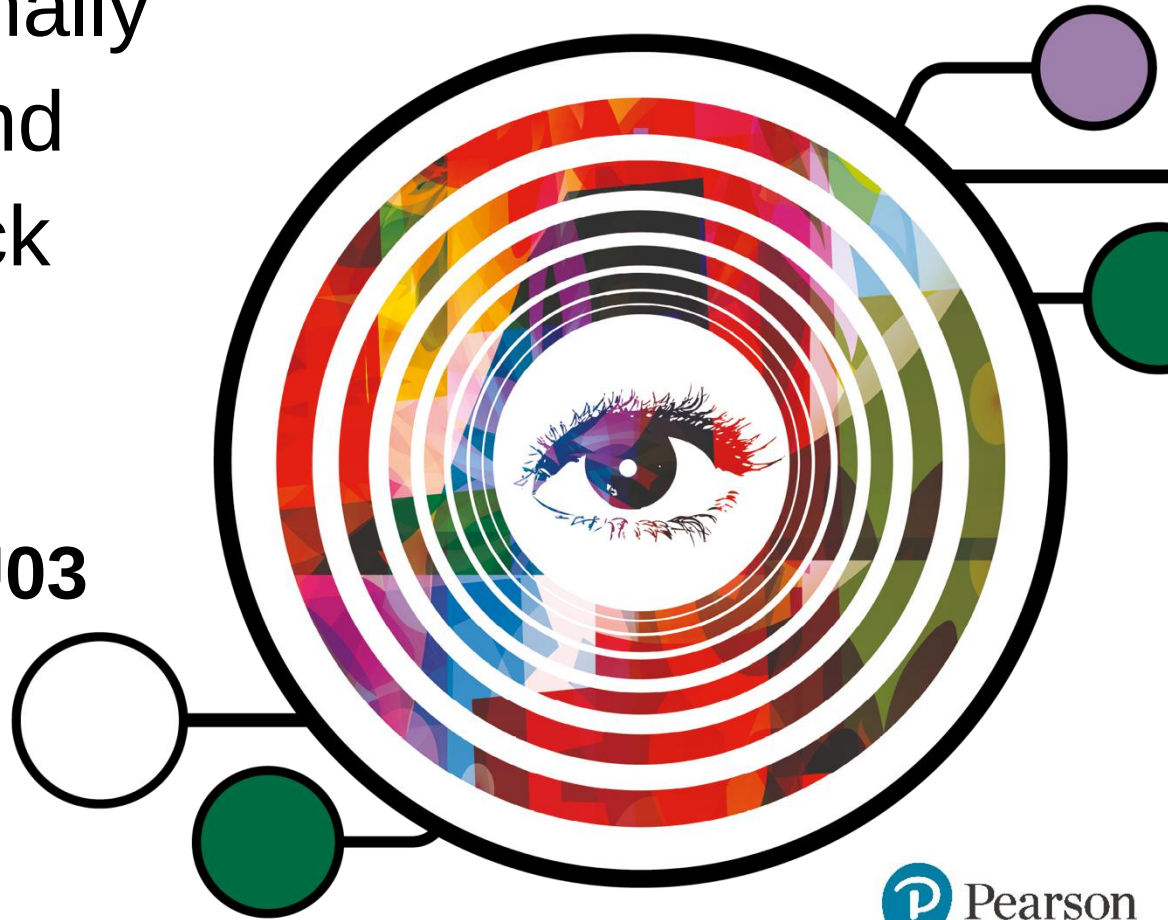


BTEC Nationals in Creative Digital Media Production

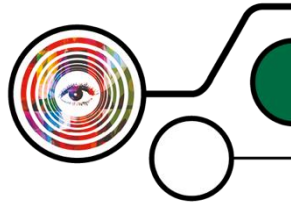
Planning for externally assessed unit 5 and unit 8 and feedback on previous series

Event Code: 18BVU03





Aims for the day



- Consider teaching, learning & assessment approaches and share practice within the externally assessed units
- Receive feedback from the previous external assessment series
- Consider learner responses to specific questions and/or tasks
- Share practice in planning for externally assessed units
- Identify common issues
- Have the opportunity to ask questions
- Have the opportunity to network



BTEC Nationals in Creative Digital Media Production

Externally assessed units

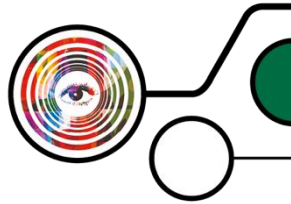


© 123rf/Anthony Brown

Curriculum Planning



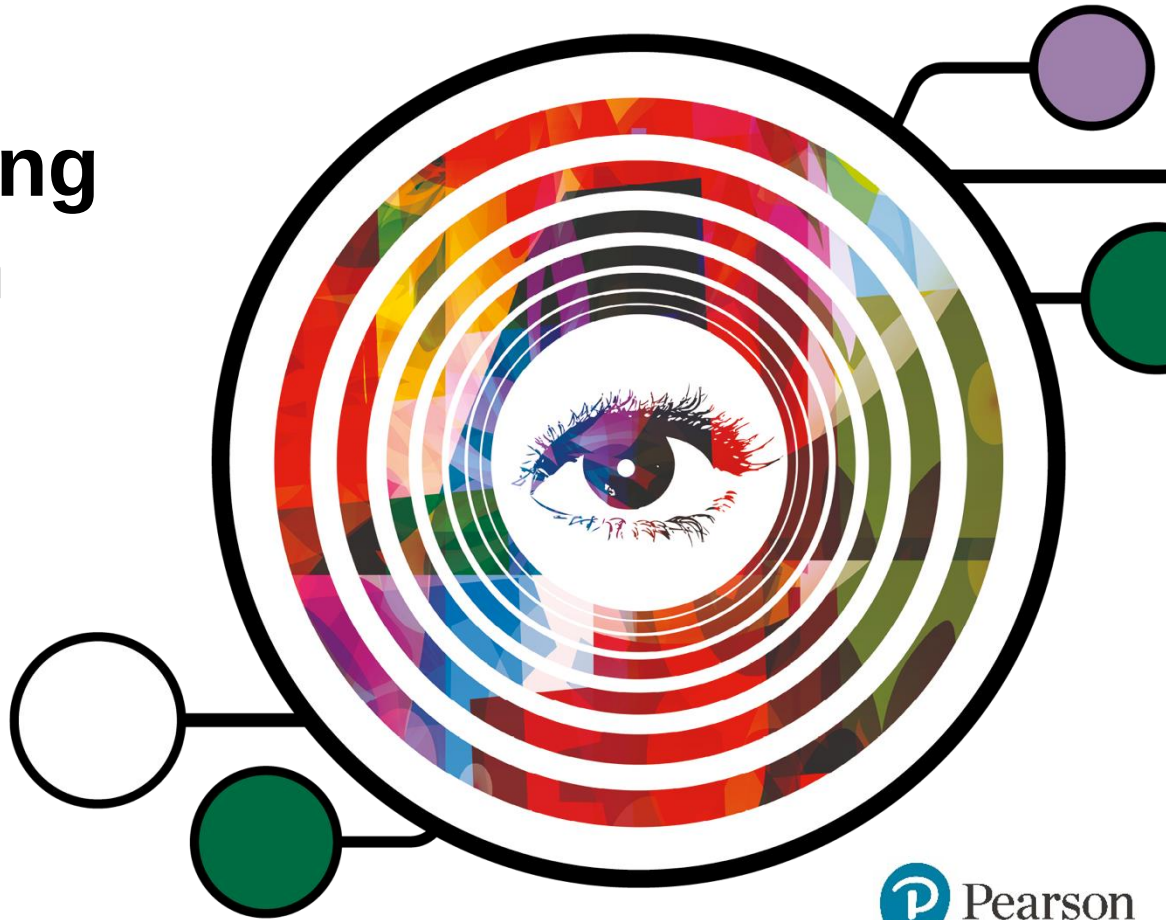
Qual Size	Unit 1	Unit 3	Unit 5	Unit 8
Extended Certificate	✓	✗	✗	✓
Foundation Diploma	✓	✗	✗	✓
Extended Diploma	✓	✓	✓	✓
Tech Levels Extended Certificate	✗	✓	✗	✗
Tech Levels Diploma	✗	✓	✗	✓

