Sample Assessment Materials (SAMs)
Edexcel, BTEC and LCCI qualifications

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Changes to rubrics

We have made changes in response to DfE feedback. The rubrics in this Sample Assessment Material have been updated to be in line with the changes made to the supervised assessment hours, activities and to provide clarity on the conditions under which the task should be taken. Centres should read the Instructions to teachers/tutors and Instructions to learners sections carefully to understand the full detail of the changes. These changes have been summarised below for ease of reference.

Summary of Pearson BTEC Level 3 Nationals in Creative Digital Media Production Sample Assessment Materials for Unit 3: Digital Media Skills Issue 2 to 3 changes

<table>
<thead>
<tr>
<th>Summary of changes made between previous issues and this current issue</th>
<th>Page number</th>
</tr>
</thead>
<tbody>
<tr>
<td>An introduction section has been added to clarify the:</td>
<td>Page 1</td>
</tr>
<tr>
<td>• purpose of the assessment</td>
<td></td>
</tr>
<tr>
<td>• availability and timing of the assessment has changed from a 12 to an 8-week period</td>
<td></td>
</tr>
<tr>
<td>• hours for supervised assessment have changed from 30 to 20 hours</td>
<td></td>
</tr>
<tr>
<td>• requirements for formal supervision, independent and monitored preparation.</td>
<td></td>
</tr>
<tr>
<td>The formal supervision hours for taking final outcomes have changed from 30 to 20 hours</td>
<td>Page 3</td>
</tr>
<tr>
<td>Wording in the Instructions to teachers/tutors section has been changed to reflect the changes in the Introduction section and clarify:</td>
<td>Pages 4-5</td>
</tr>
<tr>
<td>• monitored preparations sessions of 5 hours within the set task</td>
<td></td>
</tr>
<tr>
<td>• suggestions on independent research activities</td>
<td></td>
</tr>
<tr>
<td>• stipulations on format of notes</td>
<td></td>
</tr>
<tr>
<td>• number of activities has changed from 3 to 2.</td>
<td></td>
</tr>
<tr>
<td>In the Maintaining security during the formal supervised assessment period section, two bullet points have been added to clarify stipulations on materials that can be brought into supervised assessment.</td>
<td></td>
</tr>
<tr>
<td>The Outcomes for submission section has been changed to reflect the changes in the activities.</td>
<td></td>
</tr>
<tr>
<td>Wording has been added to the Instructions to learners section to reflect the changes in the instructions for teachers/tutors section.</td>
<td>Page 6</td>
</tr>
<tr>
<td>Wording in the Set task brief section has changed, this includes:</td>
<td>Pages 7-12</td>
</tr>
<tr>
<td>• second paragraph of ‘Your-Identify’ text has been changed for clarity</td>
<td></td>
</tr>
<tr>
<td>• Brief 1 title and wording has changed</td>
<td></td>
</tr>
<tr>
<td>• Brief 2 title and wording has changed</td>
<td></td>
</tr>
<tr>
<td>• Brief 3 wording has changed</td>
<td></td>
</tr>
<tr>
<td>• Brief 4 wording has changed</td>
<td></td>
</tr>
</tbody>
</table>
### Summary of changes made between previous issues and this current issue

<table>
<thead>
<tr>
<th>Change Description</th>
<th>Page number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief 5 wording has changed.</td>
<td></td>
</tr>
<tr>
<td>The Set Task section has been reworded to reflect the changes in the Instructions to learners and Set task brief sections and to clarify:</td>
<td>Pages 13-14</td>
</tr>
<tr>
<td>• requirements for changed Activity 1 and hours to complete the formal supervised assessment have changed from 3 to 5</td>
<td></td>
</tr>
<tr>
<td>• requirements for changed Activity 2 and annotated digital e-portfolio has been set to a maximum of 15 pages.</td>
<td></td>
</tr>
</tbody>
</table>

