

# GCSE Digital Communication

## Unit 3

### Sample 1

## Proposal

I am meeting the brief 'to inform and give advice to school leavers.' I chose this brief because I found it most adaptable with myself and easier to research.

I have looked at several different websites, films and taken part in a focus-group to find the information needed. In my focus group I asked, 'Would you rather watch a film, listen to a podcast or use a website' and 6/7 people said they would prefer film, due to this I have decided to make a film as it is more visual, interesting and can hold the attention of the audience for longer. I think that to make a text valid and useful, it needs to hold the chosen audiences' attention. I also looked at several films, one of which, Ben Target Comedy, is at [www.youtube.com/watch?v=CiiTs-fhXHY](http://www.youtube.com/watch?v=CiiTs-fhXHY). This text matches the brief well as it provides advice for school leavers, engaging the audience with funny jokes and acts. It simplifies the advice so it is easy to remember such as 'embrace a talent' but also touches on things a student could strive for, e.g. higher education.

Another question I asked in the focus group was 'between what ages would you use a text for school leaving advice?' all students gave a rough age of 13 to 18 years old. Websites such as <http://www.burycollege.co.uk/schoolleavers/burycollegesixthform.aspx> use images of students within those ages to help connect with the audience and apply it to them. I found the 'Bury College' website also very useful and appealing; it uses bold interesting colours and interesting shapes that would seem different to another website such as <http://skill.org.uk/youth/page.aspx?c=O&p=413> which has a simple, paragraph by paragraph layout. The 'Bury College' website also has clear links to make it easier to focus down to what you are looking for whereas the 'Skill' website needs the teenager to 'sieve' through information as they scroll down the page.

Using the information I have found, I have decided to make a film using teenagers to hopefully portray either a story or step by step advice points to help it be more memorable. My research collected during my focus group also shows that 7/7 students would prefer someone talking during the text to make it more engaging. Other companies such as 'Lloyds TSB' have picked up on this as it has provided a digital text at <http://www.youtube.com/watch?v=kNQ9XSTGiZc> which gives school leavers advice on how to manage finances when at university. The text uses several teenagers to speak to the camera about their views. I found this method engaging at first but quite boring as it went on as it only used the one technique.

This research has proved very helpful in helping choose what to create. A film with a central character, portraying either a story or guide will hopefully be engaging and interesting for the chosen audience; teenagers. My character will go through the different options for when you leave school such as joining 6<sup>th</sup> Form or college, the method of using short easy sentences and quotes should stay in the audience's 'mind' so the text proves useful and meets the brief.

Friday 8th April 2011.

## Evaluation

I was given the task to 'Create a digital text providing information and advice for school leavers.' I decided to ~~have a teenager in my~~ create a film as ~~target~~ <sup>target</sup> teenagers said they would rather watch a film. To ~~make~~ <sup>young</sup> it ~~more~~ ~~connected~~ with ~~the~~ <sup>teens</sup> to the ~~teens~~ <sup>young</sup> audience I decided to have a teenager appear in the ~~film~~ <sup>film</sup> so they could more easily adapt to the situations suggested. I also used bright colours to make writing stand out short snappy sentences to draw them in. To give the advice in a ~~short~~ way that the audience would find memorable, ~~video~~ <sup>create</sup> I decided to ~~do~~ <sup>create</sup> a format where each choice was given ~~in steps~~ <sup>in steps</sup>; similar to the video at <http://www.youtube.com/watch?v=CiiTs-fhXHY>; however, I did not include speech. I feel this could have improved the video but ~~decided~~ <sup>decided</sup> not to do it ~~as it~~ <sup>as it</sup> would not fit with the music. I have had lots of positive ~~to~~ feedback from students suggesting that it communicates the information <sup>effectively</sup> and applies to the audience as it ~~speaks~~ <sup>speaks</sup> ~~communicated~~ <sup>communicated</sup> directly to the audience and uses similar everyday language. I think I edited the images and ~~from~~ <sup>from</sup> videos within the film well; ~~when~~ <sup>when</sup> using text, I ~~made~~ <sup>made</sup> it so the video could still be seen through it, ~~which~~ <sup>which</sup> this ~~so~~ <sup>so</sup> the two would still seem connected rather than two different ideas. I also decided to make the last image fade into ~~an image~~ <sup>an image</sup> similar to a logo so that it would seem more professional and trustworthy. However I ~~found~~ <sup>found</sup> the music was less 'smooth' when ~~edited~~ <sup>edited</sup> I edited it

reference to research

so it would repeat a part of it. Unfortunately i think this takes the concentration away from the message of the film slightly. ~~Overall,~~

Overall, i think i did quite well but i would have changed several things if i were to do it again; one of which being ~~changing~~ <sup>to change</sup> the lighting. ~~During the~~ ~~process~~ whilst filming "apply for both forms", it was night and artificial light had to be used. I would have preferred natural light as it ~~gives~~ <sup>gives</sup> connotations of ~~happiness, trustworthiness and calm,~~ being happy, trustworthiness and calm, ~~rather than~~ rather than darkness. ~~that my target audience meets the~~ ~~brief and applied to the target audience effectively~~ I think that by meeting the needs of the audience, i have met the brief effectively.

## Research for my proposal

Teenagers tend to use the internet for 2 / 3 hours daily.

6/7 people said they'd rather watch a film because it's more visual and interesting.

Teenagers said that they would use the text between the ages 13 to 18.

7/7 students said that they would rather have someone speaking to them as it is more engaging.

Students said they would rather ~~watch~~ a film be set in a school environment.

I will create a website as my digital text should then meet the target audience.

I will create a film with exciting, memorable images to hold the audience's attention.

I will use actors between those ages to apply to the audience.

I will have ~~an adult~~ an adult/teacher speaking over it as they ~~seem~~ may seem more trustworthy.

I will ~~also~~ try and include as much relatable to school life as possible.

Research for my proposal

Text 1

<http://www.connections-direct.com/jobs/tu>

• clear headings and tabs to make it easier to navigate around the website

clear links to interesting colours to search bar to help students find preferred job.