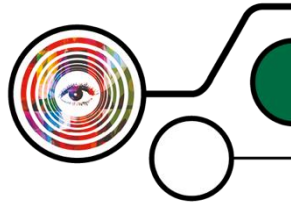


- Things to consider:
 - requirements of the specification
 - availability of papers
 - resources
 - teaching and learning activities
 - synopticity
 - retake opportunities.

BTEC Level 3 Nationals from 2016 in Creative Digital Media Production

Unit 8: Responding to a Commission





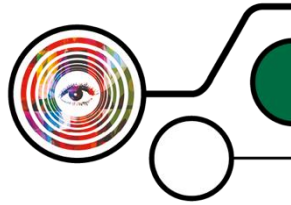
Unit 8: Responding to a Commission

Purpose

Task
2 week
window

Dec/Jan &
May/June

Key changes to the unit

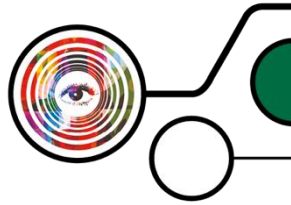


The tasks have been redesigned and changed from being Part A and Part B to being a single part.

The paper will be released at the beginning of a two week assessment window timetabled by Pearson.

Pearson BTEC Level 3 Nationals	
Creative Digital Media Production	Level 3
Unit 8: Responding to a Commission	Part S
Extended Certificate/Foundation Diploma/Diploma Extended Diploma Sample assessment material for first teaching September 2016	Total Marks
• This booklet must be issued to learners as defined by Pearson and should be kept securely. • This booklet must be issued to learners at the start of the 2-week period and under the conditions specified by Pearson. The period will allow centres to timetable appropriate supervised sessions for all learners. • 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. • The total mark of this set task is 72. • This booklet should not be returned to Pearson.	Supervised hours 6
Paper Reference (s) XXXX/XX PXXXXXA	
Pearson BTEC Level 3 Nationals in Creative Digital Media Production – Unit 8: Responding to a Commission SAMP – Pre-publication Issue 3 – April 2015 © Pearson Education Limited 2015	
3	

Key changes to the unit



During the assessment window learners must have:

- Opportunity for independent research (10 hours recommended)
- **2 hours of Monitored Preparation** (preparing notes*)
- **6 hours of Supervised Assessment** (increased from 5 hours in previous series)

Monitored Preparation



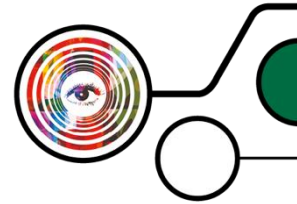
Learners should prepare notes to take into the supervised assessment period.

- maximum of **3 sides of A4** and can be handwritten or typed in **10pt font**.
- Include information from research
- Include facts relating to the commission and existing practice.

Learner notes cannot include:

- pre-prepared answers for activities
- assets or materials to be used in the activities.

Supervised Assessment



Learners will undertake 4 tasks and create 4 preproduction documents:

1. Rationale (approx 1hr)
2. Pitch (approx 1hr)
3. Proposal (approx 2hrs)
4. Treatment (approx 2hrs)

Approximate timings for each task have now been added to the paper to support learners to plan their time effectively.

Removal of the common answer booklet and templates provides a more flexible approach to the unit

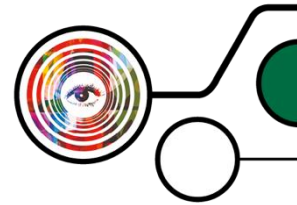
Changes to Mark Grids



The total marks for the unit have changed from 75 to 72.

Activity	Outcome	Marks	Changes
1	Rationale	16	Increased by 1 mark
2	Pitch	16	Increased by 1 mark
3	Proposal	20	Unchanged
4	Treatment	20	Decreased by 5 marks

