BBC Bitesize 11-14 English – Video and image assets brief

BBC Learning

October 2017
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Summary

Bitesize recently published the first Science and Maths content for 11-14 year olds in our new, more visual and interactive ‘Explainer guide’ format and we are now commissioning content for English in a similar format.

The creative challenge is to find ways of visualising and contextualising English grammar for 11-14 year olds.

- 15 short-form videos and related image assets to make 15 new Bitesize 11-14 Explainer Guides on English grammar
- The maximum budget for the commission is £50,000
- To deliver by 12th March 2018

Your proposal

Proposals should be provided as either MS Word documents or PDFs. They should be a maximum of 15 pages long (including all graphics and appendix etc), and submitted to Gillian Donovan, Assistant Producer, Bitesize at gillian.donovan@bbc.co.uk.

Please include the following 3 creative treatments in your proposal: NB the creative treatments only require the elements listed in the section below – we do not require a complete format (as listed on pages 8-12).

i) Treatment for a 1 minute vocational case study video and hero image for a ‘What is’ guide: “What is a noun?”. Including:
   a. a striking ‘real-life’ image to represent the concept in the hero image of the guide (we only require a hero image for the ‘What Is a Noun’ creative treatment in this proposal)
   b. a treatment for a ‘case study’ video of someone who uses nouns in an authentic vocational context. Please note, the aim of the video is to show the authentic application of the idea of nouns, NOT to give a traditional ‘definition’.

ii) Treatment for a 1-minute video and slideshow image assets for a ‘How to’ guide: “How to use commas to...”. Including:
   a. a specific, engaging purpose and context to complete the title
   b. a treatment with a storyboard for a live-action, first-person point of view step-by-step ‘how to’ video and the related step-by-step image slideshow

iii) Treatment for a short-form video for a ‘Think like’ Guide on the question of: “Can language exist without grammar?”. Including:
   a. a treatment for an engaging, 1-2 minute video designed to stimulate higher-level critical thinking and empower learners to articulate their thoughts on the question. The format is open and may include live action and/or animation.

Deliverable list for your proposal

- Company overview
- Project overview/plan
• Creative solutions to the three types of treatments
• Resourcing plan
• Proposed approach to
  o engaging a suitable educational consultant
  o gathering feedback from the Bitesize 11-14 audience during production, to ensure
    the content is suitable for our audience
• Technical / production / project management approach
• How you would ensure diversity
• Budget, including specific reference to production of images (including images for activities)
  as well as video assets
• Schedule, including reference to accommodating collaboration on both initial creative
  development and iterations storyboards etc (which may impact on staffing costs in budget)

If you have any questions about the proposal or the project, please contact Gillian Donovan on
the email above.

Selection
The BBC will use the following standard criteria to evaluate the proposals submitted:

• quality of the idea proposed – originality / suitability for Bitesize audience
• ability to meet editorial and educational requirements, including a plan for sourcing an
  educational consultant and for gathering feedback from the Bitesize 11-14 audience during
  production
• ability and specific measures to ensure diversity, including in all casting and images
• pricing / value for money
• project management / production plan
• core staff experience and prior experience of company
• presentation of response

Any queries on this commission should be emailed to Gillian Donovan (gillian.donovan@bbc.co.uk). Please email Gillian to express an interest so we can inform
you directly of any updates.

For any general questions about the project, rather than those specific to your own
approach, we will distribute a summary of the questions and our responses to all
companies pitching who have expressed an interest directly.
About BBC Bitesize

Who is the BBC Bitesize audience?

Bitesize is the BBC's study support service, helping 5-16-year-olds as well as post-16 students with their coursework, homework and preparation for tests and exams, outside of the classroom environment. Bitesize covers core subjects including Maths, English and Science at primary and lower secondary levels up to Key Stage 3 and Scottish 4th level, and a wider range of subjects at upper secondary, including, GCSE, Welsh TGAU, Scottish National 4 and 5 and Higher.

Bitesize is used by approximately three-quarters of secondary school students in the UK.

Bitesize content is primarily aimed at middle- and lower-attaining students. We are also keen to extend our reach to more lower-attaining students within this range, who are striving to achieve their potential but struggle with formal academic learning at school.

Style, tone and the Bitesize 11-14 brand

BBC Bitesize is a highly trusted brand that students know they can turn to for high-quality educational content.

Bitesize values:

- High production values
- Tailored to the needs of our audience
- Clear, concise delivery of the key educational points - bite-sized chunks
- Inclusive: accessible to every level of academic ability
- Reflects and celebrates the diversity of our UK 11-14 year old audience and the world they are growing up in
- Factually correct, high-quality and curriculum-relevant
- Simple, straightforward language
- Quirky, fun, irreverent approaches where appropriate
- Innovative and distinctive educational media formats

Bitesize 11-14 Maths, English and Science Explainers

Previously Bitesize 11-14 has been focused mainly on 14 year-olds revising for their end of key stage exams. However with the new national curriculum introduced in England in 2015, and the curricular reforms happening in Wales, Scotland and Northern Ireland, we are now focusing on supporting students throughout their study from the start of secondary at 11 years old up to 14 years old.

The Bitesize 11-14 Explainers are aimed at students studying independently outside class.
We are also publishing on a new platform which supports more audio-visual media and interactive activities and is more mobile and tablet-friendly. Initially content packages published in this format will be known as ‘Explainer’ Guides, to be followed by other formats as they are developed.
Steps featured in each type of Guide
As noted in the key, the blue steps are NOT a part of this commission.

<table>
<thead>
<tr>
<th>Type of guide</th>
<th>Required</th>
<th>Not required</th>
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<tbody>
<tr>
<td>What Is...</td>
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<td>How To...</td>
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<td>Think like a writer</td>
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<td>Hero Image</td>
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<td>Hero Image</td>
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<td>Hero Image</td>
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<tr>
<td>Connection Image and bullet points</td>
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<td>Step by Step Video</td>
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<td>Peer Video</td>
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<td>Case Study Video</td>
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<tr>
<td>Peer Video</td>
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</tbody>
</table>
What is expected from this commission:

How To Guides
The ‘How To…’ guides are designed to support hands-on ‘learning by doing’ through a meaningful, physical activity off-line in the real world.

They are envisaged to be used as part of directed self-study, for examples learners might be sent a link by a teacher or find it on a curated piece of content (for example a ‘Where next’ promo on another Bitesize Guide). Because these guides are not principally designed for search engine terms, the title can be tailored to present an intriguing, purposeful activity such ‘How to make a better argument with semi-colons’ or ‘How to play persuasion bingo with modal verbs’.

