

Administrative Support Guide

2018

**BTEC Nationals in Creative
Digital Media Production**

**Unit 8: Responding to a
Commission (31674H)**

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1. Summary of key dates and events

January 2018

Event	Date	Other Information
Entry Deadline	20/10/2017	Last date for entry without a late entry fee charged.
Unit 8 (31674H) Part A released on website	04/12/2017	Secure download available from website. Learners must complete work in response to the assessment set task for the relevant series.
Unit 8 (31674H) Part B start of supervised window	09/01/2018	Part B is to be completed under supervised conditions for 5 hours in the 2 day period and can be arranged over a number of sessions.
Unit 8 (31674H) Part B end of supervised window	10/01/2018	Learners must complete work in response to the assessment set task for the relevant series.
Learner work submitted to your allocated examiner (Unit 8)	15/01/2018	<p>The work must be with the examiner by the 15th January. All work needs to be sent as a PDF via a USB storage device.</p> <p>Learner work must not be split between storage devices and we recommended that you include all learners work on a single storage device where possible.</p>

		When sending the work, you must allow time for it to be delivered to the examiner.
Results day	14/03/2018	Results available via EDI or Edexcel Online
Enquiries About Results (EAR)	12/04/2018	<p>Last date for receipt by Pearson of EAR2 applications. A check that our examiners have marked externally assessed components correctly. This includes:</p> <ul style="list-style-type: none"> • the clerical check (EAR1) service • a review of marking of units/components by a senior examiner.
Retention of work		All learner work must be retained by the centre until the deadline for EARs.

Note: It is imperative that entries are made following registration if the intention is for learners to take the exam in that year.

June 2018

Event	Date	Other Information
Entry Deadline	28/03/2018	Last date for entry without a late entry fee charged.
Unit 8 (31674H) Part A released on website	23/04/2018	Secure download available from website. Learners must complete work in response to the assessment set task for the relevant series.
Unit 8 (31674H) Part B start of supervised window	08/05/2018	Part B is to be completed under supervised conditions for 5 hours in the 2 day period and can be arranged over a number of sessions.
Unit 8 (31674H) Part B end of supervised window	09/05/2018	Learners must complete work in response to the assessment set task for the relevant series.
Learner work submitted to your allocated examiner (Unit 8)	15/05/2018	<p>The work must be with the examiner by the 15th May. All work needs to be sent as a PDF via a USB storage device.</p> <p>Learner work must not be split between storage devices and we recommended that you include all learners work on a single storage device where possible.</p>

		When sending the work, you must allow time for it to be delivered to the examiner.
Results day	15/08/2018	Results available via EDI or Edexcel Online
Enquiries About Results (EAR)	14/09/2018	<p>Last date for receipt by Pearson of EAR2 applications. A check that our examiners have marked externally assessed components correctly. This includes:</p> <ul style="list-style-type: none"> • the clerical check (EAR1) service • a review of marking of units/components by a senior examiner.
Retention of work		All learner work must be retained by the centre until the deadline for EARs.

Note: It is imperative that entries are made following registration if the intention is for learners to take the exam in that year.

Booking

It is essential that centres ensure that ***learners are entered for their chosen examination series (January or June).***

It is vital that entries are submitted in order to ensure that an examiner is allocated to your centre.

Resit

Learners may attempt the external unit in any available assessment session, once they are ready. Learners must produce new work to match the new externally set task. There is a charge for the one allowed resit of the external assessment.

Accessing the externally set task

The externally set task will be available for download from the Pearson website on the date specified for that series. It is available under the “Course Material” category on the website [here](#).

Please note that your Examinations Officer will need to enter their username and password in order to download this secure material. They will then be able to pass this onto staff responsible for setting up the user accounts to enable you to set up prior to the externally set task being completed.

Support materials

The following support materials are available from the Pearson website [here](#).

