



Pearson BTEC Level 2 Technical Diplomas for Digital Media

First teaching September 2017

Sample Assessment Materials: Digital Production Project Media Project

For use with Pearson BTEC Technical Diploma in Digital Audio Visual Production, Digital Media Production and Digital Games Production

Version 1.0

Edexcel, BTEC and LCCI qualifications

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Write your name here

Surname			Other names		
Centre Number			Learner Registration Number		

ABOVE NOT REQUIRED IF TASK NOT A QUESTION AND ANSWER BOOKLET. <DELETE AS APPROPRIATE>

Pearson BTEC Level 2	
Digital Audio Visual Production/ Digital Media Production/ Digital Games Production Set task: Digital Production Project	Level 2 Total Marks 72
Diploma Sample assessment material for first teaching September 2017	
This booklet contains material for the completion of the set task under supervised conditions. The set task is out of 72 marks. This booklet is specific to each series and this material must be issued only to learners who have been entered to undertake the task in the specified series. This booklet may be given to learners as soon as it is received, so that learners can start the research and preparatory period in advance of the final supervised assessment period. The supervised assessment should be taken at any time within a period specified by Pearson.	Supervised hours 20

<Insert Specification Image>

Paper Reference (s)

XXXX/XX

PXXXXXA

Instructions to teachers/tutors and/or invigilators

The set task will be released in January each year with the supervised assessment undertaken before the submission date specified by Pearson. Learners are required to develop a design concept in response to a client brief.

There are **three** stages of development that need to be completed **prior** to the supervised period of assessment. It is recommended that learners spend approximately:

- 8 hours on research
- 8 hours on a Statement of Intent
- 15 hours experimenting with skills and techniques to develop a media product

Learners will need to complete the majority of these stages within the studio/classroom environment where they will have access to specialist equipment and resources. This will allow teachers/tutors to monitor learner's activity and progress to ensure that all work produced can be authenticated.

Learners will undertake a set task comprised of 20 hours of supervised assessment. This is made up of:

- 15 hours shaping/refining the final product under informal supervision
- 5 hours to select work and create a digital folder of evidence under formal supervision

During the 15 hours of informal supervision for shaping/refining the final product:

- the majority of the work must be produced in the supervised environment
- work and resources can be brought in and out of the supervised environment, but these must be monitored so the learners final product can be authenticated.

During the five hours of formal supervision for producing the digital portfolio:

- all work must be produced in the supervised environment
- only permitted materials for the set task can be brought into the supervised environment
- during any permitted break and at the end of each session materials must be kept securely and no items removed from the supervised environment
- there should be no internet access available.

At the end of the 20 supervised hours the teacher/tutor or invigilator will confirm that all learner work was completed independently as part of the authentication submitted to Pearson.

All learner work for the set task must be completed independently. Learners must save and/or document their work regularly and ensure that all materials can be identified as their work.

The set task is a formal external assessment and must be conducted with reference to the instructions in this task booklet and the *Information for Conducting External Assessments (ICEA)* document to ensure that the supervised period is conducted correctly and that learners have the opportunity to carry out the required activities independently.

Teachers/tutors and invigilators are responsible for maintaining security and for reporting issues to Pearson.

Centres are free to arrange the supervised period how they wish, provided it's within the timetabled period specified by Pearson and the five hours for producing the digital portfolio are under the level of control specified, and in accordance with the conduct procedures.

Outcomes for Submission

Each learner will need to submit two folders on completion of the supervised assessment period.

- A digital folder documenting research and development of ideas. This should include up to: 20 pages of annotated visual content saved as a PDF, 3 mins of audio and/or 3 mins of video.
- Final media product presented in format appropriate to the sector.

Digital work should be submitted in formats that can be accessed on any stand-alone computer

Each learner must complete an authentication sheet.

Instructions for learners

Read the set task information carefully.

You must plan your time and submit all the required evidence at the end of the assessment period. You must plan your time on each part of the task. It is recommended you spend 31 hours to research, prepare a proposal and develop your design work.

You will undertake a Set Task is comprised of 20 hours of supervised assessment. This is made up of:

- 15 hours shaping/refining the final product under informal supervision
- 5 hours to select work and create a digital folder of evidence under formal supervision.

You must not work as part of a group. You must create your own individual product in response to one of the five briefs. However, during the preparatory period you may enlist the help of others to create material, for example as an interviewee, as a model, in an acting role or in a technical capacity such as a camera assistant or boom operator.

Your supervised activities must be completed in timetabled sessions provided by your centre.

Outcomes for submission

You will need to submit **two** folders on completion of the supervised assessment period.

- A digital folder documenting research and development of ideas. This should include up to: 20 pages of annotated visual content saved as a PDF, three mins of audio and/or three mins of video.
- Final media product presented in format appropriate to the sector.

Digital work should be submitted in formats that can be accessed on any type of computer

You must complete an authentication sheet.