Text 2

<http://www.burycollege.ac.uk/schoolteachers/burycollegesi.htm#form.aspx>

• clear title to show what it's about

• many different options for different types of teenagers. e.g. university, businesses.

• interesting colours  
• images  
• short paragraphs.

Text 3

<http://skill.org.uk/youth/page.aspx?c=0&p=413>

images at top to target a younger audience - (people doing different activities)

headings to clearly show what each paragraph is about.

banner/image saying which way how draws eye to the specific paragraph.

Text 4

<http://www.yourcareerquid.com/short.asp?sid=6>

with short paragraphs to draw teenagers in.

image of an hourglass suggesting time is running out.

uses clear links to make navigation to preferred areas easy.

<http://www.youtube.com/watch?v=CiIT3-fhXHY>  
(Ben Target Comedy)

<http://www.youtube.com/watch?v=kNQ9XSTqizc>  
(Lloyd's TSB)

### Chapter 1 Exploring the brief

Create a digital text providing information and advice for school leavers.

#### Activity 6 table 1

Complete a copy of the table below. Evaluate the strengths and weaknesses of using each text type to meet the demands of the brief.

Text type	Strengths	Weaknesses
Website pages	<ul style="list-style-type: none"><li>- can provide lots of information</li><li>- easily accessible.</li></ul>	<ul style="list-style-type: none"><li><del>might be dif</del></li><li>- might not have internet access.</li></ul>
Audio podcast or slideshow	<ul style="list-style-type: none"><li>- can provide lots of info.</li></ul>	<ul style="list-style-type: none"><li>- not very interesting.</li></ul>
Moving image	<ul style="list-style-type: none"><li>- interesting and holds attention - entertaining.</li><li>- easy to remember - visual.</li><li>- quite easy to manipulate material.</li></ul>	<ul style="list-style-type: none"><li>- not as easy to <del>access</del> access.</li><li>- hard to upload.</li></ul>

## Chapter 1 Exploring the brief

### Activity 6 table 2

Complete a copy of the table below. Suggest what content you could include to make it appealing for your audience and to achieve the purpose of the text.

Text type	Possible content (relating to purpose and audience)
Website pages	<ul style="list-style-type: none"><li>- images</li><li>- videos of experts</li><li>- simple layout.</li></ul>
Audio podcast or slideshow	<ul style="list-style-type: none"><li>- entertaining speaker</li><li>- music</li></ul>
Moving image	<ul style="list-style-type: none"><li>- speech.</li><li>- story.</li><li>- relatable characters.</li><li>- funny</li></ul>

## 25 steps to a website in Dreamweaver:

These instructions will help you make a simple basic table-based website in about half an hour

1. In you're my Work Area create a folder called Web Site
2. Move into that folder and create another folder called Images
3. Open DreamWeaver (Adobe Dreamweaver CS4), From the top Menu go to Site/New Site
4. Click 'Advanced' tab
5. Name the site (doesn't matter what it won't appear anywhere)
6. Go to File/New and select HTML page.
7. On Properties Panel choose a background colour.
8. Click on 'Page Properties' on palette and define formatting and colours for the type styles on your page AND the links.
9. Go to Insert/Table and create a table as required (at least one Column per main link button and ten Rows).
10. Right-click anywhere on table and select Table/Select table.
11. On Properties Panel set background colour and other attributes as required. Set the width of the table to 90% (note NOT pixels) and set the alignment to Centred.
12. Merge top row of table into one cell for title etc. (Select cells, Right click Table/Merge cells).
13. Type in page title.
14. Insert logo (also used as home button).
15. Below title highlight all cells and in Properties Panel, change background colour to create 'button'.
16. Type in Link names in coloured cells (x4)
17. Merge all other rows (except last row) into two columns. This is for words and images; name these cells if it helps.
18. Save this page as 'index.htm'.
19. Then Save As again this time as Link1.htm (or you can rename the file as you wish), then again as Link2, then Link3 etc until you have enough identical pages for your site.
20. Close all the pages then Open index.htm (if not already open) and create links to each linked page from the link 'buttons' (see Step 16). Use the drag and drop target tool to create links to each page.
21. Once you've created the links you can copy and paste the cells into all the other pages.
22. You now have a navigable website with enough room to create content.
23. Change titles, words and images as required on all pages.
24. File/Save All
25. Done.

## Focus Group:

In a text that offers advice, would you rather have an expert speaking?

- someone speaking to you because its more interesting and engaging.

What kind of environment would you want the film to be set in?

- in school, school hall, outside

What would you want to be advised on?

- options you would have, how to prepare for the future, what can you do after school, what to expect, how to find a job/aprentiship.

Would you rather the film be on a specific topic?

- college courses
- opputunities you have in college

From  
What age would you like to have the advice ~~at~~ available to you?

- 15-17
- 14-18
- 15-18
- 14-17
- 14-17
- 13-17
- 13-18.

2

Bury College - School Leavers - Sixth Form - Windows Internet Explorer

http://www.burycollege.ac.uk/schoolleavers/burycollegesixthform.aspx

File Edit View Favorites Tools Help

Bury College - School Leavers - Sixth Form

Home Moodle Bury College Governors Admin Search this Website



# Sixth Form

Developing Individual Potential • Inspiring Excellence • Promoting Prosperity Through Knowledge

About Us Courses School Leavers For Businesses Adult Courses University Courses Prospectus/Literature Apply Now/Contact Us Working For Us

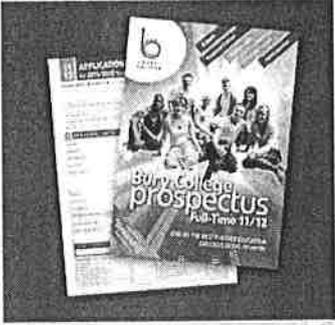
You are here | Home - School Leavers - Bury College Sixth Form

## Bury College Sixth Form




All students following an advanced course at Bury College whether it be AS/A level, National Diploma, NVQ 3 or Vocational level 3 become part of the Bury College Sixth Form.