The key aims for these guides are:

• To demonstrate, step by step, a technique students can use improve their writing through the application of grammatical concepts in a specific, engaging context relevant to their daily experience, such as writing a persuasive essay, but equally writing a thank you note to a relative or structuring a joke effectively.
• By applying a technique successfully in a specific, meaningful, real-world context, it then becomes possible to transfer it to other contexts in future, i.e. starting with the ‘real’ and specific contextualised application rather than the abstract concept.
• To extend grammar and language outside of the context of a set text, to the environment around them with focus on ‘real life’ texts such as a leaflets, online articles or magazines that can be found around the home.
• To help the students feel more confident discussing grammatical concepts and their application, having completed an activity that demonstrates effective usage.
• To provide and emotionally rewarding or satisfying result.

The format of a How To Guide is:

1. 1st person pov video showing hands doing the steps of the activity. Please note that these videos should be designed to allow the students to follow the activity without sound, and therefore should NOT be designed to include a voiceover.
2. Step by step slideshow of up to 10 slides illustrating the steps of the activity with captions. NB ‘bonus’ slides may be added at the end with e.g. interesting extensions or interesting facts but total slides delivered will not exceed 10
3. Online Activity (such as Highlighting, Free Text, Drag and Drop or Interactive Graphic) which gives learners a taste of what they would do in the ‘How To...’ activity featured in the video.
4. Video journal showing peers doing the activity and talking about it, including creative variations NB this video is not a part of this commission.

The format of these guides are based on pedagogical principles, such as:

• Hands-on active learning through doing
• Relating to the familiar and what students already know
• Creating, for example pieces of writing, for others to experience
• Peer-to-peer learning through video journals
• Learning through the senses
• Transferable models of language, which students can use in new contexts in future

Please also note that due to the visual nature of the commission, we would expect storyboards rather than scripts to form the backbone of the development.
What Is Guides
The ‘What Is…’ guides are designed to be used by learners outside the classroom searching online for a concept they don’t understand, often triggered by homework or revision. For example “What is a noun?” or “What is a verb?”.

They should be an ‘explanation’ of the concept, not just a dictionary-style abstract verbal definition which tends to rely on other abstract terms and definitions which the learner might not be familiar with.

In these guides we avoid lengthy text passages by using key images and interactives. The emphasis (and challenge) is representing the concept visually, with repeatable icons that reassure the audience.

The ‘What Is…’ guides should be accessible to the lowest ability 11-14 learners.

The key aims for these guides are:

• To guide a learner to deeper understanding of and more confidence with a concept, encouraging them to transfer their existing knowledge to form their own understanding of a new idea.
• Increase the apparent ‘use value’ of the concept by connecting it to ‘real life’ usage, showing how it is applied in the adult world by using authentic case studies of adults discussing how they use it. These videos are often set in a vocational environment, but we are open to other ‘real world’ settings.

The format of a What Is Guide is:

1. Hero Image of a striking real-life object or scene which signifies the concept, and ideally links it with the ‘real-life’ case study video. This image can be repeated throughout the guide.
2. An initial jargon-free, simple verbal analogy in bullet points or a short sentence (e.g. “aerobic respiration is like.. tiny explosions of energy happening inside every cell in your body”), below the Hero image. NB this is separate to the ‘Interactive Graphic’ on Pg 7 which is not included in this commission.
3. ‘Connection’ image which links the concept to other similar ideas, encouraging students to transfer their understanding, and providing reassurance through familiarity having completed other guides on similar topics. This should be an iconic graphical representation of the concept.
4. Activity that enables the learner to test their basic understanding in order to build confidence with the concept.
5. Case Study video connecting the concept with convincing adult ‘real life’, showing how it is applied and its ‘use value’. (e.g. case study of menu writer coming up with adjectives to entice diners).

The format of these guides are based on pedagogical principles, such as:

• Learning through the senses
- Relating to what students already know
- Connecting with real adult life outside school
- Concrete, Pictorial, Abstract: In the sense of a gradual and systematic approach which begins with a real-life “concrete” example, then builds child’s existing understanding through visualisation, gradually increasing their confidence with the abstract concept.
- Transferable models of language, which students can use in new contexts in future
‘Think like a writer’ Guides

Independent and critical thinking becomes increasingly important throughout secondary school. The ‘Think like a writer’ guide is designed to stimulate higher-level critical thinking and problem-solving skills – they are not intended to provide a definitive answer or encourage one particular opinion.

Each guide will feature a video presenting an intriguing and engaging question and ideas, designed to encourage the learner to generate their own opinions and form reasons to support these.

They will also include an activity, designed to aid the learner in exploring their reactions to the video and help them formulate their opinion.

The key aims for these guides are:

- Encourage independent and critical thinking skills in the learner
- Expose the learner to situations where there may not be a ‘correct’ answer, which reward creative thinking

Please note this format is at an earlier stage than the ‘What is’ and ‘How to’ formats and we would be open to ideas and keen to experiment with different approaches. Please factor in more development time and iterations for these films in your proposed schedule. The current proposed format is:

1. Enticing Hero image which alludes to ideas within the video, and piques the learner’s interest to find out more
2. Video (up to two minutes) exploring a question related to English, showing different perspectives and idea to stimulate critical thinking. In some cases it might be relevant to include input from ‘real life’ writers
3. Interactive activity which encourages the learner to form and express an opinion around the ideas featured in the above video.
4. Second video (NOT part of this commission), showing peers of the learner discussing their reaction to the first video – allowing the learner to compare their opinions to their peers and further explore ideas from the first video.

The format of these guides are based on pedagogical principles, such as:

- Stimulating higher level thinking by creating cognitive conflict e.g. an intriguing question that the learner may not be sure of their opinion on
- Peer-to-peer learning e.g. by featuring peers debating the question
- Creating something for others to experience, e.g. encouraging learners to express and articulate their thoughts
Commission Asset Requirements

The video content and still images we are commissioning are for 15 new English Explainer Guides (see Appendix A for provisional titles). This commission is for video and still images for three types of English Explainer Guide formats:

- 4 ‘What is...’
- 8 ‘How to...’
- 3 ‘Think like a writer’

Though the total number of image deliverables is up to a maximum 26 per Guide, please factor in that most of these will be closely based on stills from the videos and storyboards. (NB the following figures are provisional)

<table>
<thead>
<tr>
<th>Asset Type</th>
<th>What Is (4)</th>
<th>How To (8)</th>
<th>Think Like a writer (3)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step by step video</td>
<td>0</td>
<td>8</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Case Studies video</td>
<td>4</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Viewpoint video</td>
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<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Video Total</td>
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<td>8</td>
<td>3</td>
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<td>Hero Image</td>
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<td>Small connection Image</td>
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<td>0</td>
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<tr>
<td>Holding Image (x2)</td>
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<td>tbc</td>
</tr>
<tr>
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</tr>
<tr>
<td>Printable PDF</td>
<td>4</td>
<td>8</td>
<td>3</td>
<td>15</td>
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</tbody>
</table>

Further explanation of the Asset Types and required numbers for each is included later in the guide.

As a part of the commission, we would expect the Indie to work with us in collaboration to develop the aims and content of activities (such as Highlighting, Free Text, Interactive Graphic and Drag and Drop).