- Sample Assessment Materials (SAMs)
- Additional Sample Assessment Materials (SAMs)
- Unit 8 Specification
- Sample Marked Learner Work

Teachers: if you have any subject specific teaching queries please contact the Subject Advisor team on 020 7010 2161 or e-mail: TeachingMedia@pearson.com

Examinations Officers: if you have any questions relating to bookings, registrations, training courses, EOL, invoices, certificates, eligibility, approvals or results please contact Account Services on 0344 463 2535 or e-mail: examsOfficers@pearson.com

Preparatory work

Part A of the Unit 8 Externally set task for 1801 will be available for download from the Pearson website from 04/12/2017.

Centres must not discuss the details of the assessment task with candidates directly.

The Unit 8 assessment task contains two parts, **Part A** and **Part B**. **Part A** contains material for the completion of the preparatory work for the set task. **Part B** contains materials for the set task. **Part B** should be completed using the **Common Answer Booklet** and **Sector Specific Template Booklet** contained in the **Part A** download.

Activities 1, 2, and 3 must be completed using the **Common Answer Booklet** and Activity 4 must be completed using the appropriate **Sector Specific Template Booklet**. Please make sure that learners are given the correct template.

The **Sector Specific Template Booklet's** will be available to download from the Pearson website in electronic format. Centres may print the appropriate booklet for learners to complete by hand. However, any completed by hand should be scanned into PDF format by the centre prior to submission for assessment.

An authentication sheet is required confirming that learner work has been completed as directed. This sheet will be available to download from the Pearson website.

General Instructions

The supervised assessment activities (**Part B**) for this unit should be undertaken during the 2 day window over a maximum of 5 hours timetabled by the centre. It is recommended that learners spend a minimum of 5 hours in preparation (**Part A**) for this externally assessed task.

Centres are free to arrange the supervised assessment periods how they wish provided the 5 hours for producing final outcomes are under the level of control specified, and in accordance with the conduct procedures.

- This assessment activity is a two-part activity, **Part A** and **Part B**. **Part A** should be undertaken across a period of 2 weeks and may be given to learners on the published day of release. **Part B** materials for the set task will be issued prior to the start of the supervised assessment period according to the guidance in the specification.
- Centres can arrange the supervised assessment periods to suit the needs of their candidates within the 2 day window. Please refer to the relevant timetable for dates - <https://qualifications.pearson.com/en/support/support-topics/exams/exam-timetables.html>
- Refer carefully to the instructions in this task booklet and the Instructions for Conducting External Assessments (ICEA) document to ensure that the preparatory period is conducted correctly and that learners have the opportunity to respond independently. The ICEA document can be found here: [https://qualifications.pearson.com/content/dam/pdf/Support/Conducting-examinations/Instructions-for-conducting-external-assessments-\(ICEA\).pdf](https://qualifications.pearson.com/content/dam/pdf/Support/Conducting-examinations/Instructions-for-conducting-external-assessments-(ICEA).pdf)

- There will be one attendance register for the entire cohort. Where more than one exam session is held, centres must keep an accurate record of candidates present at each session.
- Prior to the 5 hours of supervised assessment (**Part B**), Centres are responsible for setting up a protected network area for each candidate. A folder must be saved in this area in the following format:

CENTRE NUMBER_REGISTRATION NUMBER_SURNAME_FORENAME.

- During the 5 hours of supervised assessment, candidates must only have access to the files required for the exam within the protected network area:
 - Part A
 - Part B
 - 4 sides of A4 notes
 - Common Answer Booklet
 - Sector Specific Template Booklet
- Candidates will not have access to the internet at any point during the supervised assessment.

General Guidance on secure user area for each learner

The normal procedures relating to practical exams will apply and every effort must be made to ensure the confidentiality of the paper ([ICEA document - https://qualifications.pearson.com/content/dam/pdf/Support/Conducting-examinations/Instructions-for-conducting-external-assessments-\(ICEA\).pdf](https://qualifications.pearson.com/content/dam/pdf/Support/Conducting-examinations/Instructions-for-conducting-external-assessments-(ICEA).pdf))

During the supervised assessment, candidates must not have any access to the internet. It is the invigilator's responsibility to ensure that candidates do not access the internet at any time.