**We have the highest expectations of our students**



Local intranet 100%

<http://www.burycollege.ac.uk/schoolleavers/burycollegesixthform.aspx>

<http://www.volunteermoray.org.uk/resources/getting-ready-to-leave-school.pdf>

http://www.volunteermoray.org.uk/resources/getting-ready-to-leave-school.pdf - Windows Internet Explorer

http://www.volunteermoray.org.uk/resources/gettin...

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1 / 24 66.7%

An Enquire guide for young people

Getting ready to leave school



Unknown Zone

http://www.westlothian.gov.uk/jobs/1085/1087

School leavers - careers advice

Search this site:  GO

You are here: [Home](#) > [Jobs and careers](#) > [Careers advice](#) > [School leavers - careers advice](#)

School leavers - careers advice

**16+ and moving forward**

**Council vacancies**  
A new council team, a partnership between the Community Planning and Regeneration Service and Education Services, is working to ensure that all local youngsters leaving school make a positive move into further education, training or employment.

**Employment and Training Initiatives**  
The team has placed key workers in two pilot schools - Whitburn Academy and Deans Community High School - to provide additional support to identified pupils. The staff will work closely with the Transition to Work Coordinators, based in secondary schools, to support the pupils.

**Equality and diversity**  
The teams project manager, Evelyn Simpson explains: "Our aim is to provide additional support for pupils during the move from school to employment, training or further education ? creating a more flexible curriculum in or out of the school where required. This is part of Curriculum for Excellence which is being introduced in schools."

**Flexible New Deal**

**Job centres**

**School leavers - careers advice**

93 textHELP Knowledgebase

**Related Links**

**On Other Sites**

- [West Lothian College \(new window\)](#)
- [Careers Scotland \(new window\)](#)
- [Job seekers \(new window\)](#)
- [Jobcentre plus \(new window\)](#)
- [Employment for students \(new window\)](#)
- [Dartridge College \(new window\)](#)
- [UCAS \(new window\)](#)

**Careers guidance**

All of West Lothian's secondary schools provide career guidance support.

Careers Scotland is available to help people make well-informed career decisions for themselves throughout their working lives. The services works with schools and colleges and supports people of all ages whether they are in work or not.

**Text 'jobs' to 70666**

If you live in West Lothian and you are looking for help with finding a job, training, or volunteering. Text us and tell us what you are looking for - simply text 'jobs' to 70666, with your name and the advice and tell us what you are looking for.

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<http://www.westlothian.gov.uk/jobs/1085/1087>

<http://www.skill.org.uk/youth/page.aspx?c=0&p=413>

3

Contact Us | Site Map | Accessibility | Text size: A A A | Text Only

**Skill**  
National Bureau for Students with Disabilities

skill.org.uk  
Young people's website

Home | Hello! Start here | Which Way Now? | Who can help me choose? | What I need to know | My Support | Getting About

Home | Contact us

You are here: Home

★ Rate this page ★★★★★

**Feedback**

Please use this form to send us any comments or questions about the website.

**I'm about to leave school**

If you are about to leave school, you are probably thinking about what to do next. You might want to go to college, start an apprenticeship or go into work. The most important thing to think about is what you want to do, and what help you might need to do it.

**Which way now?**

**Transition meeting**

In year 9 you will have a meeting where you make a plan to look at what you want to do in the next few years, and who might help you along the way.

The meeting will help you plan for your next step. The meeting is about getting to know you and looking at how you can reach your goals and get the help that you need.

Skill's ThinkPad Is also here to help you, [Click here](#) to use Skill's ThinkPad and to think about what you want to do next.

So who comes to this meeting? You, Your family, head teacher, and

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# The Unwritten Laws of Life

Unofficial rules handed down through the generations

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21st January 2011

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## Bill Gates' advice to school-leavers

Editor



As thousands of 19 year olds get ready for their gap year (after a hard summer flitting between villas in Majorca, the Algarve and St Tropez) parents funding the whole shebang could do worse than print off Bill Gates' advice for their return.

The founder of Microsoft provides a healthy dose of realism to those used only to pre-Crunch largesse. Rule 5 of 11 gives you something of the flavour 'Flipping burgers is not beneath your dignity. Your grandparents had a different word for burger flipping — they called it opportunity.'

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[Discussion of Bill Gates' advice to school-leavers](#)

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<http://laws of life.co.uk/bill-gates-advice-to-school-leavers/>

<http://www.yourcareerguide.co.uk/chart.asp?sid=6>

School Leavers Careers Opportunities & Development Advice Guidance Information & News From Your - Windows Internet Explorer

http://www.yourcareerguide.co.uk/leavers.asp

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**McDonald's** I love that I can go right to the top. Paul, Essex **MY NEXT JOB**

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**Recruitment trends**  
39% of UK employers plan to add new employees in 2011 with a mix of full-time, part-time, contract or temporary workers and interns. Technology is the number one area cited for hiring.

**Jobs at Asda**  
Asda announced it will create more than 7,500 new jobs in 2011. Roles include home shopping drivers, local store managers, qualified pharmacists, plus thousands of shopfloor positions.

**Job opportunities in 2011**  
There will be job opportunities in 2011 despite predictions of a 17-year high in unemployment according to recruitment guru James Caan of TV's Dragons' Den.

**Preferred Employer FOCUS**

**Voluntary Work**  
STA Travel

**Career Opportunities**  
Asda  
Control Techniques  
NOYPE

Retail Work opportunities for teenagers The rising monthly

Automotive Road safety New research using a world leading motorcycle

Construction Young Apprenticeship in Construction

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<http://www.careerbuilder.co.uk/Article/CB-83-Job-Search-Where-Next-for-School-Leavers/>

Where Next for School Leavers? - Career Advice - CareerBuilder.co.uk - Windows Internet Explorer

http://www.careerbuilder.co.uk/Article/CB-83-Job-Search-Where-Next-for-School-Leavers

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Where Next for School Leavers? - Career Advice - ...

