



*“To make a great film you need three things –
the script, the script and the script.”*

Alfred Hitchcock, the Master of Suspense.

Higher Media

Creation and Production

Unit Assessment Evidence

Name: _____

Teacher: _____

Name: _____

Teacher: _____

Group Members: _____

Group Production Name: _____

Name of Film: _____

Deadlines;
Pre-Production _____

Production _____

Post-Production: _____

Written Evaluation: _____

Attached Appendix: **Focus Group Questions/Questionnaires/Responses**
Additional **Self-Assessment Checklist**
Evidence **Copies of Draft and Final Draft Screenplay/Scripts**
Completed Full Film Storyboards

Contents - Section 1: Evidence of Pre-Production and Planning (1.1 + 1.4)

You must have evidence that you have carefully planned your content by carrying out appropriate research and making decisions based on this. You will follow four steps:

1. **Negotiate the brief** (*theme/topic, genre, audience and purpose*)
2. **Generate ideas** (*develop at least two of your ideas in detail*)
3. **Carry out research** (*audience, institutional contexts and contents*)
4. **Finalise plans and explain your planning** (*audience, institutional contexts and contents; decisions made following research; planned content and use of technical/cultural codes*)

Section 2: Evidence of Production, Development and Post-Production (1.2 + 1.4)

You must have evidence that you can apply sustained production skills appropriate to the media content and context. Your assessor will look for evidence of this in your finished media content, and in the written evidence and explanation of a minimum of **two** production skills. You will follow one step:

1. **Make your planned media content** (*apply and develop at least two technical or non-technical production skills*)

Section 3: Evaluation of the Production Process (1.3 + 1.4)

You must have evidence that you have carefully evaluated and reflected upon the overall effectiveness of your individual performance during the production process. **Four points** with detailed reasons should be given. You will follow one step:

1. **Evaluate the production process by making at least four points about how effectively you carried out your planning/production tasks, and giving detailed reasons for each point that you make (1500 word min.) and complete the self-assessment checklists**

Software Required

Categories

Medium (notes upon possible selections and final agreed group medium)

Genre(s) (notes upon possible selections and final agreed group genre(s))

Length (notes upon possible durations and final agreed group aim)

Purpose(s) (notes upon possible selections and final group purpose(s))

Tone(s) (notes upon possible selections and final agreed group tone(s))

Style (notes upon possible selections and final agreed group style)

Audience:

Target audience(s) notes:

Mode of address notes:

Preferred/differential readings notes:

Language

Cultural codes to fit with ideologies/stereotypes notes:

Technical codes to fit with style/tone notes:

Narrative

Codes notes:

Conventions notes:

Structure notes:

Representations

Ideologies notes:

Stereotypes notes:

Institutions – Notes upon Internal constraints in terms of:

- **Budget**

- **personnel and training**

- **availability of equipment and space**

- **ethos, values**

- **any others?**

Notes upon External constraints in terms of:

- **copyright/libel/legal issues**

- **health and safety**

- **weather patterns**

- **any others?**

Overall Evaluation

Evaluate the production process by making **four separate points** about how effectively you carried out your planning/production tasks, and by giving **detailed reasons** for each point that you make.

The submitted response should be structured as an extended essay. It should contain the following:

1. **a short and concise introduction** (*mention the background details of the task/brief, introduce your production group – name etc., provide brief details regarding the medium, form, genre, purpose and target audience*)
2. **the main body** (*four paragraphs focusing on how effectively, strengths/weaknesses, you carried out your planning/production tasks, with detailed reasons and supporting evidence/references to the final content*)
3. **a short and concise conclusion** (*state you are concluding e.g. In conclusion or to conclude, comment on your overall success as a group and you as an individual and finally provide a personal comment on the overall success of the final content in relation to achieving the initial brief and it's purpose*)

In your evaluation you should make points about strengths and/or weaknesses and could make reference to any of the following **as one of your four points**:

- **plans**
- **research**
- **working with others**
- **using technology**
- **particular tasks**
- **your performance as a whole**
- **your finished content**
- **anything else appropriate**

The detailed reasons you give could relate to any of the following:

- **your brief, creative intentions or institutional context**
- **professional practice or industry standards** (institutions)
- **comparison with other content**
- **the use or influence of key aspects** (*categories, language, narrative, representation, audience*)
- **anything else appropriate**

Use the remaining space in this booklet to make detailed notes for this. **These notes will help you with the construction of the main body of the written evaluation.**

Appendix - Self Assessment Checklist - Practical Activities

Pre-Production (Planning)			
Activity	Involvement	Tick	Teacher Notes Upon Actual Contribution and Evidence
		Tick	
Analyse Brief – group discussion	Very involved	<input type="checkbox"/>	
	Involved	<input type="checkbox"/>	
	Little involvement	<input type="checkbox"/>	
Give ideas	Lots	<input type="checkbox"/>	
	Some	<input type="checkbox"/>	
	A few	<input type="checkbox"/>	
Research	Very effective/useful	<input type="checkbox"/>	
	Effective/useful	<input type="checkbox"/>	
	Not very effective/useful	<input type="checkbox"/>	
Contribute to Production Schedule	Very effective	<input type="checkbox"/>	
	Effective	<input type="checkbox"/>	
	Not effective	<input type="checkbox"/>	
Use technical terms	Very good	<input type="checkbox"/>	
	Good	<input type="checkbox"/>	

	Needs improvement		
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Production			
Activity	Involvement		Teacher Notes Upon Actual Contribution and Evidence
		Tick	
Personal organisation	Very good		
	Good		
	Needs improvement		
Negotiate roles and responsibilities	Very well		
	Well		
	Needs improvement		
Communicate ideas/ information	Very well		
	Well		
	Needs improvement		
Technical skills	Very good		
	Good		
	Fair		
Non-technical skills	Very good		
	Good		
	Fair		
	Very good		

Use of technical terms	Good		
	Needs improvement		

Post-Production			
Activity	Involvement		Teacher Notes Upon Actual Contribution and Evidence
		Tick	
Composing/editing final version	Very effective		
	Effective		
	Needs improving		
Organisation of evidence for written evaluation	Very effective		
	Effective		
	Needs improving		
Description of strengths and weaknesses pre-production and production process	Very effective		
	Effective		
	Needs Improving		
Description of strengths and weaknesses of final film	Very effective		
	Effective		
	Needs Improving		
Description of areas for future	Very effective		
	Effective		

improvements	Needs Improving		
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