

Pearson BTEC Level 3 National in Creative Digital Media Production

Unit 5: Specialist Subject
Investigation



Sample Assessment Materials (SAMs)

For use with:

- *Extended Diploma in Creative Digital Media Production*

First teaching from September 2016

Issue 3

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 suggested research time 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 5: Specialist Subject Investigation Issue 2 to 3 changes

Part A – summary of changes made between previous issues and this current issue	Page number
An introduction section has been added to clarify the: <ul style="list-style-type: none">• purpose of the assessment• requirements for formal supervision, independent and monitored preparation.	Page 1
The 6 hours of monitored preparation have been added to the front page. The 18 hours for conducting research have been split between 12 hours of independent primary research and 6 hours of monitored secondary research.	Page 3
Wording in the Instructions to teachers/tutors section has been changed to reflect the changes in the Introduction section and clarify: <ul style="list-style-type: none">• that learners should provide with 6 hours of monitored preparation to conduct research and compile notes• stipulations on format of notes.	Page 4
Wording has been added to the Instructions to learners section to reflect the changes in the instructions for teachers/tutors section and Part A front page.	Page 5
The Set task Brief section wording has changed to reflect the changes in Part A front page, the Instructions for teachers/tutors and learners sections and clarify: <ul style="list-style-type: none">• the theme for the independent primary research.	Page 6
Stimulus materials – article has been removed from Part A.	

Part B – summary of changes made between previous issues and this current issue	Page number
Wording in the Instructions to teachers/tutors for Part B section has been changed to reflect the changes in the Part A sections and clarify: <ul style="list-style-type: none"> that Part B set task is undertaken under formal supervision. 	Page 8
Instructions to learners for Part B section has been changed to reflect the Instructions for teachers/tutors and learners for Part B sections.	Page 9
A Stimulus material page has been added.	Page 10
Wording in the Set task section Activities 1, 2, 3, 4 and 5 has been changed to reflect the Stimulus material.	Pages 11-20

Sample marking grid – Summary of changes made between previous issues and this current issue	Page number
Assessment focus 1 title has changed to 'Interpreting research data'. Wording in the first and second bullet points for Bands 1 to 4 has changed.	Page 22
Assessment focus 2 title has changed to 'Understanding research methods'. Wording in the three bullet points for Bands 1 to 4 has changed.	Page 23
Assessment focus 3 title has changed to 'Understanding the relationship between own research and stimulus material and how this relationship reinforces the importance of the issue'. Wording in the first bullet point for Bands 3 and 4 has changed. A new third bullet point for Bands 1 to 4 has been added.	Page 24
Assessment focus 4 title has changed to 'Impact of the topic on production and/or media consumption patterns'. Wording in the first bullet point for Bands 1 and 4 has changed. Mark distribution between bands has changed to be correct.	Page 25
Mark distribution for bands 2, 3 and 4 in Assessment focus 5 has changed to be correct. Wording in the first and second bullet points for Bands 1 and 4 has changed.	Page 26

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 show how they can use and analyse research in the completion of extended written activities. This assessment will be offered twice a year. The timing of the assessment is a five week period before a timetabled session.

This is a task in two parts. This task includes independent preparation.

The assessment evidence submitted to Pearson is a written task and answer book. 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 session. During the period set for the assessment centres must ensure that the sessions required for formal supervision are provided as directed.

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 research a specific issue using the information provided. 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 for 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 notes which will be provided to learners during the formal supervised assessment. After the assessment the notes will be retained by the centre and may be requested by Pearson during the marking process.

Pearson BTEC Level 3 Nationals

Write your name here		Level
Surname	Forename	3
<h1>Creative Digital Media Production</h1> <p>Unit 5: Specialist Subject Investigation</p>		Part A
Extended Diploma Sample assessment material for first teaching September 2016		Monitored hours 6

Instructions

- **Part A** contains material for the completion of the preparatory work for the set task.
- **Part A** should be undertaken over a maximum of **18 hours** across a period of **5 weeks** as timetable by Pearson.
- **Part A** may be given to learners as soon as it is received so that learners can start the preparatory period in advance of the supervised assessment period.
- **Part A** is specific to each series and this material must only be issued to learners who have been entered to undertake the task in the relevant series.
- **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.