Set task information

Design brief

Vibe is a new organisation that aims to celebrate the positive aspects of youth culture. Vibe are launching a campaign to raise the self-esteem of young people who are not currently in education, employment or training (NEETs) by challenging existing stereotypes.

The aim of the campaign is to help to change the way that NEETs view themselves, which Vibe hope will then change the way that society views these young people. The primary target audience for the campaign is young people aged 19-24.

Vibe has asked you to research, develop and create a media product that will portray NEETs in a positive light, emphasise what they have to offer and challenge negative perceptions. Vibe want you to avoid clichés, such as graffiti writing and street language, as these might be seen as condescending, but welcome innovative approaches that the target audience can relate to.

Vibe will select the best products to form their campaign.

You must use the slogan 'Unlock your potential' for the campaign.

You must choose which medium you will use to create your product. You may choose ONE brief from the following.

You are recommended to choose a brief suitable for your chosen area of study. If you are on a:

- digital audio/visual production course choose briefs 1 or 2
- digital media production course briefs choose 3 or 4
- digital games production choose brief 5

Brief 1: Moving Image

Create and produce a viral video lasting between two and three minutes. The content and style of the video should sustain the interest of the target audience.

Brief 2: Audio

Create and produce a podcast lasting between two and three minutes. The content and style of the video should sustain the interest of the target audience.

Brief 3: Digital Publishing

Create and produce a double page spread, which contains interactive media. The content and style of the video should sustain the interest of the target audience.

Brief 4: Interactive

Create and produce a website which must contain two linked pages. The content and style of the video should sustain the interest of the target audience.

Brief 5: Digital Game

Create and produce a playable game demo including two levels. The content and style of the video should sustain the interest of the target audience.

Vibe have conducted a focus group with members of the the target audience.
Here are the outcomes:

Problem

13.9% of people aged 19-24 in the UK are not in education, employment or training (NEET)

Source: Office for National Statistics (April-June 2016)

Positive Images



talented

Momentum

credible

compatible

Unlock Your Potential

uplifting

inspiring

empowering

dynamic

Transforming
Perceptions

positive

Inspiration

Respected brands among the target audience



Development stages

You must complete **three** stages of development prior to the supervised period of assessment.

Research

Carry out research into the client brief, aspects of the stimulus material, the target audience and existing media products. You will need to collect and record evidence for your digital folder. It is recommended that you spend 8 hours on your research.

Proposal

Prepare a proposal for your project that communicates your initial ideas. You will need to collect and record evidence for your digital folder. It is recommended that you spend 8 hours on your proposal.

Development of work

Develop a digital media product in response to your chosen brief. You will need to collect and record evidence for your digital folder. It is recommended that you spend 15 hours developing your work.

Part 1 –Media Product

This part of the set task must be completed in 15 hours of informal supervised assessment.

During this part of the set task, you are permitted to bring work into the supervised environment. Any work brought in will be monitored by your teacher/tutor to ensure the work is your own.

You must produce a final product in response to your chosen brief. It is recommended that you spend 15 hours on developing and creating your final product.

Evidence of the final design outcome should be saved in a suitable digital format. This will be submitted in a separate digital folder to the development evidence.

Part 2 - Production of digital folder of evidence

This part of the set task must be completed in 5 hours of formal supervised assessment.

You should bring all development work with you to begin work on this part of the set task. You will not be permitted to bring work in and out of the supervised environment once the formal supervised session begins.

You must select, organise and present material to create your digital folder of evidence in 5 hours of supervised conditions.

Research will be assessed on:

- your understanding of the brief
- how you link your research link to the brief
- how you link your research to the audience and existing products

(Total for research = 12 MARKS)

The proposal will be assessed on:

- the suitability of your ideas
- how effectively you have conveyed the content and style of the proposed idea
- your understanding of the technical aspects of the proposal
- how well you have met the conventions of a written proposal for a media product

(Total for proposal = 12 MARKS)

Development of work will be assessed on:

- your selection and use of equipment and technology
- your use of production processes, skills and techniques
- your ability to refine and shape the content for the media product
- the creative decisions you made in creating and shaping your media product

(Total for development of work = 24 MARKS)

Final product and digital folder of evidence will be assessed on:

- the technical quality of your product and how effectively your product functions
- the application of media production skills, techniques and processes in the creation of the final product
- how well your product relates to the brief
- how effectively your product is presented for distribution/exhibition
- the selection and organisation of materials for your digital folder

(Total for final product and digital folder of evidence = 24 MARKS)

TOTAL FOR UNIT = 72 MARKS

Digital Production Project- Sample marking grid

General Marking Guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Marking grids should be applied positively. Learners must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the marking grid not according to their perception of where the grade boundaries may lie.
- All marks on the marking grid should be used appropriately.
- All the marks on the marking grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the learner's response is not rewardable according to the marking grid.
- Where judgment is required, a marking grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the marking grid to a learner's response, a senior examiner should be consulted.

Specific Marking guidance

The marking grids have been designed to assess learner work holistically.

Rows within the grids identify the assessment focus/outcome being targeted. When using a marking grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.

Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points

Assessment focus: Research				
0	0-3	4-6	7-9	10-12
No rewardable material	<ul style="list-style-type: none"> • Superficial selection of research which shows tentative relevance to the brief. • Limited understanding of target audience based on superficial research. • Superficial research into existing products in the sector. 	<ul style="list-style-type: none"> • Basic selection of research which is partially relevant to the brief. • Basic understanding of target audience based on generally adequate research. • Basic research into existing products in the sector. 	<ul style="list-style-type: none"> • Competent selection of research which is mostly relevant to the brief. • Competent understanding of target audience based on effective research. • Effective research into existing products in the sector. 	<ul style="list-style-type: none"> • In-depth selection of research which is fully relevant to the brief. • Assured understanding of target audience based on comprehensive research. • Comprehensive and effective research into existing products in the sector.

Assessment focus: Proposal				
0	1-3	4-6	7-9	10-12
No rewardable material	<ul style="list-style-type: none"> Initial idea has limited connections to the brief. The content and style of the proposed idea demonstrates a superficial understanding of media production processes. Limited understanding of the technical aspects of the proposal. Limited use of the conventions of writing a proposal. 	<ul style="list-style-type: none"> Initial idea has partial connections to the brief. The content and style of the proposed idea demonstrates basic understanding of media production processes. Basic understanding of the technical aspects of the proposal. Basic use of the conventions of writing a proposal. 	<ul style="list-style-type: none"> Initial idea has logical connections to the brief. The content and style of the proposed idea demonstrates developed understanding of media production processes. Effective understanding of the technical aspects of the proposal. Effective use of the conventions of writing a proposal, including mostly accurate use of subject terminology. 	<ul style="list-style-type: none"> Initial idea has a creative and comprehensive connection to the brief. The content and style of the proposed idea demonstrates comprehensive understanding of media production processes. Comprehensive understanding of the technical aspects of the proposal. Assured use of the conventions of writing a proposal, including fully accurate use of subject terminology throughout.

Assessment focus: Developing a digital media product				
0	1-6	7-12	13-18	19-24
No rewardable material	<ul style="list-style-type: none"> Limited understanding of production skills and techniques demonstrated during the production process Arbitrary selection and use of equipment, technology and software tools. Limited evidence of the shaping and refining of content Demonstrates limited ability to make choices that support realisation of creative intentions 	<ul style="list-style-type: none"> Partial understanding of production skills and techniques demonstrated during the production process Some appropriate selection and basic use of equipment, technology and/or software tools to develop creative intentions Content is shaped and refined through basic use of media processes and techniques Demonstrates generally adequate ability to make choices that support realisation of creative intentions 	<ul style="list-style-type: none"> Effective understanding of production skills and techniques demonstrated during the production process Appropriate selection and effective use of equipment, technology and software tools to develop creative intentions Content is shaped and refined through effective use of a range of media processes and techniques Demonstrates effective ability to make choices that support realisation of creative intentions 	<ul style="list-style-type: none"> Comprehensive understanding of production skills and techniques demonstrated during the production process Considered selection and creative use of equipment, technology and software tools to develop creative intentions Content is shaped and refined through creative use of wide range of media processes and techniques Demonstrates accomplished ability to make imaginative choices that support realisation of creative intentions

Assessment focus: Production of final product and digital folder of evidence				
0	1-6	7-12	13-18	19-24
No rewardable material	<ul style="list-style-type: none"> Product is technically limited with limited functionality and many significant flaws Limited application of media processes, skills and techniques in the production process The final product is simplistic and it superficially addresses all aspects of the brief Final product shows limited understanding of process of distribution in the chosen sector Selection and organisation of evidence is inadequate and communicates the research, proposal, development and realisation processes in a limited and inconsistent way 	<ul style="list-style-type: none"> Product is generally technically adequate with and basic functionality and some significant flaws Basic application of media processes, skills and techniques in the creation of the final product The final product is generally adequate and it appropriately addresses all aspects of the brief Final product is available for distribution showing basic understanding of production processes in the chosen sector Selection and organisation of evidence is mostly adequate and communicates the research, proposal, development and realisation processes a generally balanced way with minor inconsistencies 	<ul style="list-style-type: none"> Product is technically competent with mostly effective functionality and only minor flaws. Effective application of a range of media processes, skills and techniques in the creation of the final product The final product is competent and it effectively addresses all aspects of the brief Final product is available for distribution showing effective understanding of production processes in the chosen sector Selection and organisation of evidence competent and clearly communicates the research, proposal, development and realisation processes in a balanced and consistent way 	<ul style="list-style-type: none"> Product is technically efficient with highly effective functionality Creative and assured application of wide range media processes, skills and techniques in the creation of the final product The final product is perceptive and it creatively addresses all aspects of the brief Final product is available for distribution showing comprehensive understanding of production processes in the chosen sector Selection and organisation of evidence is considered and fluently communicates the research, proposal, development and realisation processes in a concise and engaging way