Sign In

Recruiters: Post a Job

**careerbuilder.co.uk** **Get Jobs Personalised For You...**

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Back to Career Advice

Printer-friendly version

**Where Next for School Leavers?**  
Kate Lorenz, CareerBuilder.co.uk editor

The results are out and your future is before you. Whether you left school this year, or are in the last year of your education, you are facing one of the most important decisions of your life.

The number of youngsters getting five or more decent grades at GCSE level, for instance, has been steadily improving. Yet employers are still concerned about the abilities of school leavers to make their mark in the modern economy. What can you do to give yourself the best possible chances?

**Are you old enough?**  
You can leave school at 16 and get a job, but you cannot work full time until the last Friday in June - even if you have turned 16 before this. Due to the licensing laws, you cannot work in a betting shop if you under 18. In addition, you cannot take a job that involves driving, as you are not legally

**Keywords:**  **Location:**

**Sector:**  **Country:**

**Recommended Jobs For You...**  
Upload your CV or another document describing your skills and interests and we'll recommend jobs that fit you. Your uploaded document is only used as basis for Recommended Jobs For You and cannot be accessed by anyone after you submit it, so it does not have to be perfect.

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<http://www.agr.org.uk/Content/AGR-offers-advice-to-school-leavers>

<http://www.connexions-direct.com/jobs4u/>

## Chapter 4 Capturing components

### Copyright material

When you are choosing the components to include in your digital text, you must consider:

- whether permission to use them needs to be obtained
- who you need to get permission from.

Wherever possible, try to use components produced either by yourself or by members of your family or friends from whom you can quickly and easily seek permission. You should acknowledge all sources of components in your work, including those obtained from people you know.

Alternatively, try to use resources that are copyright-free or covered by Creative Commons licences. These can be used free of charge as long as you follow the terms of the licence and credit the original source correctly. When a resource is copyright-free, it means that the materials are literally 'free' to use. There are many websites, such as [www.freeplaymusic.com](http://www.freeplaymusic.com) that offer copyright-free materials that you can use, including sound effects. Many simply ask you to acknowledge the source in your work, so you need to keep a note of these as you capture your components.

#### Audio

If you want to use a track from a well-known recording artist, you will need to seek permission from the performer's recording label before you start work on your production.

Some large companies are very protective of copyright so don't be tempted just to use a track and hope that you're not found out! Some companies will grant permission for you to use an extract from a particular song, free of charge, especially when materials are used for educational purposes and not for financial gain, but you must get this permission in writing before you use the track.

For example, should you wish to use a track owned by Sony Music, you would need to contact them by letter or e-mail and ask for permission first. You will usually find a link from the home page to the legal information. Follow [this link](#) to look at an example from the Sony website.

Sometimes, responses will be reasonably quick and permission can be obtained within a few days. However, if you haven't heard anything within a couple of weeks, then you will need to contact them again.

## **Images**

Getting permission to use images or moving images can be more complicated and should, if at all possible, be avoided. However, if you must use these, then you can apply for permission by searching for the publisher or creator. If you find an image on the internet, the website will often give you information about the image and who created it.

For example, if you wanted to use an image of a newspaper front page relating to a specific event, you would need to get permission from the newspaper.

If you find the image on Google images, you can choose to 'See the full size image'. This will display further information about the image and may provide details of the original source. You will then need to contact the original source to seek permission to re-use the image.

By e-mailing and explaining what you wish to use and your reasons for doing so, permission will often be granted.

If you want to use images captured by family or friends, then you should ask their permission first and acknowledge them in your documentation.

## **Permissions log**

Whatever resources you decide to use, you must record them in a log. Keep copies of any communication that you make to seek permission and keep confirmation permission letters or e-mails safe. You can use the log on the following page.

Digital Communication Unit 3: Creating a digital text

Date	Source/sender	Medium	Audience	Purpose of communication

## Chapter 4 Capturing components

### Camera shots and camera angles

Example	Camera shot/angle	Description
	Close-up	The close-up focuses just on the head and shoulders of the person in the shot. We can see the detail of the subject's facial expressions when a close-up is used.
	Extreme close-up	In an extreme close-up one part of the subject or object completely fills the shot, e.g. an image of an eye rather than the whole of the subject's face.
	Over-the-shoulder	In this shot the subject is shown over the shoulder of another subject.
	Two-shot	This includes two subjects in the shot.
	Three-shot	This includes three subjects in the shot.

Example	Camera shot/angle	Description
	<p>Mid-shot</p>	<p>A mid-shot will show the person from the waist upwards. We will still be able to see some of the background but the person will fill much more of the frame than they do in a long shot (see below).</p>
	<p>Long shot</p>	<p>A long shot shows the whole of any person who is in the shot and viewers will also see a lot of the location where the action is taking place.</p>
	<p>Extreme long shot</p>	<p>Any person shown in an extreme long shot will be very tiny indeed. The main focus of the image will be the setting or location.</p>
	<p>Eye level</p>	<p>This is where the camera is placed at about the height of the human eye so that we are on the same level as the subject.</p>

Example	Camera shot/angle	Description
	High angle	This is where the camera is placed higher up than the person it is capturing. When we watch a high-angle shot we appear to be looking down on the person in the shot.
	Low angle	The opposite of a high-angle shot, the low angle has the camera placed low down looking up at the person in the shot. When we watch a low-angle shot the person, appears to be looming over us.

## Chapter 4 Capturing components

### Ten golden rules for making effective moving images

**1. Always produce a script or storyboard: never 'make it up as you go along' while out on the shot.**

Always plan carefully what you intend to shoot. If you don't, you will waste a lot of time and forget things. Pre-planning may not be exciting, but without it you're likely to produce a badly thought-out video.

**2. Always shoot more than the number of shots that appear on your storyboard.**

You will need all sorts of other material to use when it comes to the edit, so make sure you give yourself enough choice. You should have enough 'establishing' long shots to introduce the location to your viewer. Try shooting the same scene with a mid-shot and close-up angle so you can see which is most effective later when editing your footage. As a rule of thumb, shoot four times as much material as you actually plan to use in the edit.