Feedback from the last series

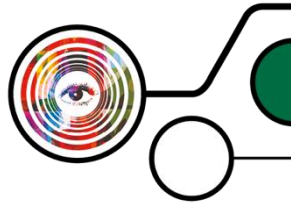


Overall Performance of the Unit

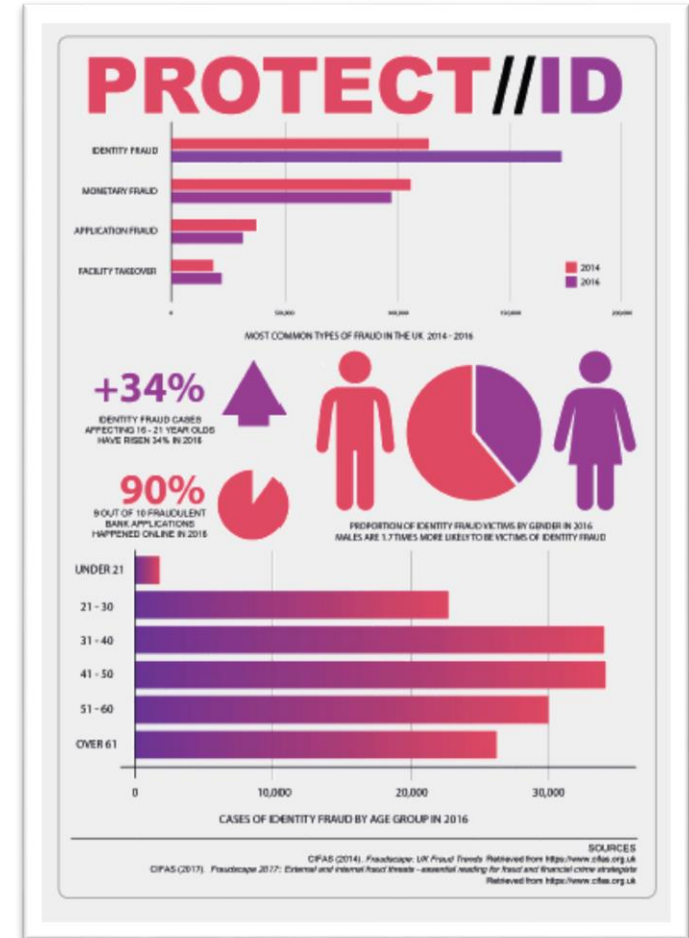
- Learner performance was generally consistent across the paper.
- Overall evidence of effective Teaching and Learning of the unit.
- Paper was considered to be slightly less accessible.

Grade	Unclassified	Level 3			
		N	P	M	D
Boundary Mark	0	12	25	40	55

Activity 1 - The Rationale



1. Using the unit specification what are the key points that should be included in a response to the Rationale?
2. Using the June 18 assessment, what information could learners extract from the stimulus material?
3. What further research should the learners be doing during the preparatory stage?



Rationale 1



Read through
Rationale 1.

Using the mark grid –
what mark Band
would you place this
work in?

Activity 1 – Rationale

PROTECT/ID is looking for ideas that meet its commission.

Write a rationale, summarising your ideas in response to the commission you have chosen. The rationale should include details on how you have used the information provided and your own research to form your ideas.

Type your response below this line. The box will expand as you type.

Target Audience Research

The Primary target audience for the Protect ID project is young people who often use the internet. Our main age bracket specifically for this advert is 16-21 year olds because they are the ones who are experiencing the most cases of identity fraud whilst using the internet as there has been a huge number of identity fraud cases involving people of this age in the last year alone. The main gender demographic that this project will be focused on is young males as they are 1.7 times more likely to be a victim of online identity fraud according to official statistics. However, there is also a secondary audience who this project will be aimed at, this will consist of older people who use the internet aged 25+ such as looking out for their children or people who feel unsafe online in today's society. The secondary audience for this project is important because it is not only younger people who are unaware and vulnerable to the dangers of identity fraud as everyone can be a victim especially people of older age who aren't as technologically minded. It is also clear Parents will also want to make sure their children are safe so by informing them of the potential dangers helps them to feel comfortable about their child's safety on the internet.

Primary Research

What is your gender?

5 responses



Question 1 was asked to see how our audience would respond. This was to find out which sex our audience would be predominately comprised of. From looking at the results it is clear that tailoring the advert to a primary male audience with a secondary female audience would be the best way to reach and help the most people possible.

What is your age?

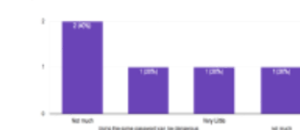
5 responses



Question 2 was asked to try and establish what our primary and secondary age brackets were going to be. It is clear from analysing the results correlated in the chart that our primary age bracket is going to be young people between the ages of 15-20 with the secondary age bracket being people over the age of 21. The results from the survey support the brief of targeting the advert at people aged 16-21.

What do you know about the dangers of identity fraud?

5 responses



Question 3 was used to establish a rough estimate of the amount of knowledge young people have on the dangers of identity fraud. From looking at the results given it is clear that 80% of people who were surveyed didn't know much at all about the dangers of identity fraud. This backs up the brief as the brief states that not enough young people know about the dangers of identity fraud and how to go about keeping yourself safe from fraud online.

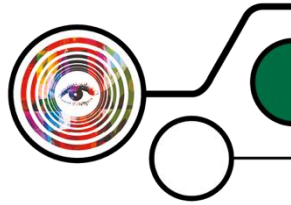
Rationale 1



MARK BAND 3 – 15/15

Assessment focus	Band 0	Band 1	Band 2	Band 3
Rationale for the response to the stimulus.	0 marks No rewardable material.	1-5 marks - Consideration of the content of the commission is limited. - 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.	6-10 marks - 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.	11-15 marks - 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 - The Pitch



Instructions to learners:

You will need to convey your idea in a **succinct** and **persuasive** way through a written pitch.

You will need to ‘**sell**’ the idea to the client by including an overview of the **content and style** of your idea to persuade the client that it is worth considering.

(maximum 500 words)

Compare and contrast Pitch 1 and Pitch 2 in relation to this instruction.

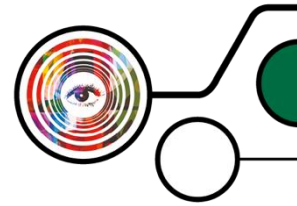
Pitch 1



MARK BAND 2 – 10/15

Assessment focus	Band 0	Band 1	Band 2	Band 3
The pitch	0 marks No rewardable material	1-5 marks - 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.	6-10 marks - 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.	11-15 marks - 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.

Pitch 2



MARK BAND 2 – 10/15

Assessment focus	Band 0	Band 1	Band 2	Band 3
The pitch	0 marks No rewardable material	1-5 marks - 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.	6-10 marks - 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.	11-15 marks - 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 - The Proposal



Review Proposal 1 in your delegate book.

What's Missing?

Consider

- Content
- Technical considerations
- Contributors, assets, locations and equipment
- Legal and ethical considerations
- Scheduling and planning considerations

Activity 3 – Proposal

The proposal expands on the original idea in the pitch and gives further detail of how you will realise the product for your chosen commission.

Please use the Answer booklet to complete the following sections with details of your proposal:

- content overview
- technical considerations
- contributors, locations, assets and equipment
- legal and ethical considerations
- Scheduling and planning considerations.

