



OAKS PARK SIXTH FORM
Learning Together, Achieving Together



CTL3 IN DIGITAL MEDIA TRANSITION BOOKLET 2026 - 2027

Full Name:

Key Areas Of Focus	
Introduction To Digital Media	Welcome to the OCR Level 3 Cambridge Technical in Digital Media! This course is designed for those who want to master the art of modern storytelling and content creation. You will move beyond consuming media to understanding how it is produced, regulated, and monetized in a digital-first world. From film and television to web design and social media marketing, this course provides the technical expertise and creative freedom needed to succeed in the fast-paced media industry.
Skills Gained	By the end of this course, you will be a proficient media practitioner capable of taking projects from initial concept to professional distribution. You will develop high-level skills in digital pre-production, creative technologies, and audience analytics, preparing you for roles such as Content Creator, Digital Editor, or Media Researcher. Whether your goal is university or an industry apprenticeship, you will gain the practical experience and theoretical insight required to navigate the evolving global media landscape.
Wider Reading	The Media Student's Book by Gill Branston & Roy Stafford Trust Me, I'm Lying: Confessions of a Media Manipulator by Ryan Holiday The Art of Game Design: A Book of Lenses by Jesse Schell Understanding Media by Marshall McLuhan

Why Transition Work?

Success in Digital Media requires a transition from being a passive consumer to an active, critical producer. The Transition Work Booklet is designed to bridge the gap from GCSE, introducing you to the professional standards expected at Level 3. Because this course relies heavily on independent research and portfolio building, these tasks help you develop the habits of a media professional: meeting deadlines, investigating industry trends, and documenting your creative process without constant supervision.

Fundamentally, A Levels also require you to be an independent learner, someone capable of studying and cementing knowledge in their own time, without direct or explicit guidance. Although you will have fewer subjects, they require an entirely different skill set in terms of studying, and the volume of work produced in each subject is exponentially larger due to the depth and detail of an A Level, to produce a well rounded subject expert.

The exercises and tasks in this booklet will ensure that you are ready to begin the exciting course that is the CTL3 in Digital Media. Starting in September, the knowledge you gain from these tasks will be put to immediate use. Each task has also been designed in such a way that you begin to hone your skills in the ways that you need for Sixth Form; independent enquiry, evidence of further reading, and evidence of further learning.

Will My Work Be Assessed?

Yes. In September, you will be asked to submit your completed transition work on the Google Classroom for the subject. Over the first two weeks of Year 12, you will sit a Baseline Assessment, covering all the topics assigned in the transition work, as well as be expected to deliver presentations on the tasks that ask you to do so.

Your transition work must be completed, and ready to submit, on the first Year 12 Digital Media Lesson in September. In certain cases, we may decide to withdraw the offer of studying the CTL3 in Digital Media.

Extra Reading & Resources

The Drum: <https://www.thedrum.com/>

StudioBinder: <https://www.studiobinder.com/blog/>

Side By Side (Technical Film): <https://www.imdb.com/title/tt2014338/>

Canva: <https://www.canva.com/>

Section 1 - Media Theory & Institutions

Task #1: The Power of the Conglomerate

In Digital Media, understanding who owns the media is as important as the media itself. Most of the media you consume is owned by a small number of massive "conglomerates" that use Horizontal and Vertical Integration to dominate the market. Investigate one of the following media giants:

The Walt Disney Company

Sony Group Corporation

Warner Bros. Discovery

Netflix (as a disruptor model)

You will be expected to cover:

1. Company Profile: Who are they and what are their main "subsidiaries" (smaller companies they own)?
2. Synergy: How do they use different branches of their company to promote a single product? (e.g., How does Disney use theme parks, TV channels, and toys to sell a movie?)
3. The Prosumer: How does this company allow audiences to interact with or create their own content?
4. The Ethical Debate: Does one company owning so much of our media help or hinder creative diversity?

Mode of assessment:

You will present a "Media Map" or a digital presentation to the class, focusing on the company's reach and impact on the global market.

Task #2: Getting To Grips With Terminology

The Digital Media course relies heavily on your ability to use "Media Language" accurately. Research the following 15 terms and write a definition that is suitable for Level 3 study. Use industry-standard examples where possible.

Mise-en-scene	Demographics	Psychographics	Conglomerate	Independent Company
Vertical Integration	Horizontal Integration	Synergy	Cross-Media Convergence	Denotation & Connotation
Diegetic Sound	Non-Diegetic Sound	Public Service Broadcaster	Regulatory Bodies	Target Audience

Mode of assessment:

This terminology will be tested in a "Glossary Check" during your first week to ensure you can speak the language of a media professional.

Section 2 - Production & Planning

Task #1: The Pre-Production Toolkit

Before a single frame is filmed or a page is printed, a media creator must plan. Unit 2 of your course focuses entirely on the Pre-production process.

Your Task:

Choose a 30-second sequence from your favorite movie or a video game trailer. You are going to "reverse-engineer" the planning documents for it.

1. Storyboard: Re-create a 6-panel storyboard of the sequence. Focus on shot types (Close-up, Wide, etc.) and movement.
2. Sound Report: List every sound you hear—separate them into Dialogue, Ambient Noise, and Music.
3. Risk Assessment: Imagine you were the producer on the day of filming. Identify 3 potential hazards on that specific set and how you would minimize them.

Mode of assessment:

You will be asked to submit your "Pre-Production Pack" (Storyboard, Sound Report, and Risk Assessment) as a digital collection of documents on Google Classroom in the first week of Year 12.

Task #2: Applying The Knowledge – "The Client Brief"

In Unit 3, you will create a media product based on a Client Brief. This task tests your ability to think like a designer and a marketer. The actual process will be considerably more lengthy when it comes to digital media, but the purpose of this task is to get you ready for the kind of content and work you could be expected to produce for a client.

The Brief:

1. Client: A new independent "Eco-Friendly" energy drink brand called "REGEN."
2. Target Audience: Gen Z (Ages 16–24), environmentally conscious, active lifestyle.
3. The Task: Create the "Visual Identity" for this brand.

Your Requirements:

1. Mood Board: Collect images, colors (hex codes), and fonts that represent the "vibe" of the brand.
2. Product Mock-up: Design the front of the drink can or a social media advertisement (Instagram/TikTok style). You may use Canva, Photoshop, or hand-drawn techniques.
3. Justification: Write 200 words explaining why your choices of color, font, and imagery will appeal to the 16–24 demographic.

Mode of assessment:

A digital portfolio showing your Mood Board and final Mock-up. You will be expected to "pitch" your design in a 1-minute talk to the group.

Overall mode of assessment:

As part of the baseline assessment, you will be asked to demonstrate your pre-planning production and key terminology usage skills in practice exam-style scenario questions.

Ms L Davda Curriculum Leader for Information Technology & Computer Science	Mr U Iqbal Teacher of Information Technology & Computer Science	Mr C Freeman Teacher of Information Technology & Computer Science
Mr M Rahman Teacher of Information Technology & Computer Science		