**3. Avoid 'real-time' filming.**

Whatever you are filming, it should be broken down into a series of individual shots. Don't try to cover the whole of a chase sequence by running behind the actors with the camera rolling, hoping for the best. Take three or four points along the route of the chase, set up the camera and let your actors run through the shot without the camera moving.

**4. Do not use the zoom.**

Unless you have a very good reason to, do not use the zoom. The zoom facility should be used to help you compose the shot without having to walk backwards and forwards with the camera. Using the zoom makes it very easy to have the characters' faces whooshing up into badly framed close-up, making the viewer feel queasy and distracting their attention.

**5. Do not use the endless slow pan.**

We've all seen (and maybe even taken) a long, slow pan following a character across a scene, sending us slowly to sleep before they finally reach the door and go through it! Try to avoid panning and frame up on the door, let the actor walk into shot, open the door and cut as they start to close it.

**6. Don't 'hosepipe' the camera all over the place.**

When they start out, many amateurs use the camera as an extension to their eye. If they have a cathedral in front of them they just waggle the camera up and down and sideways in the hope we will see the whole building. This is called 'hosepipng' because the end result is about as controlled as a hosepipe not being held when the tap is turned on: it lurches around randomly for no good reason. Decide on some key things in your scene and take individual shots of them with the camera still on the tripod.

**7. Never shoot into the light.**

Unless you want a silhouette (and most of the time you probably don't because you can't tell anything about the character), avoid standing your actor in front of a window and shooting into the light. Even on the dullest of days, it will be much brighter outside than inside and all the things you don't want the audience to see will be perfectly lit and all the things you do want them to see will be in darkness.

**8. Don't forget about the sound when shooting.**

There's a good reason why film crews spend a long time waiting for the sound artist to get the microphones in position and sound levels right. If an actor or presenter is speaking, it is good to hear what they say clearly rather than strain to pick up a tiny voice being drowned out by all sorts of other noises. Video is a two-medium media: pictures and sound. Both are equally important so make sure you use microphones to pick up actors' or presenters' voices.

**9. Avoid the temptation to use every visual effect in the editing software package.**

Imagine how tedious it would be if every time the shot changed in *EastEnders* the director used a different visual effect. It would interfere with the storytelling. Unless you want the viewer to notice that you are changing shot (and most of the time you don't), just use a simple cut.

**10. Don't use the first bit of music that comes to hand.**

The music you use must be just right for the scene because, if it isn't, the audience might laugh at the moment you thought was really sad. Music is very powerful. Spend time trying out different tracks to see what effect they have on the meaning of the sequence. Notice the word 'sequence' here – don't try to add different bits of music to each individual shot.

[http://~~www~~ www.youtube.com/](http://www.youtube.com/)

Ben Target Comedy:

watch?v=CiITs-fhXHY

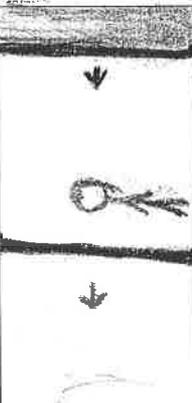
Lloyds TSB

watch?v=KNQ9xSTGiZc

Hofstra University

watch?v=XNG2ff0e8Fg&feature=related

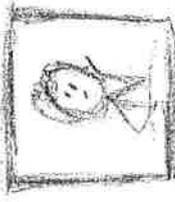
Digital Communication Unit 3: Creating a digital text

Frame/timing	Content sketch	Detail of content and camera shot	Dialogue, sound, music	Additional notes
		<p>Zoom in on image and thought bubble appears saying "what next?"</p>		
		<p>girl walks past screen to change scene.</p>		
		<p><del>long</del> long shot of shop with "Get a job" written outside.</p>		

## Chapter 3 Developing your proposal

### Storyboard template

You could use the table below to plan the structure for your moving image texts.

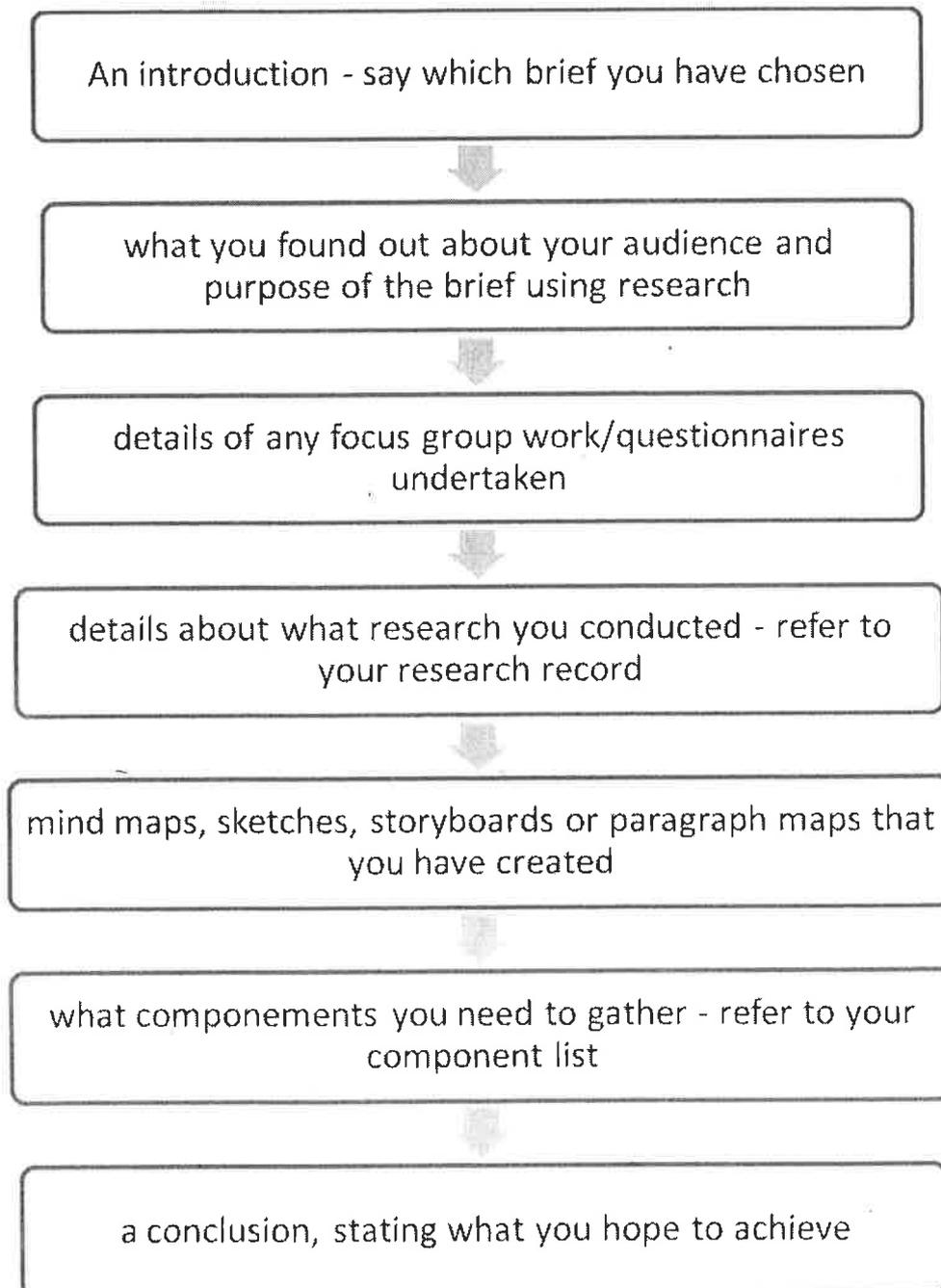
Frame/timing	Content sketch	Detail of content and camera shot	Dialogue, sound, music	Additional notes
		mid shot of table with framed photographs.	calm, peacefully music.	
		close up, baby picture then pan to a picture of aged 5		
		carry on panning resting on each photograph until it rests on an image of a girl in an arm chair		