Before the supervised assessment

Candidates are expected to use the preparatory 2 week period to generate and plan ideas in response to the commission in **Part A**.

Prior to the assessment, centres are responsible for setting up a protected network area for each candidate. A folder must be saved in this area in the following format:

Centre Number_Registration_Number_Surname_Forename

Candidates' notes/visualisations will need to be stored in a secure folder before the supervised assessment. These notes/visualisations can be up to 4 A4 sides. Notes/visualisations should not be stored in a shared area or central location where anyone can access them.

Up to four sides of A4 notes can be taken into the supervised assessment (**Part B**). The notes can be in hard copy or a digital format and can include visualisations and images. 'Visualisations' are sketches, drawings or illustrations, such as a drawing of a frame for a storyboard. 'Images' are graphics or photographs, such as a pie chart or photograph of a possible filming location.

If learners want to include visualisations and/or images within their work, they will need to include these within their notes and copy and paste them into the **Common Answer Booklet** and/or **Sector Specific Template Booklet** during the supervised assessment.

The notes must not contain extended answers but may contain bullets, images, visualisations or brief points from the candidate's preparatory work.

The notes do not need to be submitted at the end of the supervised assessment.

Centres are responsible for ensuring that candidates' notes are saved to their protected network area in a format that candidates can access during the supervised assessment (**Part B**).

During the supervised assessment

During the supervised assessment activity, candidates will need access to their 4 sides of A4 notes/visualisations, **Common Answer Booklet**, and **Sector Specific Template Booklet**.

Each learner's notes/visualisations must be saved in the candidate's folder within the protected network area.

- Candidates will need to ensure that their notes/visualisations are saved in a format that they can access during the supervised assessment.
- These user areas should not be available to candidates at any other time other than during the supervised assessment activity.
- Candidates should not bring portable storage media (e.g. portable storage devices, CDs) into the supervised assessment activity.
- Candidates accessing storyboarding software will have the option to do so in the supervised assessment.
- Candidates will not have access to the internet at any time during the supervised assessment.

Explicit guidance on software and file types that are allowed for submission

How to save secure materials after the supervised assessment

After the assessment, the candidates' work should be copied to a storage medium and kept secure by the Examinations Officer. This should be safeguarded in case additional copies are requested.

Candidate's responses must be submitted to Pearson in PDF format via a USB flash drive/USB stick. Work completed by hand will need to be scanned in as a PDF document. Centres will then send candidates' responses to the allocated Pearson examiner on one single USB flash drive.

Ensure each candidate has their responses saved under their own folder, use the following format below for naming this:

[Centre #]_[Registration number #]_[surname]_[first letter of first name]

Example: Alex Green with registration number JA00756 at centre 12345 would have work in a folder titled

12345_JA00756_Green_A.

How to extract work for submission (expected file types)

Allowing time for delivery, the following materials **must** be with the examiner by the **15th January 2018** on a single (where possible) USB flash drive:

	Item		Number to be sent
1	Common Answer Booklet and Sector Specific Template Booklet		Number as appropriate
2	Centre register form (printed and signed copy)		
3	Authentication sheets (printed and signed copy)		One form per learner
4	Learner record sheets (printed copy)		

Outcomes for submission:

Completed **Common Answer Booklet** and **Sector Specific Template Booklet** in PDF format on a single USB storage device.

An authentication sheet is required confirming that learner work has been completed as directed.

Transfer onto storage device(s)

You must submit all assessment material on USB memory stick(s). More than one learner's work can be submitted on each stick presented. Learners' work must be copied onto the USB storage device. We require that you create **folders** organised in the following way:

[Centre #]_[Registration number #]_[surname]_[first letter of first name]

Example: Alex Green with registration number JA00756 at centre 12345 would have work in a folder titled

12345_JA00756_Green_A.