Paper reference

XXXX/XX

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Instructions to Teachers/Tutors

Centres should refer to the Instructions for Conducting External Assessments (ICEA) document for full information on the correct conduct of monitored and formally supervised assessment.

This set task has a preparatory period. **Part A** sets out how learners should prepare for the completion of the task under supervised conditions.

Part A is given to learners **5 weeks** before **Part B** is taken under formal supervision as scheduled by Pearson.

Part B contains unseen material and is issued to learners at the start of the specified formal supervised assessment session by Pearson.

Learners may carry out independent primary research into changing patterns of media consumption. Learners will bring into the monitored period the primary research findings, quotes and data.

Learners should be monitored in **6 scheduled hours** provided by the centre to conduct secondary research and compile notes of their research findings. During this time they may only have access to research materials including books, journals, internet and notes from independent primary research. Learners must work independently and must not be given guidance or feedback on the completion of the preparatory work. Learners must not prepare potential responses, and only notes produced in monitored sessions may be used during the formal assessment. Learners may produce up to 4 sides of A4 notes which should be handwritten or typed in a 10pt font. Notes should be short, bullet-point style information, and can contain diagrams but must not contain long narrative pieces of text. Learners must also produce during this period a catalogue of sources.

Centres may need to make facilities available to learners to support independent work.

Learner notes produced under monitored conditions must be checked to ensure that they comply with the limitations.

Learner notes and the catalogue of sources should be retained by the centre between the monitored sessions and the formal supervised assessment.

Learner notes and the catalogue of sources should be retained by the centre after the completion of the assessment and may be requested by Pearson.

Instructions for Learners

Read the set task information carefully.

This contains **Part A** of the information you need to prepare for the set task. You will need to carry out your own preparatory work over the next **5 weeks** to conduct independent primary research in up to **12 hours**, and the preparatory **6 hours** undertaken in monitored conditions.

You will then be given the **Part B** set task to complete under formal supervised conditions.

You must work independently and must not share your work with other learners.

Your teacher cannot give you feedback during the preparation period.

Set Task Brief

You must conduct research into the ways in which media consumption has changed in a specific media sector, and its impact on that sector.

You are required to conduct **12 hours** of independent primary research in relation to:

- changing patterns of media consumption - The way in which people choose to consume media is changing, particularly among 16 to 24 year olds.

Under **6 hours** of monitored conditions you will be allowed to use your findings from your primary research and conduct secondary research and prepare notes of your findings to support you during the supervised assessment. Your notes should:

- be individually and independently prepared by you
- contain a maximum of 4 sides of A4, either handwritten or typed in a 10pt font
- use short, bullet-point style information, and can contain diagrams but must not contain long narrative pieces of text.

Your notes will be checked by your centre and retained after the completion of the formal supervised assessment.

In addition learners must compile a catalogue of sources during your monitored period that includes all primary and secondary sources you intend to reference.

You should base your research for the task on a minimum of two different primary and four different secondary sources. No more than ten sources should be used, in addition to the stimulus material.

Pearson BTEC Level 3 Nationals

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Surname	Forename
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Level
3

Learner Registration Number	Centre Number
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Creative Digital Media Production

Unit 5: Specialist Subject Investigation

Extended Diploma
**Sample assessment material for first teaching
 September 2017**

Part
B
 Marks

 Supervised
 hours
2

Instructions

- **Part A** will need to have been used in preparation for completion of **Part B**.
- **Part B** contains material for the completion of the set task under supervised conditions.
- **Part B** should be undertaken in a single session of **2 hours** during the period specified by Pearson.
- **Part B** 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.
- **Part B** should be kept securely until the start of the supervised assessment period.

Information

- The total mark for this paper is 65.

Paper reference

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Instructions to Teachers/Tutors

This 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 period is conducted correctly and that learners have the opportunity to carry out the required activities independently.

Part B set task is undertaken under formal supervision in a single session of **2 hours** timetabled by Pearson.

Part B materials must be issued to the learners for the specified session. Work should be completed in this task booklet.

Part B set task requires learners to apply understanding gained through familiarisation with the context and the application of research. Learners should bring in notes as defined in **Part A**. The Teacher/Tutor needs to ensure that the notes comply with the requirements.