### Sample marking grid – Summary of changes made between previous issues and this current issue

<table>
<thead>
<tr>
<th>Change Description</th>
<th>Page number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment focus 1 title has changed to ‘Create assets’.</td>
<td>Page 16</td>
</tr>
<tr>
<td>Wording in the first and third bullet points for Bands 1 to 4 has changed.</td>
<td></td>
</tr>
<tr>
<td>Assessment focus 2 title has changed to ‘Digital media skills’.</td>
<td>Page 17</td>
</tr>
<tr>
<td>Wording in the first bullet point for Band 4 has changed to include ‘preparation’.</td>
<td></td>
</tr>
<tr>
<td>Wording in the second and third bullet points for Bands 1 to 4 has changed.</td>
<td></td>
</tr>
<tr>
<td>Wording in all bullet points for Assessment focus 3 Bands 1 to 4 has changed.</td>
<td>Page 18</td>
</tr>
</tbody>
</table>

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.
Introduction

Teachers/tutors are asked to read this section to understand the structure of the assessment for this unit as illustrated in this sample assessment. This information will not appear in the text of the live assessments.

The key purpose of this assessment is to allow learners to demonstrate technical digital media skills in a vocational context.

This assessment will be offered once a year. The timing of the assessment is an 8-week period.

This is a single task. This task includes independent preparation.

The assessment evidence submitted to Pearson is a digital folder containing a media product and an e-portfolio. The assessment evidence is produced under full formal supervision to ensure that learner work is authentic and that all learners have had the same assessment opportunity. The formal supervision takes place in a timetabled period of 20 hours. The timetabled period allows centres to schedule access to specialist software and equipment.

**Formal supervision** is the equivalent of examination conditions. Learners must work independently, cannot work with other learners, cannot talk about their work to other learners and will only be able to access the materials specified in the assessment.

**Independent preparation** is required in this assessment so that learners are able to source assets for their product. Centres need to make provision for this preparation using scheduled lessons and ensuring that learners have access to information and equipment that may be required. Learners should be working independently rather than being taught or directed.

**Monitored preparation** is provided when learners produce materials that are used in any formally supervised session. This includes notes, artefacts, assets, plans etc. as specified in the sample assessment. Monitored sessions are where learners are being directly observed. They may have, where specified, access to their own outcomes from preparation, access to the internet and use of appropriate resources. Learners are working independently and teachers/tutors will be able to authenticate that the outcomes for formal assessment meet the requirements and are authentic. At the end of the monitored preparation, centres will retain the assets which will be provided to learners during the formal supervised assessment.
Instructions

- This booklet contains material for the completion of the preparatory work and activities for the set task.
- This booklet is specific to each series and this material must only be issued to learners who have been entered to undertake the task in that series.
- This booklet should be kept securely until the start of the supervised assessment periods.
- The final outcomes will be taken under 20 hours of formal supervision.

Information

- The total mark for this paper is 60.
The set task will be released **8 weeks** prior to the submission of the final outcomes. Learners are required to develop and create a digital media product in response to the defined brief.

The set task has monitored preparation sessions of **5 hours**. These sessions must be scheduled by the centre. Within this time learners should be given the opportunity to conduct independent activities such as reviewing the information provided in this booklet, conducting independent research and sourcing assets for **Activity 2**.

Learners must work independently and must not be given guidance or feedback on the completion of the preparatory work.

The **8 weeks** for the external assessment task must include a preparatory stage and **20 hours** of supervised assessment activity.

The preparatory stage must be completed prior to the supervised period of assessment. Only the assets sourced and authenticated in the monitored sessions may be used during the supervised assessment. Learners must not have access to pre-prepared assets.

Learners must not work as part of a group. Each learner must create their own individual product. However, during **Activity 1** learners may enlist the help of others to create material, for example as an interviewee, as a model, in an acting role.

During the monitored supervision session, teachers/tutors should note that:

- learners are allowed access to computers with internet access and specialist software
- learners should not be given any direct guidance or prepared materials
- learners should not be given any support in sourcing assets
- all work must be completed independently by the learner
- learner notes produced under monitored conditions must be checked to ensure that they comply with the limitations
- learner assets should be retained by the centre between the monitored sessions and the formal supervised assessment.