Writing your proposal

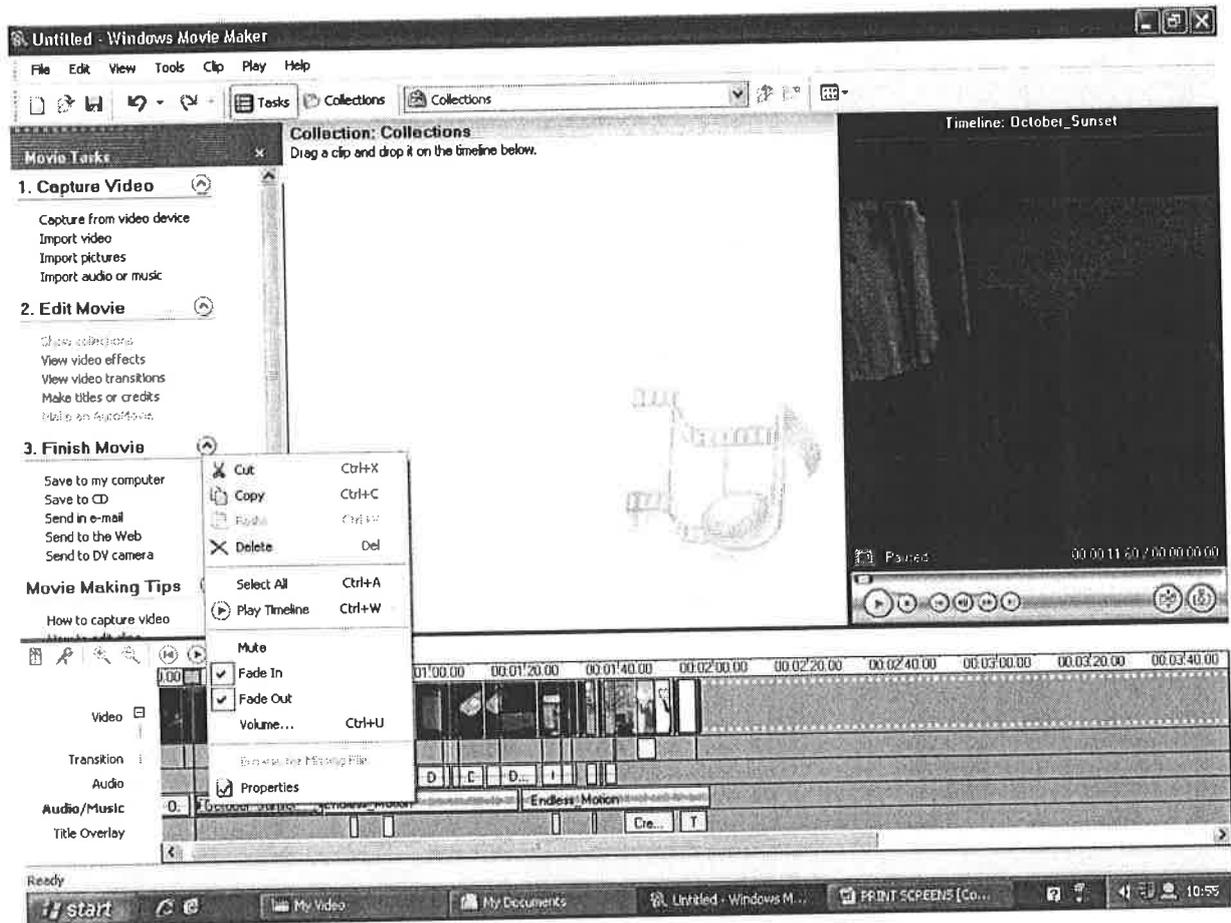
*You will be marked on how well you have:*