Please use the following pages to complete these sections of your proposal.

Proposal (Medium)	Producer (Name)	Title of Production	Page 1/5
		Identity Is Precious	

Content Overview

Type your response below this line. The box will expand as you type.

The content in which will be used in the game will mostly be created by the creators of the game to allow originality in the game so that it is not using characters in which have been used in other games because then the character could have two kinds of effect. One effect could be negative if the users don't like the character whereas if the character is liked by a lot of people it would bring people to have a look at the game but not necessarily play it or learn anything from it plus the character could vary from the target audience meaning that some of the target audience could be put off because they think it is aimed at younger people. The game from a technical viewpoint only needs computers and a program which are both the best possible because then the rest of the things as such as the drafts, some research and game ideas all come from the creators and this means that a lot of work will have to be put in mentally to get the game on course and having the best kind of reaction it could possibly have.

The Proposal



Review Proposal 2 in your delegate book.

1. What mark band would this work sit in?
2. What mark would it get?
3. What suggestions for improvements could be made?

Activity 3 – Proposal

The proposal expands on the original idea in the pitch and gives further detail of how you will realise the product for your chosen commission.

Please use the Answer booklet to complete the following sections with details of your proposal:

- content overview
- technical considerations
- contributors, locations, assets and equipment
- legal and ethical considerations
- Scheduling and planning considerations.

Please use the following pages to complete these sections of your proposal.

Proposal (Medium)	Producer (Name)	Title of Production	Page 1/5
Moving Image		Fraud and Identity Theft	1

Content Overview

Type your response below this line. The box will expand as you type.

Our PSA will take place on someone's desktop, immediately creating a sense of relatability with the target audience from the things on his computer we see that the character is a teenage boy with an interest in music. He talks to his friends, plays games and listens to music all from his computer. Everything is fine until he buys tickets for a concert illegally online; he goes to buy a guitar on Ebay but finds that his bank account is missing some money so he messages his friend and goes back to his account and finds it's went into the minus digits, reading -£3,000 he looks at the transactions and it's full of things he did not buy. He is absolutely shocked and has no idea what to do. In his panic, we cut and fade to a darkened room as we see the bottom half of someone's face give a cocky smirk. This is the person behind the hacking. Fade out. We see Protect ID's logo and number of messages on screen such as "use different passwords" "know where you spend money" etc.

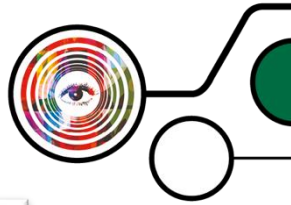
Proposal 2



MARK BAND 4 – 16/20

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Proposal for the response to the commission within the template provided	0 marks	1-5 marks	6-10 marks	11-15 marks	16-20 marks
Consideration of legal and ethical issues related to the commission	No rewardable material	- 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 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 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 demonstrates a comprehensive knowledge and understanding of media production processes. - Structure of the proposed product would fully target the audience through full utilisation of the chosen medium.
Consideration of budgets and scheduling		- 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.	- 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.	- 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.	- Proposal is realistic and plausible and communicated with the effective use of technical language. Considerations presented clearly and consistently in an appropriate format. - Proposal is fully informed by background links 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 - The Treatment



- Looking at the mark scheme, what are the key things that a high scoring candidate must include?
- Try to provide some examples from your own subject area - If it was an outline for a website/video/magazine/game, what would you expect in the visual elements and justifications?
- Look through the examples and highlight the strengths and weaknesses.

Justification Sheet Ref	Producer	Title	Page
		CONNECTED	1

STORYBOARDS

Type your response below this line. The box will expand as you type.



The advert is conducted through only one scene. This is done to reference the timescale in how fast a criminal can obtain your personal information. Furthermore, by using POV, the audience can get a sense of what it's like to be a criminal, making them more engaged with what's on screen.

Scene 1 Shot 1: The first shot is the criminal looking down at a computer. The camera is the POV of the criminal. They are typing on a keyboard and gathering information. Their costume is black trousers, black shirt and gloves. I have created them to look like this, as the audience can clearly identify that they are a criminal even without dialogue.

Scene 1 Shot 2: The camera pans left to reveal a woman dressed in work uniform. She is sat on her computer on a bench, minding her own business. A graphic pops up displaying her personal information, and she continues to type away. I have chosen to use a CGI graphic here, as it references to the sophisticated ways in which criminals go to access your personal information.

Scene 1 Shot 3: The camera pans back to the centre to reveal the criminal's laptop, now with personal information on it. The criminal is gathering information on the woman sat only metres away.



Scene 1 Shot 4: This shot is done through the use of a wide shot, in order to convey to the audience how obvious the woman is to the hacker sat only metres from here. This is effective, as it shows the audience how obvious we can be to having our identity stolen. The woman is sat on the bench minding her own business, while the hacker is stealing her information.

Activity 4 - Treatment Justification sheet
Provide three sheets that justify each of your visualisation sheets created for your chosen Treatment.

Shot list:

Shot #	Camera & Movement	Description	Dialogue (Y/N)	Duration
1	Come up / Zooms out	Green Recycling bin full of trash.	Y	1
2	Wide shot / Long shot / Zooms in	A character with no identity (Question mark on his body) standing next to the recycling bin. With an arrow point at him saying 'fraudster with a gold shine around the last'.	Y	2
3	Extreme close up / Over the head shot / Straight cut	Stays the same as shot 2 while the narrator says statistics about household waste.	Y	5
4	Wide shot / Long shot	Into the trash, looking at the inside of the bin with an overhead view.	Y	2
5	Wide shot / Long shot	Question mark man takes out the ID and consumes the ID giving him visuals as to what the person looks like in the ID.	Y	2
6	Wide shot / Long shot	Man takes out the mail and consumes the mail transforming his background into a nice neighbourhood.	Y	2
8	Wide shot / Long shot	Man takes out the Bank statement and expedit credit card consuming them.	Y	3
9	Wide shot / Long shot	Man takes out the Bank statement and expedit credit card consuming them.	Y	1
10	Wide shot / Long shot	Man magically changes his clothing to a nice fancy suit. Wearing expensive jewellery and a car drops from the sky.	Y	6
11	Wide shot / Long shot	Whole screen gets shredded like a piece of paper.	Y	2
12	Wide shot / Long shot	Revealing a Protect ID logo.	Y	1

Treatment 1



MARK BAND 5 – 21/25

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4	Band 5
Treatment: audio visual elements	0 marks	1-5 marks	6-10 marks	11-15 marks	16-20 marks	21-25 marks
	No rewardable material	- 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.	- 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.	- 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.	- 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.	- 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, effectively throughout the response. - Comprehensive justifications of stylistic choices shows sustained links to an interpretation of the background information supported through comprehensive annotations.