All learner work must be completed independently and authenticated by the Teacher/Tutor before being submitted to Pearson.

Learners must not bring anything into the supervised environment or take anything out without your approval.

Centres are responsible for putting in place appropriate checks to ensure that only permitted material is introduced into the supervised environment.

Maintaining security

- Supervised assessment areas must only be accessible to the individual learner and to named members of staff.
- Learners can only access their work under supervision.
- Any work learners produce under supervision must be kept secure.

Outcomes for Submission

A completed task booklet will need to be submitted by each learner.

A fully completed authentication sheet must be completed by each learner; the prepared notes do not need to be submitted with the final outcomes to Pearson.

Instructions for Learners

Read the set task information carefully.

This session is of **2 hours**. Plan your time carefully.

You have prepared for the set task given in this **Part B** booklet. Use your notes prepared during **Part A**. Attempt all of **Part B**.

Your notes must be your own work and will be retained by your centre until results are issued.

You will complete this set task under supervision and your work will be kept securely during any breaks taken.

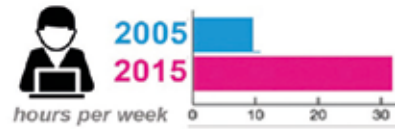
You must work independently throughout the supervised assessment period and should not share your work with other learners.

Outcomes for Submission

You will need to submit this task booklet on completion of the supervised assessment period.

Stimulus Material

16 to 24 year olds spend more than 3x as much time online as in 2005



Taking Part 2014/15, Focus On: Free time activities
www.gov.uk Department for culture, media and sport



said they would miss their mobile more than any other device.



said they would miss TV the most.

Ofcom Adult Media Use and Attitudes 2016 report



In 2015 UK cinema admissions increased by

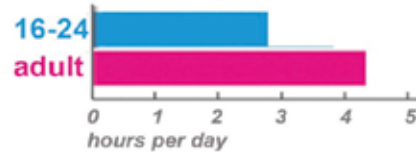
10 million



to 170 million

<http://www.cinema.uk.org.uk/the-industry/facts-and-figures/uk-cinema-admissions-and-box-office/annual-admissions/>

16-24 year olds in the UK spend 2 hours 43 minutes per day watching live or catch-up TV, compared to the average adult who spends 4 hours 16 minutes per day



Broadcasters' Audience Research Board (BARB) Viewing Report 2016

In 2016 UK Games sold

£3 billion

which is more than video or music



Digital downloads made up 70% of the total sales. Sales of physical (boxed) computer games fell by 16.4%

The Entertainment Retailers Association (ERA)

UK gamer population

23% are 16 to 24

27% are over 44

52% are female

Internet Advertising Bureau UK (IAB) 2014

In 2015 printed books

had **83.3%** of the book market



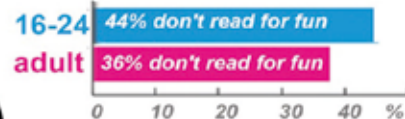
Sales of print books increased by 0.4% to £2760m

Sales of ebooks decreased by 1.6% to £554m.

Guardian May 2016 figures compiled by the Publishers Association

Readership of daily newspapers fell over a million (8%) June 2015 - 2016).

National Readership Survey, <http://www.nrs.co.uk>



DCMS (2015) Taking Part 2014/15, Focus On: Free time activities www.gov.uk

Set Task

You must complete ALL activities.

You will need to refer to your research notes completed in **Part A** and the stimulus material.

Please do not write answers outside the spaces provided below.

Activity 1

Explain the significance of 'media consumption' to a specific media sector with reference to the issues/debates related to the statement:

There is an increased use of new technologies which has led to the demise of traditional media such as newspapers, magazines and television

You may refer both to your own research and that carried out in the Stimulus Material.

15 marks

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A large rectangular area with a dotted line border, intended for writing answers.

Total for Activity 1 = 15 marks

Activity 2

Explain your choice of primary quantitative you used to investigate the key areas of the Set Task topic within a specific media sector.

15 marks

A large rectangular area containing 25 horizontal dotted lines for writing.

A large rectangular area with a dotted line border, intended for writing answers. It contains 25 horizontal dotted lines.

Total for Activity 2 = 15 marks

Activity 3

Explain the conclusions you have drawn from your research and how these support/challenge the findings of the Stimulus Material.