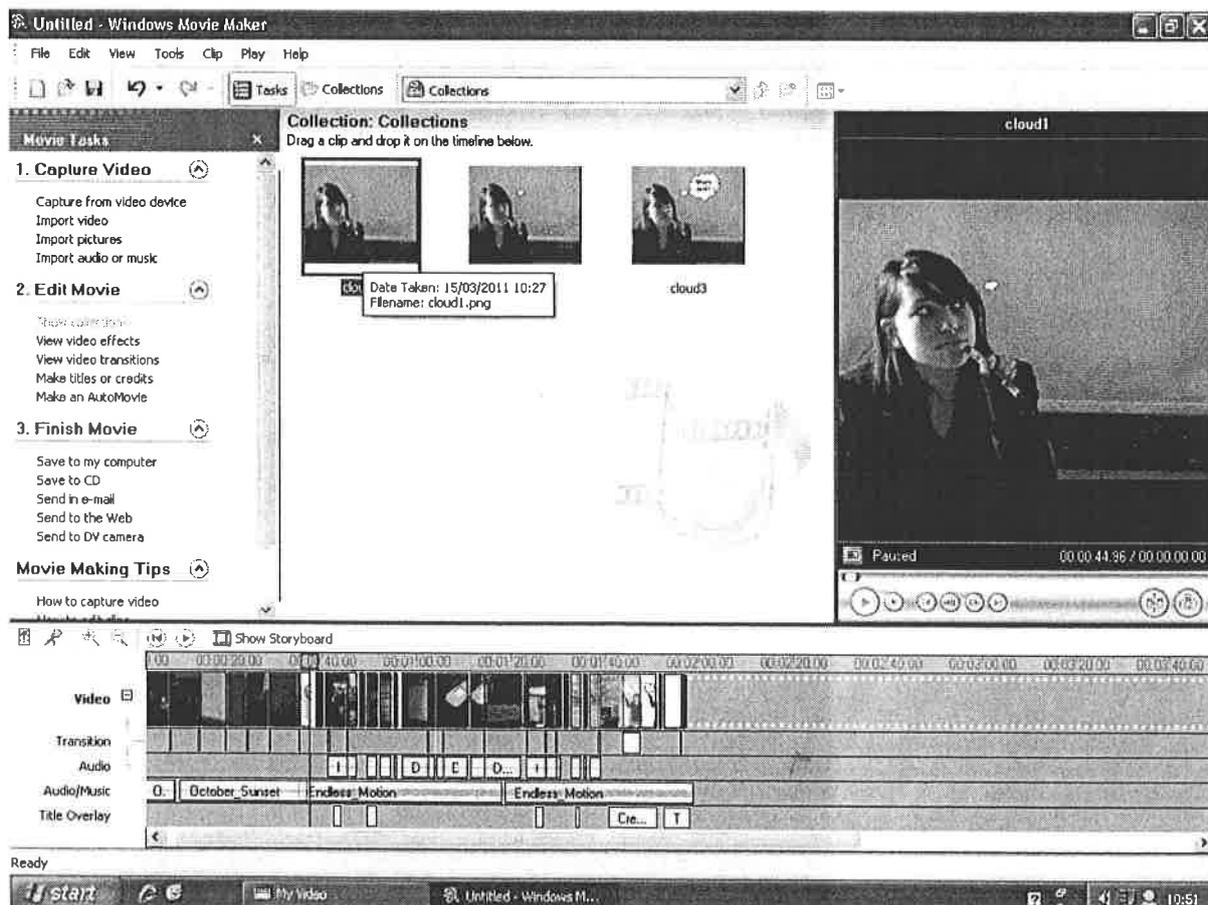
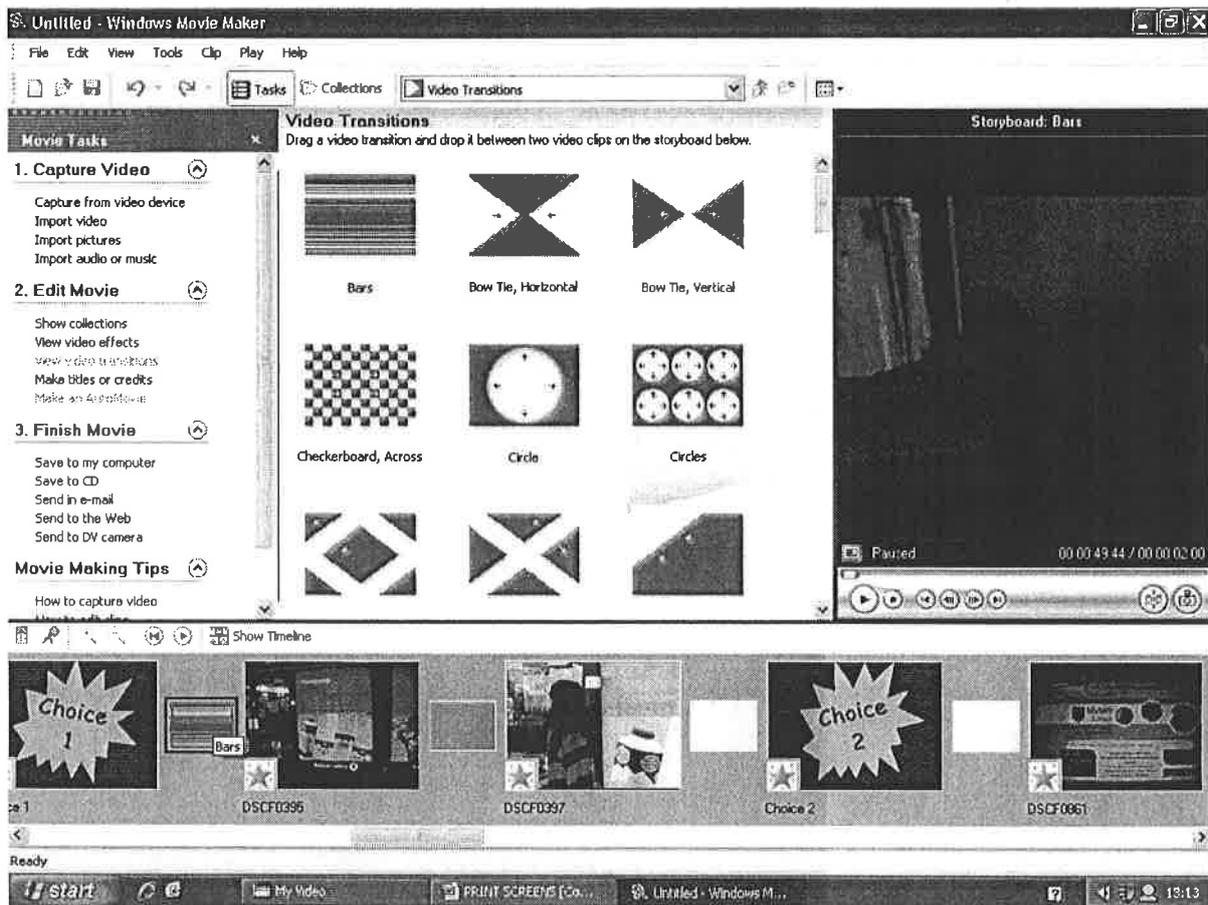
- Carried out relevant research which contributes to your proposal
- Analysed existing digital text
- Planned your text to meet audience needs and brief.