The BBC would build the interactive activities using an in-house system, and therefore would only require assets to be delivered as individual images (sizes and formats included later in this Brief).
Commission requirements for each type of Guide

4 x ‘What is…’ Explainers:
- 1 hero image (size 1600 x 648px in jpg format) with striking visual image of concept/topic.
- 1 hero connection image (size 320 x 180px in jpg format) showing transferable visual model on a transparent background.
- 1 ‘case study’ video (up to 1 minute approx.) showing authentic use or uses of the concept in real-life context(s).
- 2 activity background images (size 1008 x 567px in jpg format for desktop landscape, and second size TBC for mobile portrait) if required
- 10 ‘Drag and drop’ activity images if required
- 2 holding images (both size 1008 x 567px in jpg format) - 1 for video, 1 for the activity (required for all activity formats)
- 1 promo image (minimum size 315 x 315px in jpg format) that captures the essence of the topic for promotion in the ‘where next’ section at the foot of the guide.
- 1 printable pdf, showing the key ideas demonstrated in the guide in an engaging, visual format.

8 x ‘How to…’ Explainers
- 1 hero image (size 1600 x 648px in jpg format) with striking visual image of concept/topic.
- 1 hero connection image (size 320 x 180px in jpg format) showing transferable image on a transparent background.
- 1 ‘how to’ video (up to 1 minute approx.) showing step by step process in the first person.
- 10 images to create an easy to follow step by step slideshow to show the process in the ‘how to’ video above.
- 2 activity background images (size 1008 x 567px in jpg format for desktop landscape, and second size TBC for mobile portrait) if required
- 10 ‘Drag and drop’ activity images if required
- 2 holding images (both size 1008 x 567px in jpg format) - 1 for video, 1 for the
activity (required for all activity formats)

- 1 promo image (minimum size 315 x 315px in jpg format) that captures the essence of the topic for promotion in the ‘where next’ section at the foot of the guide.

- 1 printable pdf, showing the step by step stages as an easy to follow 1 or 2 side ‘comic/photo-story’ style sequence

3 x ‘Think like a...’ (profile) Explainers

- 1 hero image (size 1600 x 648px in jpg format) - showing the writer or another vocation representing the chosen topic

- 1 video (approx. 2 mins) introducing the writer and their work, or suitable context.

- 2 activity background images (size 1008 x 567px in jpg format for desktop landscape, and second size TBC for mobile portrait) if required

- 10 ‘Drag and drop’ activity images if required

- 2 holding images (both size 1008 x 567px in jpg format) - 1 for video, 1 for the activity (required for all activity formats)

- 1 promo image (minimum size 315 x 315px in jpg format) that captures the essence of the topic for promotion in the ‘where next’ section at the foot of the guide.

- 1 printable pdf of 1 or 2 sides, explaining the key concepts in an infographic style.
Asset Types
This commission is for certain core video and image assets for each Guide. There are some assets the BBC is planning to add to the Guides later which are NOT part of this commission e.g. the content of the pop-ups in the clickable step of the ‘What is’ Guides, and the planned user-generated ‘Video journal’ sections, indicated in blue on the model guide structure above.

As detailed above, a number of the image assets will be used within activities assembled by the BBC using an in-house system. As a part of the commission, we would expect the Indie to work with us in collaboration to develop the aims and content of these activities. Further information and examples of these activities can be found later in this document.

This collaborative development will inform the number of each kind of activity used within the 15 commissioned, and therefore the number of ‘Background Image’ and ‘Draggable Image’ assets will reflect this - though as above, we would not expect the number of activities requiring ‘Draggable Image’ assets to exceed half the commission.

Please note many of the assets in the drag and drop interactive activities are likely to me very simple, e.g. commas, single words.

The exact number of required assets will be confirmed at contracting stage.

Videos
The videos are key point in each guide, and will generally influence all the assets that will sit in the guide alongside it – generating stills for images and activities.

We are open to the inclusion of animation where appropriate – for example in the Think Like a Writer guides videos where the format is less decided - but expect the videos to fit into the style of previous commissions in the How To (1st person rostrum shot) and What is (case studies in real life context) videos.

Step-by-step ‘How to’ videos
(1 minute)
1st-person point of view ‘How to’ videos. For example:

- How to draw a golden spiral [http://www.bbc.co.uk/guides/zqp37p3](http://www.bbc.co.uk/guides/zqp37p3)
- How to make bread [http://www.bbc.co.uk/guides/z39rmsg](http://www.bbc.co.uk/guides/z39rmsg)

Please note that these videos should be designed to allow the students to follow the activity without sound, and therefore should not be designed to include a voiceover.

These videos show how to do something hands -on e.g. highlighting pronouns in a newspaper article or adding commas into a transcript of spoken word, from a 1st person POV. The aim is for the audience to be able to learn by doing and to be able to carry out the steps themselves, outside of the classroom.
The style of these videos has been influenced by videos such as recipe formats popular on social media, clearly showing steps in order which the viewer can replicate at home.

For example at home, so the setting and any tools should be as familiar and accessible as possible, ideally to hand or available at minimal cost or effort in most homes. Pen and paper and texts that might be found around the home that can be written on such as take away menus, magazine, leaflets.

Please note there is no requirement for a to-camera presenter, we are expecting the vast majority of these to be rostrum shot using a small number of props. We are expecting a number of these to be filmed in one day in a studio.

This video may also include superimposed graphics and simple text to support the live action. We would welcome ideas for exact formats in pitches. For this Step-by-step video the aim is to show someone doing the activity in real life, e.g. showing real hands, however we would also consider some ‘semi-animated’ solutions where the topic is appropriate, e.g. where a realistic hand is animated over real-life backgrounds, so it appears very close to real life but the movement is actually animated.

**Case Study 'What is' videos**

**(1 minute)**

Case studies of people who apply a given grammatical concept in real-life context(s), such as vocational settings.

For example: for ‘Ratio’, a hairdresser mixing dyes in a set ratio

http://www.bbc.co.uk/programmes/p0589vht

The contributor should not be an actor but someone talking naturally and unscripted about how they authentically use the concept in real life, for example a tour guide using descriptive adjectives, or scriptwriter using contractive apostrophes in a script. The contextual location should be convincingly authentic. The contributor does not have to be a grammar expert, but should be able to talk confidently and naturally about the language they employ, using the relevant grammatical terms, for example to be able to talk about how they use adjectives. Please note, as well as filming these, we would also encourage sourcing suitable third-party content where appropriate (such material can only be included where you have obtained clearance from the copyright holder on all rights non-exclusive basis) for example, a politician using persuasive language in a speech.

**Viewpoint video**

**(around 2 minutes)**

A video presenting intriguing and engaging problems and ideas, designed to encourage the learner to generate their own opinions and form reasons to support these. The aim of these videos is to create independent and critical thinking, therefore should not present learner with a ‘right’ answer – instead it should encourage them to develop their own ideas.