There are two activities within the set task. These are taken under **20 hours** of formal supervision.
Activity 1: Create assets

Activity 2: Prepare, edit and manipulate assets and create/build a media product

The set task is a formal external assessment and must be conducted with reference to the instructions in this task booklet and the Instructions for Conducting External Assessments (ICEA) document to ensure that the supervised assessment is conducted correctly and that learners submit evidence that is their own work.

**Maintaining security during the formal supervised assessment period**

- The assessment areas must only be accessible to the individual learners and to named members of staff.
- Centres are responsible for putting in place appropriate checks to ensure that only permitted material is introduced into the supervised environment.
- Learners can only access their work under supervision.
- Any work learners produce under supervision must be kept secure.
- During any permitted break and at the end of the session, materials must be kept securely and no items removed from the supervised environment.
- Centres must retain and safely secure learner’s notes and the collated assets, which can be requested by Pearson if there is suspected malpractice.

After the session the teacher/tutor will confirm that all learner work produced during the supervised sessions were completed independently as part of the authentication submitted to Pearson.

**Outcomes for submission**

Each learner must submit a:

- folder of created assets
- completed media product corresponding to a chosen brief
- a digital, annotated e-portfolio to record Activity 2.

Each learner must complete an authentication sheet.
Read the set task information carefully.

You will be given **5 hours** of monitored preparation ahead of the supervised assessment sessions. This will allow you to review the information in this booklet, carry out independent research in relation to your chosen brief and source assets for your production.

You can only take your sourced assets into the formally supervised sessions. You cannot use pre-prepared assets.

The set task has two activities taken under **20 hours** of formal supervision.

Work for **Activity 1** should be saved in a folder. For **Activity 2**, you must submit a media product and an e-portfolio of your process.

During the supervised assessment sessions you will be permitted access to:

- specialist software and equipment.

**Outcomes for submission**

You should submit:

- a folder of your created assets, a media product and a digital, annotated e-portfolio of your work for **Activity 2**

- an authentication sheet.
Set Task Brief

You must read the information provided and then choose ONE of the following media briefs.

Your-Identity

Your identity and personal information are valuable. Criminals can find out your personal details and use them to open bank accounts and to get credit cards, loans, state benefits and documents such as passports and driving licences in your name. Criminals commit identity theft by stealing personal information. This is often done by asking someone to open an email requesting personal details. Often these emails look like they come from a trusted source, but the source itself may be part of a scam. Personal details may also be obtained by criminals who access social networking and communication sites, and once again this can lead to identity theft. Anyone can be affected by identity theft. This kind of fraud can seriously affect your personal financial circumstances, as well as costing the government and financial services millions of pounds every year. If your identity is stolen, you or your family may have difficulty getting bank accounts, student loans, credit cards or a mortgage until the matter is resolved.

A campaign has been launched by Your-Identity, a government agency, to help people appreciate the growing problem of identity theft. The target audience for the campaign is 16 to 20 year olds. Your-Identity wants you to contribute to the campaign by making a media product in response to one of the following briefs.

You must choose which medium you will use to create your media product and begin creating, sourcing and preparing the materials you will need in preparation for the supervised assessment period.
You may choose ONE brief from the following:

**Brief 1: Video**

Your-Identity wants you to produce a video about the dangers of identity theft. The video must be no longer than one minute. The video should be saved in .mp4 format or a suitable alternative.

Your video must include the following requirements:

- an interview with a victim of identity theft
- low key lighting for the interview
- medium shots of the interviewee
- at least one close-up of the interviewee at a dramatic point in the interview
- at least two graphics with facts about identity theft
- appropriate cutaways (B-cam footage) edited into the interview
- a J or L cut
- tense background music.
Brief 2: Podcast

Your-Identity wants you to produce a podcast about the dangers of identity theft. The podcast must be no longer than two minutes. The podcast should be saved in .mp3 format or a suitable alternative.