Try to include the following sections in your proposal:









## Chapter 2 Research

### Unit 3 mark scheme

Read the student extract on page 106 of your student book and look at the mark scheme below. Which part of the mark scheme is relevant to the student extract?

Section A: Proposal (20 marks)	
Marks	Description
1-5	<ul style="list-style-type: none"><li>• limited relevant research has been carried out</li><li>• limited analysis of texts</li><li>• some evidence of simple planning</li></ul>
6-10	<ul style="list-style-type: none"><li>• some relevant research has been carried out and this contributes to the proposal</li><li>• some evidence of analysis of texts, which may inform the proposal</li><li>• some evidence of planning to meet audience needs and the brief</li></ul>
11-15	<ul style="list-style-type: none"><li>• mostly relevant research has been carried out and this contributes to the proposal</li><li>• consistent evidence of analysis of texts, which informs the proposal</li><li>• consistent evidence of planning to meet audience needs and the brief</li></ul>
16-20	<ul style="list-style-type: none"><li>• focused and selective research which has significantly contributed to the proposal</li><li>• sustained analysis of texts, which critically informs the proposal</li><li>• sustained and consistent evidence of planning to meet audience needs and the brief</li></ul>

Preparing and planning our text.

Before we begin our timed conditions in the computer rooms next lesson, you will need to use this hour to thoroughly complete your planning stages, so you can get on with writing your proposal and working on your actual project.

Use the checklist below to make sure that you are fully prepared.

Remember! Even if you are planning to film within a group, you will need to have your own folder of evidence!

	Complete?
Compilation of relevant research and tables for analysing research completed.	<input checked="" type="checkbox"/>
<b>Films:</b> Storyboard Script	<input type="checkbox"/>
<b>Websites:</b> Section by section plan. Visual design complete (what you want it to look like?)	<input checked="" type="checkbox"/>
Proposal plan has added and specific details (so you are confident you can write up your proposal in an hour).	<input type="checkbox"/>
A list of things that you need to do <i>outside</i> school to bring into the computer rooms on a pen drive for your editing.	<input type="checkbox"/>
An action plan of what you need to do <i>in school</i> . (Remember that this will come out of your editing time . . . )	<input type="checkbox"/>
Any copyright requests have been sent, using the copyright help-sheet.	<input checked="" type="checkbox"/>

No matter what you do . . .

**Make sure your plans meet your brief!**

Unit 3: Creating a digital text

Log of how decisions

Name:

<u>Date</u>	<u>Problem / issue that I encountered and considered</u>	<u>Amended plan / decision</u>
13/1/11	can only import one video at a time	drag and drop to save time.
13/1/11	sound didn't work	- could plug sound in to the back.
13/1/11	didn't have much room to upload videos.	deleted files in my account

## Sample Proposal

**Brief: Create a digital text about recycling aimed at teenagers.**

The brief I have chosen is aimed at teenagers. I chose this audience because it was close to my own age so I felt I could relate to them as I was one myself. I also ran 2 focus groups with my peers to get their reactions to recycling as an issue.

I found that by collecting and discussing ideas about the content of my planned digital text, a focus group really helped. I asked a few questions and the group came up with some really good ideas. One idea was that I should include some information about how we can recycle more in school. This led me to research what we actually do now and I was surprised to find that apart from paper recycling, there's not much else being done. So in my digital text, I want to include suggestions on how we can become more eco friendly, by encouraging and persuading our school to do more.

I decided that the best digital text to create for this brief would be a website because many teenagers have access to the internet and use it regularly. I therefore felt that my text would be accessible to as wide an audience as possible. I spend about 2 hours per day surfing so I felt my digital text would be likely to get lots of hits from its target audience.

I found that by collecting and discussing ideas about the content of my planned digital text, a focus group really helped. I asked a few questions and the group came up with some really good ideas. One idea was that I should include some information about how we can recycle more in school. This led me to research what we actually do now and I was surprised to find that apart from paper recycling, there's not much else being done. So in my digital text, I want to include suggestions on how we can become more eco friendly, by encouraging and persuading our school to do more.

When I researched other websites on the same issue I found that they regularly used the colour green to symbolize recycling. I noticed too that most websites included hyperlinks, a menu bar and .....

When planning my digital text, I decided to create a website that uses a similar layout to facebook as this is a text used regularly by my target audience .... I therefore chose the font ....

## Unit 3 - Evaluating your Digital Text

The last part of the process is to evaluate your text. You can write up to 300 words for this. Make Screen shots of your text so you can reflect on and annotate what you have done well.

Answer these questions:

1. What choices have you made to suit your audience?
2. What choices have you made to suit your purpose?
3. Does your text communicate ideas clearly?
4. Have you shown you can edit digital components successfully?
5. How successful is your text at fulfilling the brief?
6. Is the organisation and structure of the text effective?
7. What could you do to improve your text?

It would be a good idea to get feedback from another student to help you assess what is good about your text.

Now write up your evaluation. This will form the last hour of your controlled assessment.

## Plan.

To give information & advice to school leavers.

### Choices for audience

- bright colours
- teenager in film
- short sentences.

### Choices for purpose

- gave information
- options.
- showed how to get an application form.

### Communicate clearly?

- yes - short sentences
- backed with images