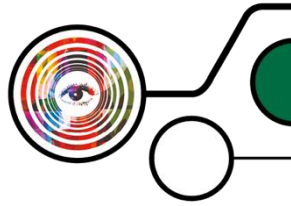
Treatment 2



MARK BAND 4 – 16/25

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4	Band 5
Treatment: audio visual elements	0 marks	1-5 marks	6-10 marks	11-15 marks	16-20 marks	21-25 marks
	No rewardable material	- 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.	- 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.	- 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.	- 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.	- 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, effectively throughout the response. - Comprehensive justifications of stylistic choices shows sustained links to an interpretation of the background information supported through comprehensive annotations.

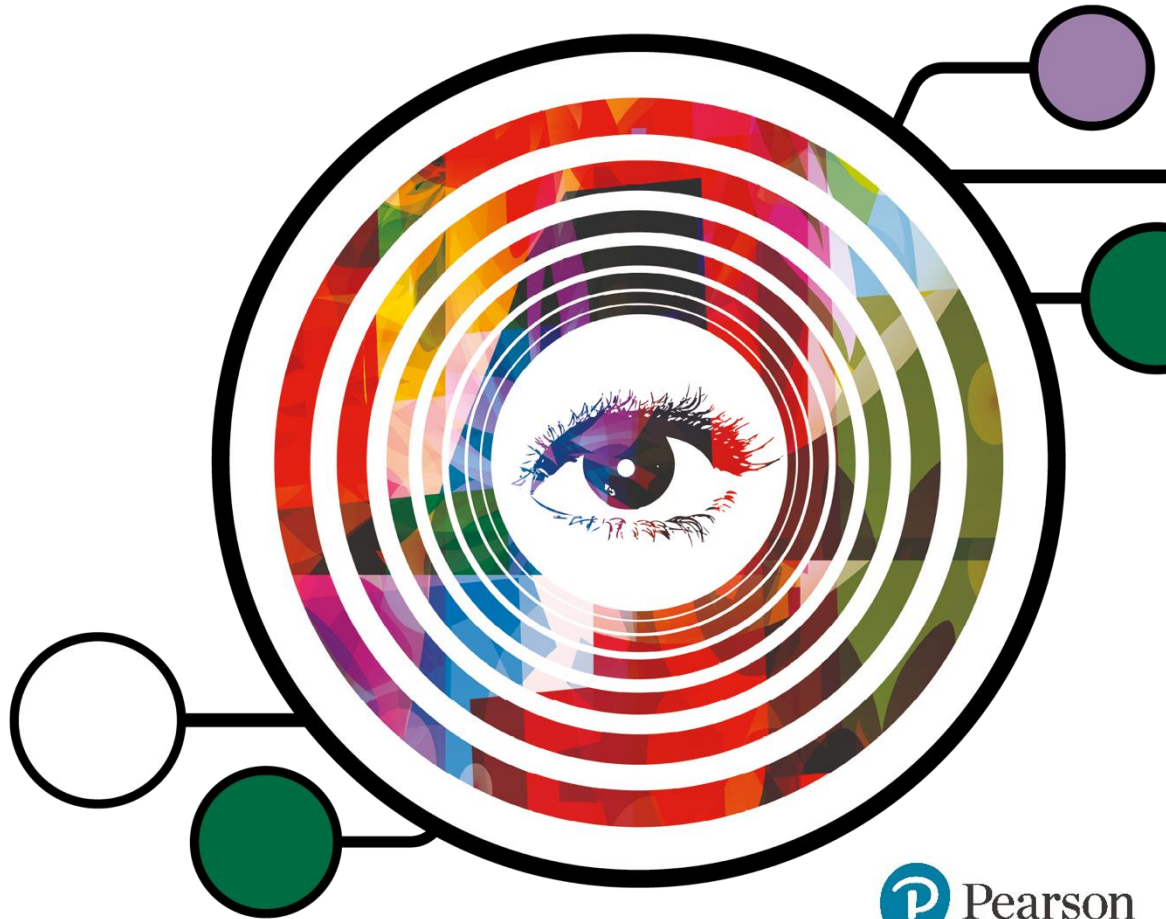
TOP TIPS for the unit



- Practice writing proposals, pitches and treatments prior to sitting the paper.
- Timing - make sure learners are scheduling their time across all tasks.
- Pay attention to word counts.
- Less focus on content and more focus on stylistic choices and production plans
- Constantly refer back to the client commission to ensure that the ideas meet the requirements of the target audience and the client.

BTEC Level 3 Nationals from 2016 in Creative Digital Media Production

Unit 5: Specialist Subject Investigation



Unit 5



Unit 5: Specialist Subject Investigation

Purpose

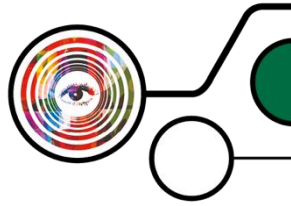
Task

Part A – Pre Released
Part B - Examination

**Jan &
May/June**

**Digital
Submission**

Key changes to the unit



Research Period

The **18 hours** for conducting research have been split

12 hours of independent **primary** research

6 hours of monitored **secondary** research.