Your podcast must include the following requirements:

- an intro to the podcast that mixes speech, music and at least one computer-related sound effect
- an interview with a victim of identity theft recorded through at least one microphone
- plosives either prevented during the recording of the interview or removed during editing
- a vox pop of three top tips to avoid identity theft
- ambient sound recorded on a digital recorder
- a music bed, covering part or all the podcast, that includes at least two different music tracks
- at least two fades
- reverb or delay.
Brief 3: Website

Your-Identity wants you to produce a website about the dangers of identity theft. The website pages must be saved in .html format.

Your website must include the following requirements:

- a home page and at least one linked page
- keywords relevant to identity theft included in the metadata
- an image slider for the home page. The image slider should have at least three images and include next and previous arrows for the user to scroll through the images. All the images should be in .jpg format and less than 400KB
- an email link to contact Your-Identity
- one of the linked pages should include copy about the story of a victim of identity theft
- a photograph to represent the victim’s story. The photograph should be optimised for inclusion in the website
- an image with a hover overlay
- all the images in the website should include appropriate alt text.
Brief 4: Digital e-magazine

Your-Identity wants you to produce some sample pages for an e-magazine about the dangers of identity theft. The e-magazine pages should be saved in epub format or a suitable alternative.

Your e-magazine sample must include the following requirements:

- a front cover and at least one linked page
- one of the linked pages should include copy about the story of a victim of identity theft. The copy should be between 300 and 350 words and flow through more than one column
- a photograph to represent the victim’s story. The photograph should be optimised for inclusion in the e-magazine. Insert the image on the page and wrap the text (the victim’s story) around the image
- a pull quote from the victim
- a running head (or header) to appear at the top of every inside page
- source a video to include in the e-magazine. The video should be no more than 30 seconds and include an appropriate poster image and playback controls.
- a hyperlink to http://www.actionfraud.police.uk/ID
- a way to navigate between the pages.
Brief 5: Digital game

Your-Identity wants you to produce a digital platform game based on the theme of identity theft. The digital game should be saved in .exe format or a suitable alternative.

Your platform game must include the following requirements:

- at least two levels
- an original character sprite. The character should face the same direction that it is moving
- sound effects when the character jumps
- collision handling so the character doesn’t jump through any objects
- an original graphic image of a key. The key should be optimised for inclusion within the game. The character must collect the key to advance to the next level
- game characters, from primary or secondary sources, that must be avoided
- a scoring system and scoreboard
- background music.
Preparatory Stage

You will have 5 hours to complete the preparatory stage. The preparatory stage must be completed under monitored conditions.

You must gather assets/material for your media product from secondary sources.

Create an annotated and fully referenced index of all sourced materials you intend to use in your product.

You must complete ALL activities within the task.

All activities must be completed under supervised conditions.

Activity 1

You must create assets/material for your media product based on the requirements of your chosen brief.

You must provide evidence of how you have created the assets/material for your production.

Create a folder called Activity 1, this is where you will store your assets. The assets/material should be saved in an appropriate format and organised in a logical way.

Activity 1 must be completed in 5 hours of formal supervised assessment.

Total for Activity 1 = 20 marks
Activity 2

Using the assets you have created and sourced, you must edit and use your assets to construct/build a completed media product that meets the requirements of your chosen brief.

During this period, you must create an annotated digital e-portfolio of a maximum of 15 pages, which should include evidence of:

- how you prepared, edited and/or manipulated your assets/material for your production
- how you constructed/built your media product
- a justification for the decisions you have made throughout Activity 2.

You will be assessed on:

- your preparation, editing and manipulation of the assets for your production  
  20 marks