A recent example from our science content demonstrates this approach: ‘Will robots take over the world’ http://www.bbc.co.uk/programmes/p05kgql9
These videos will be followed in the guide by a second video showing peers reacting to the ideas presented. Please note that these second videos are NOT included in this commission.
Images
As mentioned above, please factor in that most of the below assets will based on still from other videos within the commission.

Hero image
(size 1600 x 648px in jpg format) Striking visual image of concept/topic. The image should reflect the content of guide and have impact on the audience. It could be a still from the guide, capturing a key moment or a real-life image that relates to the topic.

Connection Image
(size 320 x 180px in jpg format on a transparent background) Showing a repeatable graphical logo or icon to indicate a transferable visual model or theme.

Holding image (x 2)
(size 1008 x 567px in jpg format) For the video this will be a zoomed in version of the hero image or a different, related aspect of the concept in the video. For the activity, the image should either provide the audience with an idea of what they might do in the activity, or entice the audience with a related image to click on the activity.

Slideshow images (x 10)
(size 976 x 549px in jpg format) Usually based on shots from the videos, showing an easy to follow step by step guide to the experiment. The slideshow should portray each step clearly in the correct order. The slideshow will contain 10 images. 1 cover image showing all of the steps of the activity summarised into 4 or 6 thumbnails, plus 9 step images. Please note the actual activity may be shorter than 9 steps, in which case the remaining slides can be used to give extension activities or additional insights into the maths of the activity.

Promo thumbnail image
(minimum size 315 x 315px in jpg format) Image that captures the essence of the topic for promotion in the ‘where next’ section at the foot of the guide.
Activity Assets
Each guide will include an Activity will be in one of the four formats below - Highlighting, Drag and Drop, Free Text, Interactive Graphic.

As a part of the commission, we would expect the Indie to work with us in collaboration to develop the aims and content of these activities.

Both the type of activity, and its content for each guide is yet to be decided; the exact number of required assets will be confirmed at contracting stage.

All activity types will require a Holding Image, as detailed above.

This collaborative development above will inform the number of each kind of activity used within the 15 commissioned, and therefore the number of ‘Background Image’ and ‘Draggable Image’ assets will reflect this.

Each activity will be built in-house, therefore we only require background and draggable images as part of the commission.

Provided are examples from our Primary English provision – please note that this commission will be aimed at an older 11-14 audience, and our content should reflect that.

As you will see in the provided examples, Highlighting, Free Text and Interactive Graphic activities do not require draggable image assets, and therefore we will only require draggable assets to be made for Drag and Drop activities.

In addition, only the Interactive Graphic and Drag and Drop require a background image. Highlighting and Free Text activities do not require either Background Images or Draggable Images.

<table>
<thead>
<tr>
<th></th>
<th>Highlighting</th>
<th>Free Text</th>
<th>Interactive Graphic</th>
<th>Drag and Drop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background Image</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Draggable images</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

For budgeting purposes, please presume that no more than half of the activities will be in a Drag and Drop format, and this will be reflected in the number of draggable images required. It is also likely that a number of these images will be relatively simple to produce – for example a word or punctuation mark.

The Interactive Graphic Background Image is likely to be based around an image from the video, and require a similar amount of input to a Hero Image or Video Holding Image. Unlike the example below, we do not expect to require a bespoke illustrated image for Interactive Graphics for this commission.
Background image (x2) (NB images only - activity will be built in house by BBC)
(size TBC in jpg format) Some guides will include a drag and drop activity allowing the user to drag and drop items on-screen. This activity requires 1 background image for desktop landscape and 1 background image for mobile portrait.

Draggable images for one drag and drop activity (x10) (NB images only - activity will be built in house by BBC)
(size TBC in png format) 10 png images to drag and drop per desktop/mobile. Please note the activity will be built by the BBC, this commission only includes the image assets.

Examples of published activities in Primary Guides

Highlighting Activity
What are subordinating conjunctions?
http://www.bbc.co.uk/guides/zqk37p3

What are co ordinating conjunctions?
http://www.bbc.co.uk/guides/z9wvqhv

Drag and Drop Activity
How to use the suffix –ous (adding words to sentence)
http://www.bbc.co.uk/guides/zqcpv9q

What are rhyming words (dragging images)
http://www.bbc.co.uk/guides/zqjgrdm

Free Text
How to spell the ‘shun’ sound?
http://www.bbc.co.uk/guides/zyv4qhv

What is alliteration?
http://www.bbc.co.uk/guides/zq4c7p3

Interactive Graphic
What shops were on the high street 100 years ago?
http://www.bbc.co.uk/guides/z8kv34j
Additional

1 printable pdf per Guide

(1 or 2 pages) For the ‘How To’ Guides this will be a step-by-step of the slides explaining the key concepts in an infographic style, presented in engaging ‘photo-story’ A4 format. Existing examples of these from our Maths provision are included in the appendix.

The ‘What Is’ Guides handout should reuse colourful images and icons from the guide to as memory aid or as a prompt to encourage the learner to return to the guide, rather being a learning tool itself. Again, the aim is to avoid large sections of text so using icons and pictorial representations from the guide will be important.

The ‘Think like a writer’ hand out should summarise some of the key ideas from the guide, but again concentrate on providing a space for the learner to formulate their own ideas. This could also be used as an opportunity to provide a worksheet like tool to stimulate them to explore their ideas and reactions on paper.
Style of video

- The video content should appeal to students in the **11-14 age range using the content independently outside class.**
- Generally speaking, ‘What is...’ **Explainer guides** should all be pitched at a level understandable to most 11 year olds, ‘How to...’ **Explainers** may assume a slightly higher level of knowledge, and ‘Think like’ **Explainers** may occasionally stretch 14 year olds.
- Special thought should be given to how the videos can be made as accessible as possible to learners with visual, hearing or cognitive impairments.
- Videos should be concise, lively and imaginative, and should present the topics in a way that is engaging to an 11-14 year old audience.
- The Bitesize Guide may be viewed on mobile, tablet or desktop and should be clear on all platforms, so thought should be given to how it looks on smaller screen devices.
- All video content should use the learning outcomes provided by Bitesize as their basis for their scripts or story boards.
- The videos should encourage multiple viewings and sharing with friends.
- Each video should stand alone in its own right as an engaging piece of content but also should feel part of a connected suite.
- Video content typically remains live on Bitesize for at least 4-5 years, so topical references should be avoided to ensure that the content does not date too quickly.
- We are not looking for responses featuring established star names for the voice overs or any people on screen – where professional artists are required rather than young people, up and coming talent and 11-16 year olds would be preferred.
- Bitesize will require final sign-off on any voices and on-screen talent.
- Rights should be secured in perpetuity. Any exceptions to this must be agreed with BBC in advance of inclusion.
- Where used, music should be production/mood music rather than commercial. We would welcome innovative approaches to the use of sound and music, for example in the new 11-14 Bitesize maths content, to highlight movement and gesture.
- Given the videos are being produced for the Bitesize 11-14 audience we tend to steer clear of talking animals and inanimate objects in animations (which can ‘age-down’ content).
- We are aiming for very short form formats where possible. Clarity is very important.
- The video content should represent the diversity of the Bitesize audience. For example, approximately 25% of school children today identify themselves as not being White British. We celebrate our audience’s diversity in all its forms, and wish to represent a diversity of ethnicities, genders and disabilities in our content. It is critical that pitching companies demonstrate how they would cast diverse contributors.
- Wherever possible to consider alternatives to pen and paper, to distinguish from academic settings, and avoid fear of permanence. Whiteboards and markers are a useful alternative, as they have proved clearer and more colourful on screen, and easier to combine with other props, though cases for exceptions to this may be made.
Style of images