The memory stick(s) should be **clearly labelled** with:

- centre number and name
- 'BTEC Nationals in Creative Digital Media – Unit 8 – (series date)'
- Memory stick number (if more than one is being provided e.g. 1 of 2).

Centres are reminded that **memory sticks are not returned**, therefore you must make a copy for your own records and in case the devices are damaged or lost within the postal system. **Any other form of media will be rejected.**

Before the memory stick(s) are sent for marking, the examinations officer should check that:

- The memory stick(s) play in other computers.
- At least one copy has been made of the Learners work in case of postal problems.

Centres should retain copies of Learner work until after the examination session and appeals processes have completed.

Please note that the learner's **BTEC registration number** should be indicated in the relevant field in the forms (GCE candidate number should not be used).

Absent learners should be indicated with an "A" on the assessment forms/online attendance register.

Centres are advised to retain proof of postage.

All materials sent to the examiner for this unit, including USB storage device and forms, will be retained by Pearson.

Sending the work

Each centre is allocated an examiner that will mark their cohort's work. Labels will be provided by Pearson that state the examiner's name and address.

Centres need to use the labels they are provided with to send the work off to the examiner.

Centres must not send the work to their Standards Verifier or to an examiner for another subject.

2. Special Requirements

Requests for **access arrangements** and **special consideration** are made on behalf of learners:

- with known and long-standing learning difficulties
- with physical disabilities, permanent or temporary
- with sensory impairment
- whose first language is not English, Irish or Welsh
- who have difficulties at, or near, the time of assessment that may affect their performance in that assessment.

Access Arrangements

Access Arrangements allow learners to show what they know and can do without changing the demands of the assessment, i.e. using a reader or scribe. Access Arrangements are approved before an examination or assessment and they allow learners with special educational needs, disabilities or temporary injuries to access the assessment.

Submitting a request for Access Arrangements

Access arrangements should be made online, via Edexcel Online. First, select 'BTEC' on the qualification drop-down list, and then select 'Access Arrangements'.

You will need to access the Access Arrangement online tool in order to complete an application. Submission of Access Arrangements for Externally set tasks should be submitted at least **6 weeks** before the work submission deadline.

Special Consideration

Special consideration is applied following an examination or assessment. This ensures that a candidate who has a temporary illness, injury or indisposition at the time of the examination is given some compensation for those difficulties or circumstances.

Please refer to the JCQ regulations and guidance booklet *Access Arrangements, Reasonable Adjustments and Special Consideration, General and Vocational Qualifications* for information on candidate eligibility, procedures, evidence requirements and deadlines.

You can apply for special consideration by using '**Form 10**'. The form can be downloaded from the JCQ website here: <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/forms/form-10---application-for-special-consideration>.

To ensure effective processing of an application, centres must additionally submit evidence to support the application, such as a statement from a member of centre staff or any other appropriate information.

The head of the centre or exams officer must authorise and sign all applications submitted for special consideration.

JCQ/SC **Form 10** must be completed in detail and submitted to the Special Requirements Section at Pearson, prior to the marking of learners' work.

This should be sent with the appropriate documentation, such as medical certification, to:

E-mail: uk.special.requirements@pearson.com

Learners will not be eligible for special consideration if the effect on the final assessment cannot be reliably quantified by Pearson. Please therefore ensure that full details of dates when the learner was suffering from the illness, injury or indisposition is given along with any appropriate supporting evidence. No special consideration can be made unless JCQ/SC Form 10 is submitted. The centre should retain copies of any such forms.

If an application for special consideration is accepted, Pearson will review the learner's performance in the part(s) of the examination which have been completed. Pearson will take into account all the available evidence to compensate for the adverse circumstances and make an appropriate award.

The examinations officer will be able to advise on learner eligibility for special consideration.

Special consideration applications must be made no later than 7 days after the final examination.

