Welcome to Digital Media!

At Key Stage 5, Digital Media will push you out of your comfort zone — creatively, technically and analytically. You'll be required to consume and analyse *all kinds* of media products — the Good, the Bad and the Ugly — from high-end commercials and viral TikToks to grassroots YouTube content and industry-standard short films.

This course is practical and vocational, meaning you'll gain real-world skills in areas like:

- Video and audio production
- Pre-production planning
- Editing and post-production
- Understanding media audiences and industries

Over the two years, you'll complete a series of unit-based assignments, many of which are based on realistic client briefs, and will build a professional-standard portfolio of work.

This bridging work is your first step into that world — it will introduce you to the key concepts, processes, and creative expectations of the OCR Level 3 CTEC in Digital Media (Moving Image & Audio Pathway). Whether you've studied Media before or not, this will give you a solid foundation for September.

 **You must bring this work with you to your first lesson** in September. It will be assessed and used to start conversations about your strengths, interests and suitability for the course.

Tick each box when completed:

✓	Task & Description
☐	Task 1: Media Analysis – Analyse a trailer, advert or video
☐	Task 2: Create Your Own Video Concept – Planning & creative outline
☐	Task 3: Media Terminology – Match-up and write 5 example sentences
☐	Task 4: Media Ownership & Industry Structures – Understanding media companies
☐	Task 5: Audience Research Data – Analyse and interpret audience data
☐	Task 6: Legal, Ethical & Regulatory Issues – Quick evaluation task
☐	Task 7: Skills Self-Assessment – Complete table and written reflection
☐	Work is neatly presented and ready to submit

Notes:

- This work will be **assessed in your first two weeks**
- It will help determine if this is the right course for you
- Any late joiners or “swappers” must complete this as a condition of entry

TASK 1 – Media Analysis: Breaking Down a Moving Image Product

Estimated Time: 1 hour

Choose one of the following to analyse (or a similar trailer or advert of your choice):

- *Barbie (2023)* – Official Trailer
- *Nike – You Can't Stop Us*
- *Apple – What's a computer?*
- *Stormzy – Vossi Bop (Music Video)*

Write about **1 page** covering the following:

- What is the **purpose** of the product (e.g. to advertise, entertain, inform)?
- Who is the **target audience**? (Think: age, interests, lifestyle)
- How is the product constructed to engage the audience? Consider:
 - **Camera shots** and angles
 - **Editing and pace**
 - **Sound** (dialogue, music, effects)
 - **Lighting, colour and costume**
- Do you think it's effective? Why/why not?

Top Tip: This kind of analysis will help in **Unit 1: Media Products and Audiences** and **Unit 2: Pre-production & planning**.

TASK 2 – Create Your Own Video Concept

Estimated Time: 1 hour

Imagine you are a **media producer** creating a 30–60 second promotional video for a **youth mental health charity** aimed at 14–18 year olds. It should be inspirational, emotional, or motivating.

Complete the following:

- A **working title** for your video
- A short **concept summary** (150–200 words)
- Your **target audience** and how you'll appeal to them
- 4–6 **shot ideas** (you can describe or sketch these – camera angles, locations, action)
- What kind of **sound** will you use? (music, voiceover, effects?)

Optional: Create a simple **storyboard or script snippet**.

Links to: **Unit 3: Create a Media Product**, **Unit 21: Plan and deliver a pitch**, **Unit 20: Advertising Media**.

TASK 3 – Explore Key Media Concepts

Estimated Time: 45 minutes

Match the terms to their definitions, then choose **5 terms** and write your own examples of how they are used in moving image media.

Term	Definition
Mise-en-scène	The group the product is aimed at
Connotation	The structure or story in a media product
Genre	The suggested meanings linked to signs or imagery
Representation	How video clips are arranged, and transitions are added
Soundtrack	How people, places or groups are portrayed
Audience	The arrangement of props, costume, lighting and setting in a scene
Editing	Music, effects and dialogue used in a media product
Narrative	The type or category of media product

This will build your **media language knowledge** needed across the course.