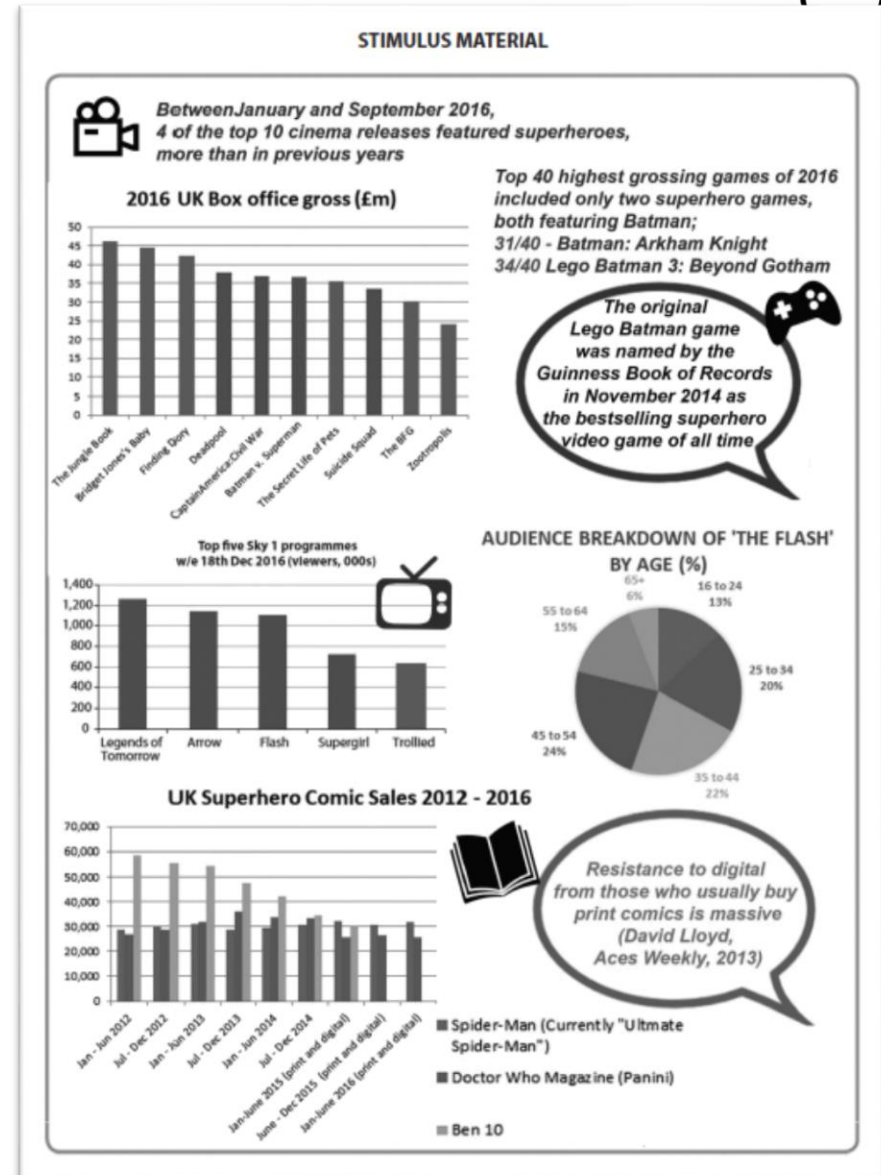
Key changes to the unit



The Paper

A stimulus material page has been added to Part B

Wording in the set task section for Activities 1, 2, 3, 4 and 5 has been changed to reflect the stimulus material.



Key changes to the unit



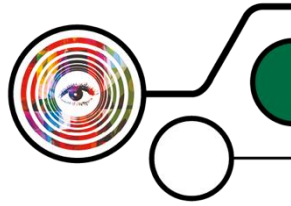
The Mark Grid

In the Sample marking grid, assessment focus 1, 2, 3 and 4 titles have changed.

For assessment focus 1, 2, 3, 4 and 5 wording in some bullet points for some of the bands has changed.

Mark distribution between bands for assessment focus 4 and 5 has changed to be correct.





Clarify

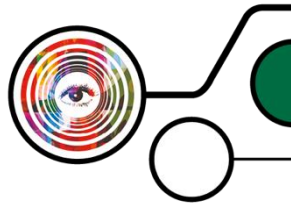
Search

Delve

Evaluate

Cite

Part A - Preparation



1. Consideration of the **theme**
2. **Primary** and **secondary** research -
 - minimum of **two** different primary sources
 - minimum of **four** different secondary sources
 - maximum of **ten** sources should be used.
3. Prepared **notes**:
 - up to **four** A4 sides
 - handwritten or 10pt font.
 - bullets of quotes, dates, figures.