Special consideration will **not** be given to those students absent because of holidays

3. Post-Results Services

Access to scripts

A photocopy of the learner record sheet is available in lieu of Access to scripts. It provides a breakdown of the marks achieved by learners (comments/notes from the examiner are not available). "Access to Scripts" requests are submitted on Edexcel Online. You should refer to your Examinations Officer for further details.

Unit 8: Responding to a commission

The breakdown information will detail marks for the following:

Activity 1: Rationale
Activity 2: Pitch
Activity 3: Proposal
Activity 4: Treatment

Clerical check

This service (Service Type 1) constitutes a check of all clerical procedures which lead to the issue of a result.

This service includes the following checks:

- all parts of the work (the Letter of Application and the audition/performance) have been marked
- the totaling of marks,
- the recording of marks,
- the application of any adjustments, the application of grade thresholds.

Please note that learners' marks can go up or down

Review of Marking

Requests for a Review of marking (Service Type 2) can be made by the Examinations Officer via Edexcel Online. Once the request has been received Pearson will arrange for the learner's work to be sent to a senior examiner for remarking. Learners' marks may be confirmed, lowered or raised.

Additional information

Please note that Enquiries About Results and Access to Scripts requests can only be submitted using Edexcel Online. Centres are advised to submit applications at the earliest opportunity, as applications cannot be accepted after the published closing date. There is a fee involved for these services. Note that the fee is waived if a learner's grade is increased following an Enquiry About Results.

Unit 8: Responding to a Commission
Marking Grid- 60 marks

Assessment focus	Band 0	Band 1	Band 2	Band 3
Rationale for the response to the stimulus.	0 marks	1-5 marks	6-10 marks	10-15 marks
	No rewardable material.	<ul style="list-style-type: none"> • Limited consideration of the content of the commission. • Reference to stimulus material is superficial and descriptive only. • Response provided but does not link to the stimulus material. • Approaches to the response are identified without justification, with limited reference to existing practice. 	<ul style="list-style-type: none"> • General consideration given to some of the content relating to the commission. • Stimulus material has been appropriately interpreted leading to competent analysis of the content, scope and purpose of the commission. • Response makes appropriate connections between most of the stimulus material and the requirements of the commission but some elements are omitted. • Aspects of supporting material are used to justify approaches to the response, examples of existing practice are partially relevant. 	<ul style="list-style-type: none"> • Comprehensive consideration given to all of the appropriate content relating to the commission. • Stimulus material has been consistently and accurately interpreted leading to comprehensive analysis of the content, scope and purpose of the commission. • Comprehensive response that makes connections between the stimulus material provided and the requirements of the commission. • Supporting material is used throughout to comprehensively justify approaches to the response with carefully chosen examples of existing practice that relate to the commission.

Activity 2 - Pitch

Assessment focus	Band 0	Band 1	Band 2	Band 3
The pitch	0 marks	1-5 marks	6-10 marks	11-15 marks
No rewardable material		<ul style="list-style-type: none"> Pitch demonstrates a basic application of the knowledge and understanding of media production processes leading to solutions that are occasionally practicable. Idea partially meets the requirements of the commission with limited relevance to the stimulus material. Pitch has limited structure and tentative. Ideas are occasionally supported. 	<ul style="list-style-type: none"> Pitch demonstrates an application of the knowledge and understanding of media production processes leading to solutions that are practicable. Idea meets most of the requirements of the commission with relevance to the stimulus material. Pitch has some structure, within limits and persuasive in places. Ideas are supported with some clear communication. 	<ul style="list-style-type: none"> Pitch demonstrates a consistent and thorough application of the knowledge and understanding of media production processes leading to solutions that are entirely practicable. Idea pulls together all the requirements of the commission forming a coherent solution, clear sustained relationship to the stimulus material. Pitch is well structured, persuasive, making effective use of word limit parameters. Complex ideas are supported and communicated clearly throughout.