- The hero images in the Guides should communicate a single, strong and memorable visual representation of the concept in a What is, the activity in a How to, and the problem or person in the Think like a mathematician Guides.
- The style for Bitesize 11-14 hero imagery is to use real-life objects rather than graphics or animations for the hero images in What is and How to Guides, with minimal use of overlaid graphics.
- For the Think like format this is more flexible and mixtures of photographic and animated imagery are fine.
- Thought should be given to an appropriate hero image before development of the rest of the video and image content, as it will be crucial to connecting the video and interactive elements of the Guide into a conceptual whole.
- The hero image should be simple, striking and intriguing.
- In the How to Guides the hero image should include hands physically ‘doing’ the activity, to help identify it as a hands-on ‘How to’.
- The holding images throughout the Guide should continue the theme of the hero image, sometimes with variations on the theme, to give the Guide a coherent visual narrative.
**Background to commission**

**Some key pedagogical principles for these guides:**

- **Encouraging thinking:** though Bitesize 11-14 content will sometimes literally ‘explain’ topics via verbal narrative, our aim is to encourage learners’ own new mental narratives, for instance when showing striking images, leaving space without voiceover or text to enable users to ‘think’ about them, or by leaving questions unanswered or apparent contradictions unresolved initially, to establish cognitive tension and stimulate thinking.

- **Familiar, emotionally meaningful:** Include the everyday as a reference e.g. english you can see at home, language of familiar situations, to trigger deep and enduring ‘life-embedded’ associations, in particular use the **body** as a common reference (hands drawing, physical enactment, vocal experience).

- **Connect:** Make connections, e.g. consistent representations, including across subjects (e.g. etymology, numbers), and with previous/more advanced concepts, create opportunities for learner to make connections (e.g. visuals without voiceover encouraging internal narrative).

- **Useful:** Include people actually using the maths/English/science skills for a purpose (e.g. percentage discount shopping, science for nutrition, speaking to persuade someone,), i.e. not just for academic exams, both in preparation for vocational routes and to make the learning feel ‘real’ and purposeful for all.

A key outcome of our English research has been that when learning grammatical concepts, students react best when they can understand how a technique or grammatical concept can be applied to their own work to make it better.

Students often struggle to understand ‘the point’ of learning English and grammar, so by demonstrating the application of skill both in their own work and the wider world we aim to motivate the learner and encourage their interest in the wider subject.

**Key Texts**

One of the challenges of modelling grammar is what texts to use as illustrations. We are keen to create a small selection of core ‘key texts’ that are used repeatedly throughout the Bitesize 11-14 English provision, providing model examples of authentic brilliant writing from across a wide variety of styles and sources.

This would allow us to allow us to:

- Demonstrate the importance of context, and how one sentence or phrase can demonstrate a variety of different concepts and outcomes.

- Encourage students to transfer knowledge throughout the Bitesize 11-14 English provision by reminding them of other previously viewed Bitesize guides.
• Encourage the skill of close reading by directing a student to return to a text multiple times from different perspectives in different Guides.

With this understanding, we are keen to represent a variety of contexts both written, but also from video and audio, to show grammar’s relevance in the wider world. Examples could be:

• Inspiring or amusing quotes
• Historical speeches
• Segments of text from poems, novels, plays or scripts
• Use of existing television to show language in use, for example news interviews (students have been shown to enjoy ‘catching adults out’, so using more formal programming might increase the audience’s satisfaction in the activity).
• Content from vocational sources, such as written menus, the words that are spoken when someone is arrested
• Using audio where possible of spoken word to provide context, and to make text more effective – particularly in descriptive or emotive texts

We would be keen to incorporate these key texts into the videos and activities included in this commission. An example list of potential key texts is included in the appendix.

The final ‘Key texts’ list is something we would aim to work in collaboration on during the development phrase of the project, and whilst it will be Bitesize’s responsibility to clear the ‘key texts’, please note that it would be the responsibility of the Indie to clear any additional texts or content used within assets produced for this commission. For BBC Archive we may be able assist with a small number of specific enquires, but costs and responsibility of clearing would remain with the Indie. **All content should be cleared for all rights in perpetuity.**

**Curriculum mapping**

We have provided a provisional list of topics for the videos (see appendix) for the purposes of preparing a pitch.

Please note the content may be used by students across the UK, so for curricular descriptions of outcomes see national curricular documents for England, Northern Ireland, Scotland and Wales. We will aim to select topics that are relevant to students in all four nations and all curricula.

**Education consultant**

The commissioned company will need to work with and contract an educational specialist/consultant, who will be involved throughout the process to ensure all learning objectives are covered and content is accurate and relevant. All key iterations of content (i.e. video concept, storyboard, initial script (if applicable), final script, rough cut stages, fine cut etc) will need to be reviewed by the named consultant before they are sent to us, and any comments communicated.
We would expect an indication of how you will source a suitable educational consultant as part of the pitch. Separately the BBC will employ our own consultant to assist us in reviewing deliveries, but we would expect all content to have been reviewed by a named consultant prior to delivery.

**Storyboards and scripts**

For this project, which emphasises clear visual imagery over text or verbal narrative, and includes the production of a slideshow in the How to videos, we see storyboards as crucial in the ‘How to’ guides to linking the video to the slideshow images and the wider Guide, and our primary format for development for ‘How to’ videos and slideshows.

For ‘What is’ videos we would expect shooting scripts to form the main focus of development, and transcripts of rough and fine cuts.

Your pitch should include time and resources in your proposed production schedule for producing detailed storyboards and scripts (where appropriate) for each of the videos above.

Bitesize requires full consultation during the scripting/storyboarding process, including the viewing of drafts to ensure scripts hit the learning points, and full sign-off on completed storyboards and scripts before any shooting.

**Deliverables**

- Final videos in electronic format HD (a technical specification will be provided), both compressed and uncompressed. Uncompressed audio provided in multiple channels.
- Images in the formats specified including any source files with any graphical or text elements in separate layers.
- Any graphics in suitable source graphics file formats.
- XML transcripts for subtitles (template will be provided).
- Post-production paperwork (template will be provided).