15 marks

A large rectangular area containing 25 horizontal dotted lines for writing.

A large rectangular area with a dotted line border, intended for writing answers.

Total for Activity 3 = 15 marks

Activity 4

What changes would you suggest to future media production in your specific media sector in response to the research findings of the stimulus material? You should refer to your own research to support your suggestions.

10 marks

A large rectangular area containing horizontal dotted lines for writing.

A large rectangular area with a dotted line border, intended for writing answers.

Total for Activity 4 = 10 marks

Activity 5

Explain what further research could be carried out to gain a greater understanding of the findings of the Stimulus Material.

10 marks

A large rectangular area containing 25 horizontal dotted lines for writing.

Lined writing area for student response.

Total for Activity 5 = 10 marks

END OF TASK **TOTAL FOR TASK = 65 MARKS**

Unit 5: Specialist Subject Investigation – 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/objective 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/objective 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 1	Band 0	Band 1	Band 2	Band 3	Band 4
	0	1-4	5-8	9-12	13-15
Interpreting research data	No rewardable material	<ul style="list-style-type: none"> Basic understanding of the topic presented with limited connections made to media issues and debates relating to the Set Task topic and the Stimulus Material and/or own research. 	<ul style="list-style-type: none"> An understanding of the topic presented with some relevant connections made to media issues and debates relating to the Set Task topic and the Stimulus Material and/or own research. 	<ul style="list-style-type: none"> Understanding of the significance of the topic presented with mostly relevant connections made to media issues and debates relating to the Set Task topic and the Stimulus Material and/or own research. 	<ul style="list-style-type: none"> Comprehensive understanding of the significance of the topic presented with detailed and precise connections made to relevant media issues and debates relating to the Set Task topic and the Stimulus Material and/or own research.
		<ul style="list-style-type: none"> Stimulus Material and/or own research superficially interpreted, showing limited consideration of the data; response includes few evaluative judgements. Use of qualitative or quantitative data superficially interpreted, showing limited consideration of the information, occasionally applied to the response. 	<ul style="list-style-type: none"> Stimulus material and/or own research has been interpreted showing consideration of the data; response may include unsupported evaluative judgements. Use of qualitative and quantitative data has been interpreted showing consideration of the information applied to the response. 	<ul style="list-style-type: none"> Stimulus material and/or own research clearly interpreted with consideration of the validity of the data; response likely to include some supported evaluative judgements. Use of qualitative and quantitative data clearly interpreted with consideration of the validity of the information, applied to the response. 	<ul style="list-style-type: none"> Stimulus material and/or own research fully and effectively interpreted by considering the validity of the data throughout the response; response includes fully supported evaluative judgements. Use of qualitative and quantitative data fully and effectively interpreted by considering the validity of the information, clearly applied throughout the response.

Assessment focus 2	Band 0	Band 1	Band 2	Band 3	Band 4
Understanding research methods	<p>0</p> <p>No rewardable material</p>	<p>1-4</p> <ul style="list-style-type: none"> • Basic description of primary or secondary research methods • Isolated links to the relationship between choice of research methods and the set task topic. • Rationale for own research is superficial and unsupported. 	<p>5-8</p> <ul style="list-style-type: none"> • Primary / secondary research methods described in detail • Links made demonstrates an understanding of the relationship between choice of research methods and the set task topic • Rationale for own research is offered with some supporting evidence. 	<p>9-12</p> <ul style="list-style-type: none"> • Primary /secondary research methods and their relationship to the context of the set task topic explained • Demonstrates a good understanding of the relationship between choice of research methods and the set task topic • Rationale for own research clearly follows chains of reasoning and is mostly supported. 	<p>13-15</p> <ul style="list-style-type: none"> • Primary / secondary research methods and their relationship to the context of the set task topic are evaluated • Demonstrates a thorough understanding of the relationship between choice of research methods and the set task topic • Rationale for own research is fully and effectively supported