Activity 3 – Proposal

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
<p>Proposal for the response to the commission within the template provided</p> <p>Consideration of legal and ethical issues related to the commission</p> <p>Consideration of budgets and scheduling</p>	<p>0 marks</p> <p>No rewardable material</p>	<p>1-5 marks</p> <ul style="list-style-type: none"> Proposal offers simplistic and generic comment about media production processes. Structure of the proposed product is simplistic and not appropriate to engage the target audience. Proposal is simplistic, generic and communicated with the use of non- technical language. Considerations are presented but in an inappropriate format. Proposal is uninformed by background information. Logistical implications are not considered leading to an unrealistic solution. 	<p>6-10 marks</p> <ul style="list-style-type: none"> Proposal demonstrates general knowledge and understanding of media production processes. Structure of the proposed product is clear and begins to target the audience. Scope of the chosen medium is partially utilised. Proposal is generally plausible, generic but communicated with some appropriate use of technical language. Considerations are presented sometimes in an appropriate format. Proposal is partially informed by background information with some links made. Logistical implications are generally considered, solutions are sometimes realistic and sometimes meeting the requirements of the commission. 	<p>11-15 marks</p> <ul style="list-style-type: none"> Proposal demonstrates developed knowledge and understanding of media production processes. Structure of the proposed product would effectively target audience through an appropriate use of the chosen medium. Proposal is realistic and plausible and communicated with the effective use of technical language. Considerations are presented in a mostly appropriate format. Proposal is mostly informed by background information with many links made Logistical implications are considered with mostly realistic solutions, mostly meeting the requirements of the commission. 	<p>16-20 marks</p> <ul style="list-style-type: none"> Proposal demonstrates a comprehensive knowledge and understanding of media production processes. Structure of the proposed product would fully target the audience through purposeful utilisation of the chosen medium. Proposal is realistic and plausible and communicated with the effective use of technical language. Considerations are presented clearly and consistently in an appropriate format. Proposal is fully informed by background information with direct links made throughout Logistical implications are comprehensively considered with well-developed solutions which are realistic and clearly meet the requirements of commission.

Activity 4 - Treatment

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4	Band 5
Treatment: audio visual elements	<p>0 marks</p> <p>No rewardable material</p>	<p>1-5 marks</p> <ul style="list-style-type: none"> • Treatment demonstrates a limited understanding of media production processes leading to an inappropriate outcome. • Style and utilisation of chosen medium is ineffective in targeting the audience. • Communication of stylistic realisation lacks clarity. • Isolated annotations and basic comments only. 	<p>6-10 marks</p> <ul style="list-style-type: none"> • Treatment demonstrates some understanding of media production processes leading to an occasionally appropriate outcome. • Style and utilisation of chosen medium is limited in effectively targeting the audience. • Stylistic realisation is communicated with occasional clarity. • Occasional attempts to justify decisions through the use of limited annotation. 	<p>11-15 marks</p> <ul style="list-style-type: none"> • Treatment demonstrates an understanding of media production processes leading to an appropriate outcome. • Style and utilisation of the chosen medium show isolated elements of creativity and is partially effective in targeting the audience. • Stylistic realisation is communicated with some clarity. • Some attempts to justify decisions with occasional links to background information through the use of some developed annotations. 	<p>16-20 marks</p> <ul style="list-style-type: none"> • Treatment demonstrates a clear understanding of media production processes leading to a realistic and appropriate outcome. • Style and utilisation of the chosen medium shows creativity and is mostly effective in targeting the audience. • Stylistic realisation is communicated clearly and effectively for most of the response. • Well-developed justifications of stylistic choices shows some links to an interpretation of the background information supported by well- developed annotations. 	<p>21-25 marks</p> <ul style="list-style-type: none"> • Treatment demonstrates a comprehensive understanding of media production processes leading to a realistic and highly effective outcome. • Style and utilisation of the chosen medium shows a high degree of creativity and is effective throughout in targeting the audience. • Stylistic realisation is communicated clearly and effectively throughout the response. • Comprehensive justifications of stylistic choices shows sustained links to an interpretation of the background information supported through fully detailed annotations.