**All content should be cleared for all rights in perpetuity.** Any exceptions to this must be agreed with BBC in advance of inclusion. This commission will be based on a framework 2 contract. This link provides further information:

[http://www.bbc.co.uk/commissioning/online/articles/how-we-work#framework](http://www.bbc.co.uk/commissioning/online/articles/how-we-work#framework)
The process

Your editorial experience

- Specific English grammar experience is not a prerequisite (although clearly would be useful) – what we’re looking for are creative and engaging solutions to bridging knowledge gaps. We would expect you to be able to source a suitable educational consultant to advise on the English content.
- Experience of delivering to BBC Learning is not a prerequisite, but an understanding of the educational needs of Bitesize’s UK 11-14 year-old audience is.
- Companies should have experience of delivering engaging content for young people, ideally including short-form video content.

Resourcing
Please define your project team within your response– including an indication of core staff members and freelance support. Please outline any talent, including – writer, director, subject matter experts/consultants etc. Please allow time in your schedule for BBC reviews.

Budget
The maximum budget for this content is £50,000. Please provide a budget breakdown to show how you intend to cost the project. Payment schedule to be agreed upon award of contract.

Though exact milestones will be agreed at the contracting stage, and will include a first batch of finalised deliverables in December as described above, typical payment on a project of this size might be:

5% on signature
20% on storyboard/script sign off
20% on first day of principle photography / production
25% on sign off of rough cuts
15% on sign off of fine cuts
15% on full delivery
## Key dates

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief published</td>
<td>16(^{th}) October 2017</td>
</tr>
<tr>
<td>Deadline for questions</td>
<td>23(^{rd}) October 2017</td>
</tr>
<tr>
<td>Response to questions</td>
<td>30(^{th}) October 2017</td>
</tr>
<tr>
<td>Deadline for proposal submission</td>
<td>6(^{th}) November 2017 (by 8.00am)</td>
</tr>
<tr>
<td>Face-to-face pitch</td>
<td>15(^{th})/16(^{th}) November 2017</td>
</tr>
<tr>
<td>Notification of Contract Award</td>
<td>17(^{th}) November 2017</td>
</tr>
<tr>
<td>Kick-off meeting</td>
<td>30(^{th}) November 2017</td>
</tr>
<tr>
<td>Draft of one guide delivery</td>
<td>18(^{th}) December 2018</td>
</tr>
<tr>
<td>First delivery (eight guides)</td>
<td>22(^{nd}) January 2018</td>
</tr>
<tr>
<td>Final delivery (seven guides)</td>
<td>12(^{th}) March 2018</td>
</tr>
</tbody>
</table>
Working together

Who’s responsible for what?
You will be responsible for:

- project management and production of deliverables to agreed deadline and budget
- chairing regular production meetings and communicating project plans and status
- quality assurance of content (in cooperation with the specified educational consultant)

We will be responsible for:

- sharing project documentation from the wider suite of Bitesize content if available
- collaboration throughout the production and delivery
- sign-off on the following: storyboards/initial concepts, look and feel, scripts, essential cast members including young people, voice-casting, music, sounds effects, graphics, animation, rough-cuts and final delivery – within an agreed timeframe

We will be jointly responsible for:

- ensuring the learning outcomes are met
- ensuring that content is suitable for the Bitesize 11-14 audience

The BBC Learning team

- Nicola Anderson – Editor, Bitesize 5-14
- Michael Rumbelow – Producer, Bitesize
- Gillian Donovan – Assistant Producer, Bitesize
- Ryan Hartfield - Researcher, Bitesize
- Sandra Budin – Production Manager, Bitesize

Schedule/project management

- Key milestones such as casting, storyboard sign-off points etc should be identified on the schedule.
- Final delivery for the project is 12th March 2018
- We expect an initial batch of one complete set of draft assets for an explainer guide, including video and image assets, to be delivered in December. This will allow both teams to understand the requirements and highlight potential issues to avoid in deliveries in the New Year.
- Delivery will be split between deliveries of eight and seven, one in January and the second in March. Please see included timetable for details.
- Please note that the First Delivery of eight guides in January will include the final version of the Draft Guide delivered in December.
- Bitesize production follows an iterative development process so the schedule should allow for at least 2 iterations on drafts of storyboards etc, and allow for a small first batch to test the processes and formats. Please factor this into your schedule.
• Bitesize uses a project management system called ‘Jira’ to manage production. We would arrange access to Jira for the company awarded the commission and would expect them to use the system to manage deliveries and communication around Jira tickets.

This project is highly dependent on specific delivery dates that will be defined in the contract. As such we would like you to give particular attention to clause 9 in our standard terms which states the following:

*If you fail or are due to fail to deliver a Deliverable (or any part thereof) due at any stage specified in Schedule 2 for any reason not directly and solely attributable to the BBC, the BBC shall (without prejudice to any other rights or remedies available to the BBC under this Agreement or at law) be entitled to terminate this Agreement."

Should this situation arise and the BBC is forced to terminate, the BBC would only be liable to you for anything delivered prior to termination. For this reason we would ask that you give timeframes and deliver the highest priority.
Appendix

Appendix A – proposed explainer topics and formats (subject to change)

<table>
<thead>
<tr>
<th>How to...</th>
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<tbody>
<tr>
<td>1 use tenses to write a letter to your future self</td>
</tr>
<tr>
<td>2 use semi-colons to make a point more clearly</td>
</tr>
<tr>
<td>3 check your apostrophes are correct in an email to your MP</td>
</tr>
<tr>
<td>4 play persuasion bingo with modal verbs</td>
</tr>
<tr>
<td>5 use subordinating conjunctions to tell a more exciting story</td>
</tr>
<tr>
<td>6 proofread your writing to make it better</td>
</tr>
<tr>
<td>7 spot when journalists use the passive voice to hide their sources</td>
</tr>
<tr>
<td>8 use a comma to...</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>What is...?</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 a noun?</td>
</tr>
<tr>
<td>10 a verb?</td>
</tr>
<tr>
<td>11 an adjective?</td>
</tr>
<tr>
<td>12 a comma?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Think like a writer...</th>
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</thead>
<tbody>
<tr>
<td>13 Can language exist without grammar?</td>
</tr>
<tr>
<td>14 Why does language change over time?</td>
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<tr>
<td>15 What do the words we use say about us?</td>
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</tbody>
</table>
APPENDIX B – 11-14 Bitesize audience insights

Summary of insights from research

- Bitesize’s prior KS3 content was focused on revision for the year 9 SATs. As these exams have been discontinued our new content should help pupils continuously from Year 7 to Year 9. The emphasis in new curriculum is on equipping students with “high standards of language and literacy”, encouraging them to read widely across a range of material (both fiction and non-fiction), to write coherently and fluently for a range of purposes and audiences, to expand their vocabulary, and to consolidate and improve their knowledge of spelling, punctuation and grammar.

- The current KS2 curriculum equips students with a broad but not embedded knowledge of grammar. KS3 students respond more to an exploratory engagement with grammar. Grammar should always link back to their own writing, showing how its effective and conscious use can improve the quality and tone of their writing and its impact on the reader.