Assessment focus 3	Band 0	Band 1	Band 2	Band 3	Band 4
<p>Understanding the relationship between own research and Stimulus Material and how this relationship reinforces the importance of the issue.</p>	<p>0</p> <p>No rewardable material</p>	<p>1-4</p> <ul style="list-style-type: none"> Limited consideration of the information in the stimulus material, with superficial reference made to research sources. Basic understanding of outcomes presented with limited connections made to media debates occasionally relating to topic identified in the stimulus material. Any comments about how research supports/challenges conclusions are superficial. A basic appraisal is produced that follows limited chains of reasoning. 	<p>5-8</p> <ul style="list-style-type: none"> The topic has been partially interpreted with consideration of the information in the stimulus material, and appropriate reference made to research sources. Understanding of outcomes will be evident with a few connections made to media debates relevant to topic identified in the stimulus material. Makes relevant comments about how research supports/challenges conclusions. An appraisal is produced that follows chains of reasoning with some imbalance. 	<p>9-12</p> <ul style="list-style-type: none"> The topic has been interpreted with consideration of the validity of the information, detailed reference made to research sources Sound understanding of the significance of outcomes is presented with consistent connections made to media debates relevant to topic identified in the stimulus material. Explains the conclusions with detailed consideration of the extent to which research supports/challenges them. A balanced appraisal is produced that clearly follows chains of reasoning. 	<p>13-15</p> <ul style="list-style-type: none"> The topic has been fully interpreted with detailed consideration of the validity of the information. Sustained reference made to research sources which support response including illustrative examples Comprehensive understanding of the significance of outcomes is presented with detailed and precise connections made to media debates of direct relevance to topic identified in the stimulus material. Evaluates the conclusions with justification of the extent to which research supports/challenges them. A balanced and well-rounded appraisal is produced that effectively follows chains of reasoning.

Assessment focus 4	Band 0	Band 1	Band 2	Band 3	Band 4
Impact of the topic on Production and/or media consumption patterns	<p>0</p> <p>No rewardable material</p>	<p>1-2</p> <ul style="list-style-type: none"> Limited consideration of the stimulus material, and superficial reference made to own research. Basic understanding of outcomes presented with limited connections made to media debates occasionally relating to topic identified in the stimulus material. A basic appraisal is produced that follows limited chains of reasoning. 	<p>3-4</p> <ul style="list-style-type: none"> The topic has been partially interpreted with consideration of the stimulus material, and appropriate reference made to own research. Understanding of outcomes will be evident with a few connections made to media debates relevant to topic identified in the stimulus material. An appraisal is produced that follows chains of reasoning with some imbalance. 	<p>5-7</p> <ul style="list-style-type: none"> The topic has been interpreted with consideration of the validity of the stimulus material, detailed reference made to own research. Sound understanding of the significance of outcomes is presented with consistent connections made to media debates relevant to topic identified in the stimulus material. A balanced appraisal is produced that clearly follows chains of reasoning. 	<p>8-10</p> <ul style="list-style-type: none"> The topic has been fully interpreted with detailed consideration of the validity of the stimulus material. Sustained reference made to own research which support response including illustrative examples Comprehensive understanding of the significance of outcomes is presented with detailed and precise connections made to media debates of direct relevance to topic identified in the stimulus material. A balanced and well-rounded appraisal is produced that effectively follows chains of reasoning.

Assessment focus 5	Band 0	Band 1	Band 2	Band 3	Band 4
Research recommendations for future provision and/or practice	<p>0</p> <p>No rewardable material</p>	<p>1-2</p> <ul style="list-style-type: none"> • Basic description of research for provision in the sector. • Research referred to will be generic and without links to topic in Stimulus Material and own research. • Rationale for further research is superficial and unsupported. 	<p>3-4</p> <ul style="list-style-type: none"> • Recommendations for the research for provision in the sector are explained • Research referred to demonstrates an understanding of the context within Stimulus Material making links with own research. • Rationale for further research is offered with some supported evidence. 	<p>5-7</p> <ul style="list-style-type: none"> • Recommendations for the research for provision in the sector are analysed effectively • Research referred to demonstrates a good understanding of the issue making many accurate links with its context within Stimulus Material and own research. • Rationale for further research is offered and mostly supported. 	<p>8-10</p> <ul style="list-style-type: none"> • Recommendations for research for provision in the sector are justified systematically throughout the response. • Research referred to demonstrates a thorough understanding of the issue making consistently accurate links with its context within Stimulus Material and own research. • Rationale for further research offered is fully and effectively supported.

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