Part B - Exam



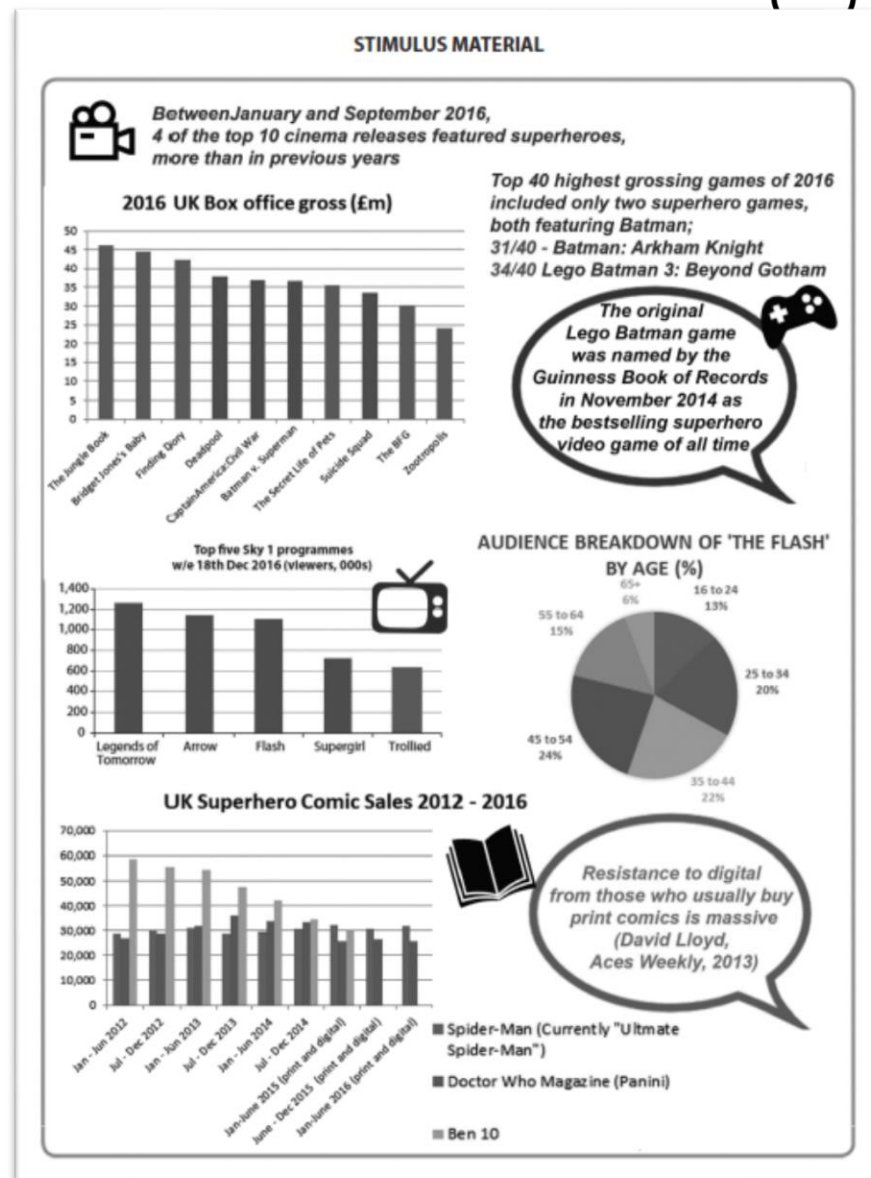
1. Analysis of unseen materials

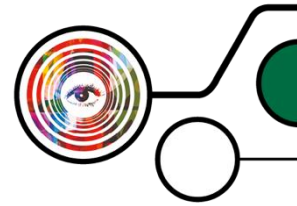
Learners will be provided with a 1 page information graphic.

The graphic will provide background secondary research in relation to the theme.

Learners must identify and extract the key information

2. Learners use the information and their research to answer 5 questions

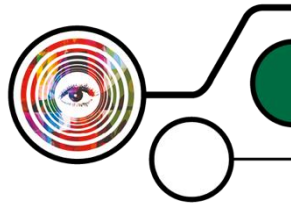




Overall Performance of the Unit

- Learners responded well to the stimulus material.
- Learners responded more effectively to questions 1, 2 and 3 which required them to explain research methods and techniques used and conclusions drawn.
- Learners did less well on questions 4 and 5 which required them to make logical arguments relating to future trends.

Grade	Unclassified	Level 3			
		N	P	M	D
Boundary Mark	0	11	22	36	50



Activity 1

Stimulus material – Superheroes in the media

Explain how research techniques have been applied in the stimulus material to explore the issues raised.

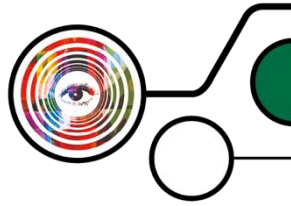
See Learner 1

Activity 1



Learner 1 – 11/15

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Understanding research methods and interpreting research data	0	1-4	5-8	9-12	13-15
	No rewardable material	- Basic understanding of the topic presented with limited connections made to media issues and debates relating to the topic of the article. - Basic description of research methods referred to in the article with limited reference to data usage/extraction. - Use of qualitative or quantitative data superficially interpreted, showing limited consideration of the information, occasionally applied to the response	- An understanding of the topic presented with some relevant connections made to media issues and debates relating to the topic of the article. - Research methods referred to in the article are described demonstrating an understanding of data usage; response includes unsupported evaluative judgements on suitability. - Use of qualitative and quantitative data has been interpreted showing consideration of the information applied to the response	- Understanding of the significance of the topic presented with mostly relevant connections made to media issues and debates relating to the topic of the article - Research methods referred to in the article are analysed demonstrating an understanding of data usage; response likely to include some supported evaluative judgements on suitability. - Use of qualitative and quantitative data clearly interpreted with consideration of the validity of the information, applied to the response.	- Comprehensive understanding of the significance of the topic presented with detailed and precise connections made to relevant media issues and debates relating to the topic of the article. - Research methods referred to in the article are evaluated demonstrating a thorough understanding of data usage; response includes fully supported evaluative judgements on suitability. - Use of qualitative and quantitative data fully and effectively interpreted by considering the validity of the information, clearly applied throughout the response.



Activity 2

Explain your reasons for choosing the research methods you used to investigate media debates raised by the stimulus material.

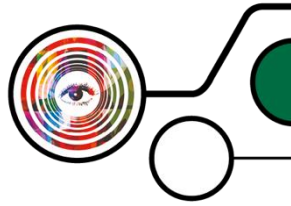
See Learner 2

Activity 2



Learner 2 – 11/15

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Understanding research methods and interpreting research data	0	1-4	5-8	9-12	13-15
Understanding the relationship between own research and article and how this relationship reinforces the importance of the issue.	No rewardable material	- Basic description of primary or secondary research methods - Isolated links to the relationship between research and the article - Any comments about how research will support/ challenge article's conclusions are superficial - Rationale for own research is superficial and unsupported.	- Primary and secondary research methods described - Links made demonstrates an understanding of the relationship between research and the article - Makes relevant comments about how research will support/challenge article's conclusions - Rationale for own research is offered with some supporting evidence.	- Primary and secondary research methods and their relationship to the context the article explained - Demonstrates a good understanding of the relationship between research and the article - Explains the article's conclusions with detailed consideration of the extent to which research will support/challenge them - Rationale for own research clearly follows chains of reasoning and is mostly supported.	- Primary and secondary research methods and their relationship to the context of the article are evaluated - Demonstrates a thorough understanding of the relationship between research and the article - Evaluates the article's conclusions with justification of the extent to which research will support/challenge them - Rationale for own research is fully and effectively supported



Activity 3

Explain how the conclusions drawn from your research support or challenge the findings of the stimulus material.

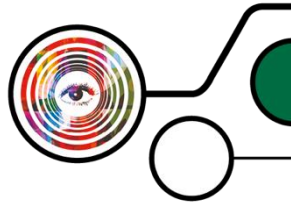
See Learner 3

Activity 3



Learner 3 – 12/15

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
	0	1-4	5-8	9-12	13-15
Understanding the relationship between own research and article and how this relationship reinforces the importance of the issue.	No rewardable material	- Limited consideration of the information in the article, 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 article. - Any comments about how research supports/challenges conclusions are superficial - A basic appraisal is produced that follows limited chains of reasoning.	- The topic has been partially interpreted with consideration of the information in the article, 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 article. - Makes relevant comments about how research supports/challenges conclusions - An appraisal is produced that follows chains of reasoning with some imbalance.	- 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 article. - 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.	- 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 article - 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.



Activity 4

With reference to both your own research and the stimulus material, explain the changes you anticipate to future media consumption in a specific media sector.

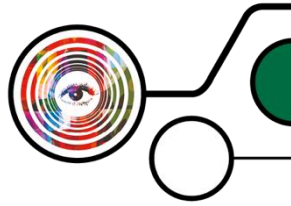
See Learner 4

Activity 4



Learner 4 – 9/10

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
	0	1-2	3-5	6-8	9-10
Impact of the topic on Production and/or Media Consumption patterns	No rewardable material	- limited consideration of the information in the article, 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 article. - A basic appraisal is produced that follows limited chains of reasoning.	- the topic has been partially interpreted with consideration of the information in the article, 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 article. - An appraisal is produced that follows chains of reasoning with some imbalance.	- 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 article. - A balanced appraisal is produced that clearly follows chains of reasoning.	- 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 article - A balanced and well-rounded appraisal is produced that effectively follows chains of reasoning.