- Many students are not clear on some of the basics of grammar and vocabulary. We should cover them again, ensuring that our content consolidates and builds on KS2 knowledge.

- The close reading of texts is a good route into teaching grammar. It demonstrates how a good command of grammar impacts their experience as a reader. KS3 should prepare students for what they will encounter at GCSE stage. There could be some engagements with extracts of GCSE level texts.

- Students enjoy feeling like experts, catching out bad grammar from adults.

- Research from the University of Exeter, spearheaded by grammar expert Debra Myhill, shows that teaching grammar in a contextualised way, with frequent links back to pupils own writing, is very effective. Traditional grammar teaching focuses on: learning grammar rules, correcting grammar errors, de-contextualised errors and a focus on error and accuracy. By contrast grammar for writing pedagogy focuses on: developing knowledge about language, using metalanguage to talk about language, making connections between grammar and writing, a focus on meaning and effects.

Summary of insights from recent Focus Group

- A common concern was that, in the past and in the current KS2 curriculum, teaching grammar can be dry and unengaging. For KS2 SATs, for instance, students are often taught grammatical terms and definitions by rote, sometimes leaving students with a surface level, not an embedded, understanding.

- The teaching of grammar should always link back to their own writing, showing how effective use and understanding of grammar can affect the tone and quality of their writing and its impact on the reader.

- KS3 should very much prepare children for what they will encounter at GCSE stage – there should be some engagement with extracts of GCSE-Level texts (The Beach and 1984 were cited). Close reading techniques are a good route into teaching grammar as students can see how it impacts their experience as a reader.

- We should cover some of the basics again (commas and apostrophes were mentioned)
• Ambivalence about whether feedback should take a correct/incorrect format. Some students find it helpful to know whether they have something right or wrong, but grammar can be very nuanced. Whether or not a word is an adverb, for instance, depends on its context within a sentence or paragraph.
• Students enjoy catching out bad grammar in adults and being made to feel like experts.
• A zooming in/zooming out approach is good to show how a grammatical feature can be embedded in a sentence or a paragraph.

Summary of audience research into perceptions of maths

Below are extracts from the Ofsted report ‘Key Stage 3: The Wasted Years?’ published in September 2015:

Summary

• In 2013/4 Ofsted reported that primary schools had continued to improve but the performance of secondary schools had stalled. Often the transition from primary to secondary school was poorly handled and gains made by pupils at primary school were not embedded and developed at Key Stage 3.
• 1 in 5 of the routine inspections analysed (from total of 1600) highlighted slow progress made in English and maths and the lack of challenge for the most able pupils.
• Teaching failed to challenge and engage pupils due to the lack of priority given to Key Stage 3 by many secondary school leaders.
• Half of the pupils surveyed (from total of 10,942 questionnaires) said homework never, or only some of the time helped them to make progress. Inspectors found that homework did not consolidate or extend pupils’ learning.
• Many secondary schools do not build sufficiently on pupils’ prior learning. Many of the senior leaders interviewed said that they do not do this well enough and accepted that some pupils would repeat some of what they had done in Key Stage 2.
• The issue of repeating the same work was of particular concern in mathematics and English. In Year 7, 39% of pupils surveyed said that in mathematics they were doing the same work as in primary school most or all of the time. For English, this figure was 29%.
APPENDIX C - What do we know about the 11-14 audience?

Childwise monitor report (2016)

2097 children between the ages of 5 and 16 were interviewed.

Summary

The Childwise monitor report has found a landmark change in behaviour in that children are now spending more time online (3 hours) than watching TV (2.1 hours). Here’s a summary of headlines covering the key areas of the report, in relation to the 11-14 audience.

Internet

- For the first year, children are spending more time online than they are watching TV.
- At 11, children have more freedom online and are using the internet for more than three hours a day, this steadily rises to almost 5 hours at 15-16.
- Main reason for going online is watching video clips – 3 in 4 boys age 11-14 watch video online.
- Listening to music online also rises at this age – 4 in 5 teenage girls.

Youtube

- Youtube is most popular website overall with children, peaking in popularity amongst a third (33%) of 11-12s.
- 50% of 11-12 year olds watch vlogs (57% of girls).
- ‘How to’ videos – a third of 11-16s watch them.
- Zoella (lifestyle and beauty), Joe Sugg (pranks and challenges) and KSi (video game commentaries) are most popular vloggers.
- Comedy Youtubers are chosen as favourite vloggers by 24% of 11-14s.

Social Networking

- 7 in 10 teenagers use Instagram.
- Facebook’s popularity rises significantly with 11 year olds and over.
- Snapchat use increases with age – 4 in 5 teenage girls use it.
- 3 in 10 over 11s use video sharing network vine.

Gaming

- 11-12 year old boys are the heaviest game players spending three hours a day playing their consoles.
- Minecraft popularity drops to 10% for 11 year olds.
- 31% of boys age 11-12 play Grand Theft Auto.
- Fifa is very popular with boys – 37% of 13-14 year old boys play it.
- Popular games with girls are Crossy Road and The Sims.
TV

- Children watch TV on average 2.1 hours a day.
- TV viewing falls off from a peak at age 5-8. But, picks up again among teenage girls.
- Watching TV via a mobile phone increases up to age 11, peaking at 34% of 11-14 year olds.
- From age 11 upwards, their choices are predominantly adult / youth programming, sitcoms, reality, drama, soaps and cult / sci-fi.
- Cartoons (Adventure Time, Spongebob, Southpark etc) are the most popular type of TV programme for 11-12 year old boys.
- Sport (MOTD, Sky Sports) is the most popular type of programme amongst 13-14 year old boys.
- Reality (Kardashians, Dance moms) is most popular type of programme for 11-12 year old girls.
- Drama (Pretty Little Liars, Once Upon a Time) is most popular type of programme for 13-14 year old girls.

Music

- Eminem is top music artists amongst older boys.
- Ed Sheeran is top music artist amongst older girls.
- 21% of boys this age picked a hip hop or grime artist as their favourite.
- Girls’ interest in pop music is waning with 31% choosing a pop artist as their favourite, 14% chose rock music, 12% chose R&B.

Reading

- Very few teens buy or read magazines —main reasons for not doing so are that they dislike the content and tone, preferring to use other technology and not being willing to pay for them.
- Fewer children (7-16s) visit the cinema at least monthly than in 2011.
- 3 in 5 children read paper books, almost half do so on an electronic device.
- 17% of 11-12 year olds buy books.

Cinema

- Paper Towns is the most popular film for girls age 11-16.
- Fast and Furious 7 is most popular with boys age 11-16.
- The Maze Runner appeals to both genders (3% boys and 2% girls).
- From age 10 the popularity of children’s films drop, when their popularity is replaced by Sci-Fi / Fantasy, Action, Comedy and others.
- Comedy is a consistent genre across genders and ages.