TASK 4 – Who Owns the Media? Exploring Companies, Industries and Careers

Estimated Time: 1–1.5 hours total

Part A: Media Ownership Models

Estimated time: 45 minutes

Answer the following questions using your own words and examples:

- What are the main types of media industries?**
 - List at least **five** (e.g. film, radio, video games...). What does each one do?
- Research and name one large media conglomerate** (e.g. Disney, Warner Bros., Sony).
 - What kind of media does it produce?
 - Is it **vertically** or **horizontally integrated**?
 - Does it use **synergy** or **cross-media promotion**? Give an example.
- What is a public service broadcaster?**
 - Give an example (e.g. BBC)
 - How is it funded?
 - How is it different from a private company?
- What is an independent media company?**
 - Find an example (e.g. Aardman Animations, BFI-funded films)
 - What kind of content do they make? Who is it for?

Part B: Media Job Roles

Estimated time: 30–45 minutes

Choose **one media sector** (e.g. film, TV, radio, games) and answer:

5. **List at least five job roles** within that sector

(e.g. for film: director, camera operator, editor, sound designer, costume designer)

6. **Choose one job role** and describe:

- What does that person do day-to-day?
- What skills or tools do they need?
- Would you be interested in this job? Why/why not?

[This task links directly to Unit 1: Media Products and Audiences](#)

TASK 5 – What Does the Data Tell Us?

Estimated Time: 30–40 minutes

Media companies collect data to find out what audiences like and don't like — this helps them decide what kind of content to make.

Below is some example audience research for a new teen video game review channel on YouTube.

Survey Data (10 young people aged 14–18):

Survey Statement	Average Rating (1 = Strongly Disagree, 5 = Strongly Agree)
I regularly watch YouTube reviews before buying games.	4.6
I prefer short, funny videos (under 5 minutes).	4.8
I want honest opinions, not sponsored content.	4.9
I play mostly on PlayStation.	3.7
I would follow a new gaming review channel if it was relatable.	4.5

1. Which type of video content is most popular with this audience?
2. What does the data suggest about **what kind of tone or style** the videos should have?
3. What platforms should the creators focus on?
4. Would you describe this as a **mainstream or niche** audience? Why?
5. Why is this kind of data useful to media producers?

[This format mirrors exam-style thinking and gets you practicing basic interpretation.](#)

TASK 6 – Who Decides What’s OK in Media?

Estimated Time: 20–30 minutes

Media content doesn’t exist in a vacuum — creators must think about both the **legal rules** and the **ethical impact** of what they publish. In this task, you’ll explore who regulates media, and why some content is more controversial than others.

Scenario:

A streaming platform releases a drama series rated **15**. It includes:

- Graphic violence
- Mental health themes
- Some strong language
- A storyline about teenage drug use

The show becomes really popular with younger viewers aged **12–14**, especially on TikTok.

1. **What ethical issues** could this content raise for younger viewers?
2. Name **one media regulator** (e.g. BBFC, Ofcom, ASA) and explain what they would do in this case.
3. Should the platform be responsible for **how young people access** the show? Why or why not?
4. What is **one legal or copyright rule** media creators must follow when using music or images in their work?

This task links directly to Unit 1, Learning Outcome 6, as it introduces students to the legal, ethical, and regulatory considerations media producers must evaluate when creating and distributing media products.

TASK 7 – Self-Assessment and Skills Reflection

Estimated Time: 30 minutes

Fill out the table and reflect on what you’re bringing to the course.

Skill	None	A Little	Confident	Example / Experience
Filming				
Video editing				
Audio editing				
Script writing				
Teamwork / Collaboration				
Creativity				

Write 5–6 sentences about:

- What you’re confident in
- What you’re most excited to learn
- Any worries or questions about the course