- your final completed media product and its relation to the brief.  
  20 marks

Total for Activity 2 = 40 marks

END OF TASK

TOTAL FOR TASK = 60 MARKS
Unit 3: Digital Media Skills - Sample mark 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.
<table>
<thead>
<tr>
<th>Assessment Focus 1</th>
<th>Band 0 (0)</th>
<th>Band 1 (1-5)</th>
<th>Band 2 (6-10)</th>
<th>Band 3 (11-15)</th>
<th>Band 4 (16-20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create assets</td>
<td>No rewardable material</td>
<td>Use limited skill, knowledge and understanding to create basic assets.</td>
<td>Use competent skill, knowledge and understanding to create assets.</td>
<td>Use effective skill, knowledge and understanding to create suitable assets.</td>
<td>Use comprehensive skill, knowledge and understanding to create imaginative assets.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assets created relate to isolated aspects of the brief showing only a basic awareness of production techniques.</td>
<td>Assets created relate to some of the requirements of the brief showing some competence in the use of production techniques.</td>
<td>Assets created relate to consistently the requirements of the brief showing competent and effective use of production techniques.</td>
<td>Assets created relate directly to the requirements of the brief showing creativity in the use of production techniques.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Limited evidence of the organisation of the assets/material.</td>
<td>Evidence of the relevant organisation of most assets/material, which are logged/labelled.</td>
<td>Evidence of the effective organisation of all assets/material, which are logged/labelled in a clear logical way.</td>
<td>Evidence of the effective organisation of all assets/material, which are logged/labelled in a clear logical way.</td>
</tr>
<tr>
<td>Assessment focus 2</td>
<td>Band 0</td>
<td>Band 1 (1-6)</td>
<td>Band 2 (7-11)</td>
<td>Band 3 (12-16)</td>
<td>Band 4 (17-20)</td>
</tr>
<tr>
<td>-------------------</td>
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<td>----------------</td>
</tr>
<tr>
<td>Digital media skills</td>
<td>No rewardable material</td>
<td>• Adapted material demonstrates a limited understanding of the editing/manipulation process, leading to limited adaptation and/or not entirely appropriate for the brief.</td>
<td>• Adapted material demonstrates general understanding of the editing/manipulation process and is evidenced through the application of mostly relevant skills.</td>
<td>• Adapted material demonstrates an understanding of the editing/manipulation process and is evidenced by the effective and consistent application of relevant skills.</td>
<td>• Adapted material demonstrates comprehensive understanding of the editing/manipulation/preparation process, evidenced through the sophisticated application of relevant skills.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Isolated elements of understanding are evident in the limited application of techniques used in the building/creating of a media product.</td>
<td>• General understanding is evident in the partially successful application of techniques used in the building/creating of a media product.</td>
<td>• Developed understanding is evident in the mostly successful application of techniques used in the building/creating of a media product.</td>
<td>• Comprehensive understanding is evident in the successful application of techniques used in the building/creating of a media product.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Limited evidence of the decision-making process and design decisions are identified but not justified.</td>
<td>• Some evidence of the decision-making process and design decisions are partly justified.</td>
<td>• Detailed evidence of the decision-making process and decisions are mostly justified.</td>
<td>• Comprehensive evidence of the decision-making process and decisions are fully justified.</td>
</tr>
<tr>
<td>Assessment Focus 3</td>
<td>Band 0</td>
<td>Band 1</td>
<td>Band 2</td>
<td>Band 3</td>
<td>Band 4</td>
</tr>
<tr>
<td>--------------------</td>
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<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>Build/create a media product</td>
<td>0</td>
<td>1-5</td>
<td>6-10</td>
<td>11-15</td>
<td>16-20</td>
</tr>
</tbody>
</table>

- No rewardable material
- The media product has limited creativity.
- A basic media product with no recognisable style.
- The media product partially meets the brief.

- The media product has some creativity.
- A functional media product but uneven in the application of chosen style(s).
- The media product generally meets the brief.

- The media product demonstrates creativity.
- An adequate media product that is consistent in the application of chosen style(s).
- The media product addresses the brief.

- The media product demonstrates creativity throughout.
- An accomplished and coherent media product that is consistently effective in the application of chosen style(s).
- The media product comprehensively meets the brief.
The media product has limited creativity.

The media product has some creativity.

The media product demonstrates creativity.

The media product demonstrates creativity throughout.

The media product comprehensively meets the brief.

A basic media product with no recognisable style.

A functional media product but uneven in the application of chosen style(s).

An adequate media product that is consistent in the application of chosen style(s).

An accomplished and coherent media product that is consistently effective in the application of chosen style(s).

The media product addresses the brief.

The media product fully addresses the brief.