Money
• The legal age that a child can have a **part-time job is 13.**
• 11-12 year olds get £8.50 a week on average, which almost doubles to £14.10 at age 13-14.
• 11-16s buy **clothes** the most (53%) particularly girls (69%), followed by **sweets and chocolate, crisps and snacks, soft drinks and going out.**
• Other than **soft drinks, crisps, sweets, computer games** are bought the most by boys (44%).

**Activities**

• 95% of boys and 96 % of girls age 11-14 **play sport.**
• 7 in 10 11-14s do an **out of school activity.**
• 35% of 11-16 boys attend a **sports club or play** for a **sports team.**
• 17% of 11-16 girls have **dance lessons.**

**Health and happiness**

• The vast **majority of children say that they are happy most of the time**, but at the start of secondary school, **unhappiness begins to develop**
APPENDIX D - Existing formats for KS3 Science and Maths content

Left to Right – How To, What Is, Think Like A

**Maths: overview**

[Images of different formats: How To, What Is, Think Like A]

**Science: overview**

[Images of different formats: How To, What Is, Think Like A]
APPENDIX E – Examples of PDFs

How to draw a 5-pointed star

9 step guide

1. Collect the necessary materials, as shown above.
2. Draw a circle and a vertical line through its centre.

3. Set your compass to the diameter of the circle. Put the compass point where the vertical line meets the bottom of the circle. Draw an arc that touches the top of the circle and extends more than half way down each side.
4. How—keeping the compass width the same—put the point where the vertical line meets the top of the circle, and draw another arc that crosses the first one. Join the points where the arcs cross to bisect the circle.
5. Set the compass width to the radius of the circle. Put the point on the point where the horizontal line crosses the left edge of the circle and draw an arc that crosses the circle twice. Join the points where this circle crosses the original circle, with a vertical line.

How to work out a percentage of an amount

9 step guide

1. Collect the necessary materials, as shown above.
2. Write out the problem and circle the key information. Here it is the percentage you want to find, 20%, and the weight of the chocolate, 70g.

3. ...then draw two parallel bars and label the top one with the weight of the chocolate.
4. On the bottom bar, label the right end 100%. Estimate by eye where 20% is, mark it with a vertical line and colour it in.
5. ...then draw a line directly above it on the top bar and colour that part in too. Put a question mark under it. This is the amount you need to find, 20% of 70g. Can you estimate, just by eye, roughly how much it will be?
APPENDIX F – Sample Texts
The below are examples of the kind of texts which could be included in our core ‘Key Texts’ selection.

Heroes – Robert Cormier
Around the World in 80 Days – Jules Verne
The Tell-Tale Heart – Edgar Allen Poe
Kensuke’s Kingdom – Michael Morpurgo
Rebecca – Daphne Du Maurier
The Time Machine – HG Wells
The Secret Agent – Joseph Conrad
The Withered Arm – Thomas Hardy
Private Peaceful – Michael Morpurgo
Great Expectations – Charles Dickens
To Kill a Mockingbird – Harper Lee
Once - Morris Gleitzman
Northern Lights – Phillip Pullman
Romeo and Juliet – William Shakespeare
The Diary of Anne Frank – Anne Frank
BBC John Peel Lecture - Brian Eno
Speech at the UN on gender inequality at universities - Emma Watson
APPENDIX G - Delivery specifications

BBC LEARNING CONTENT DELIVERY

You will deliver all video content in accordance with the following:

Video content style guide

- Short titles or opening idents (max 5 seconds) are acceptable.
- There should be no credits either at the beginning or at the end of the videos.
- Each video should fade in from black and then fade down to black at the end of the clip. A 3 second fade is the advisable length.
- There should be no branding during the video in terms of logos on screen.
- As videos are often used as stand-alone pieces idents should ideally be added to the videos so that the user has all the relevant information in the video (people, places, dates, instructions etc.) Where this isn’t possible the information should be given in the metadata. However, there shouldn’t be an overload of on screen information that will distract the user from the content of the clip (extra information can form part of the description alongside the videos if needs be)

The files need to be delivered to the following spec:

Deliver on a hard drive (Mac and PC format) two formats of each video (one compressed and one uncompressed).

Compressed:

- Container format: .mp4 or .mov (preferably mp4)
- Maximum file size, 50GB

  **Video**
  - Codec: H.264 / QuickTime
  - If your system gives you the option to choose between baseline, main and high profile for H264 export. High is preferred
  - Frame size: **1920 x 1080**
  - Frames per second: 25 (progressive scan)
  - Bit rate/ Quality: maximum 12mbp
  - For app use content should be encoded for MPEG Dash (for Android) and HLS (for iOS).

  **Audio**
  - Codec: AAC
  - Channels: Stereo
  - Bit rate: 320 kbps
  - Sample rate: 48 KHz
  - Sample depth: 16 bit
For online there is no set level – as long as it’s consistent and you can hear the voice over the music mix and it’s not too low/ distorting then it’s fine.

Uncompressed:

- Deliver an uncompressed version on separate channels.
  - This should be the project and source files you have used - with video, voice, music, SFX and graphics on separate channels.
  - Graphics must be rendered on separate channel for translation.
  - You can use the DPP AS-11 HD export setting.
  - If delivering animation use the uncompressed Animation Codec.
  - H264 source footage from DSLRs is acceptable.
  - Please refer to this link for output: [https://www.digitalproductionpartnership.co.uk/what-we-do/technical-standards/programme-delivery-standards/](https://www.digitalproductionpartnership.co.uk/what-we-do/technical-standards/programme-delivery-standards/)

Video images

*Please ensure that all stills have been cleared for use online in perpetuity.*

- To deliver two x high quality screenshots per video (HD Quality – 1920x1080 or higher – 16:9 ratio) as JPEGS

Applicable Guidelines:
The Deliverables and Services must comply with the following Applicable Guidelines in addition to the standards and guidelines referred to in the Standard Terms:

BBC’s security and best practice requirements ([http://www.bbc.co.uk/developer/theproject.html](http://www.bbc.co.uk/developer/theproject.html))

Accessibility guidelines ([http://www.bbc.co.uk/guidelines/futuremedia/accessibility/](http://www.bbc.co.uk/guidelines/futuremedia/accessibility/)).

Music

- No commercial music should be used in the videos unless there is an editorial reason to do so and this needs to be agreed with BBC Learning prior to inclusion.

Subtitles

- To deliver an XML for subtitles for each video (English SDH)
  - Using a form of XML called TTML EBU-TT-D (Time Text Markup Languages)
  - For file format please refer to this link [http://bbc.github.io/subtitle-guidelines/](http://bbc.github.io/subtitle-guidelines/) from section 23
A basic style guide and example can be supplied on request

**Documentation**

The following Post Production Documentation must be completed on the following templates and returned as complete:

- Post production paperwork (WebasC) - all videos can go on one WebasC as long as clearly indicated what information belongs to which video
- Post production transcript – timecoded
- Online compliance form.