Activity 5

Explain what further research could be carried out on this topic and how this could help to give a more accurate prediction of future consumption trends.

See Learner 5

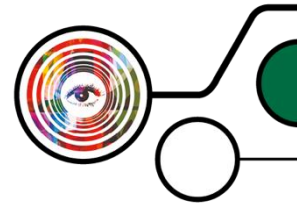
Activity 5



Learner 5 – 7/10

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Research recommendations for future provision and/or practice	0	1-2	3-5	6-8	9-10
	No rewardable material	- Basic description of research for provision in the sector. - Research referred to will be generic and without links to topic in article and research sources. - Rationale for further research is superficial and unsupported.	- Recommendations for the research for provision in the sector are explained - Research referred to demonstrates an understanding of the context within article making links with research sources. - Rationale for further research is offered with some supported evidence.	- 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 article and research sources. - Rationale for further research is offered and mostly supported.	- 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 article and research sources. - Rationale for further research offered is fully and effectively supported.

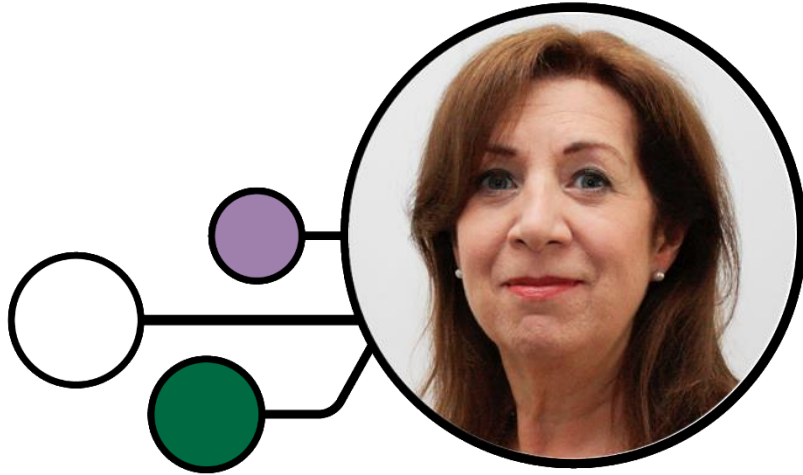
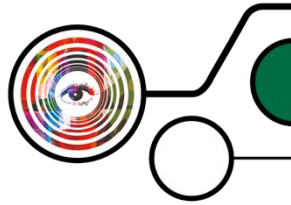
Unit 5 – Specialist Subject Investigation



TOP TIPS for the unit

- Plan research and clearly identify the purpose.
- Use secondary sources, including both statistics and quotes, to develop and support the primary findings.
- Make clear comparisons between their own research and the stimulus material.
- Consider the validity of their own research, methods and techniques, and those used in the stimulus material.
- Clearly justify all conclusions made with logical reasoning.

Your Subject Advisor



Susan Young
Creative Digital
Media Production



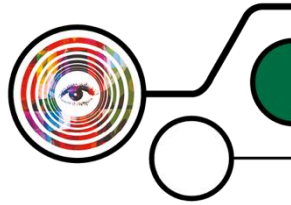
UK: 020 7010 2181
Intl +44 (0)20 7010
2181



TeachingMedia@Pearson.com



@Pearson_Art



BTEC Level 3 Creative Digital Media Production (2016)
qualification page

<https://qualifications.pearson.com/en/qualifications/btec-nationals/creative-digital-media-production-2016.html>BTEC

Key Documents

<http://qualifications.pearson.com/en/about-us/qualification-brands/btec/delivering-btec/key-documents.html>

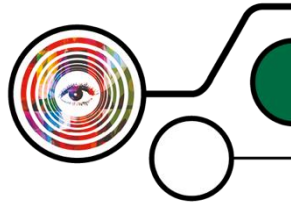
Edexcel Online

<https://www.edexcelonline.com/Account/Login.aspx>

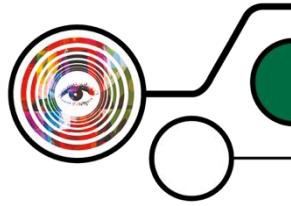
My BTEC

<https://mybtec.pearson.com/MyBTEC/Home/Home#/>

Review aims for the day



- Consider teaching, learning & assessment approaches and share practice within the externally assessed units
- Receive feedback from the previous external assessment series
- Consider learner responses to specific questions and/or tasks
- Share practice in planning for externally assessed units
- Identify common issues
- Have the opportunity to ask questions
- Have the opportunity to network



Thank you for attending today...

We hope you have found this event useful.

You will be emailed a link to the evaluation form after the event today. In order to continue to improve our offer, please take the opportunity to complete it.

You can also access it here:

<https://goo.gl/forms/Wzl6UjQSg14ExRg22>

THANK YOU!





DfE update on re-sit opportunities for level 3 learners

The DfE has let us know:

"Ahead of courses commencing in September, Ministers have decided that whilst pre-existing qualifications are being offered alongside the new qualifications the additional retake opportunity should continue."

What this means for you in 2018/19:

Two resit opportunities

All learners registering from September 2018 will have a maximum of two opportunities to re-sit external assessments (three attempts in total).

A blue callout box with a white border and a small tail pointing downwards. Inside the box, the text 'N grade' is written in white, bold, sans-serif font.

N grade

In March 2018
Ofqual
announced the
removal of the
must-pass hurdle
for external
assessments as
part of level 3
Applied General
and Tech Level
qualifications.

N grade- How is it calculated?



The N grade is calculated for each assessment (i.e. it will be different for each unit, each examination period). There are two approaches to establishing the N grade.



It will either fall halfway between the Pass grade boundary and Zero.



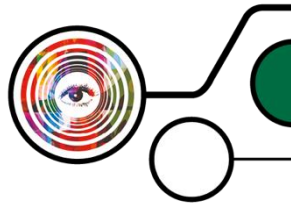
Or it will be calculated, using the difference of marks between the Pass and Merit, taken from the Pass.



The approach depends on the grade boundaries that have been awarded.

N Grade Table

Unit Grade	90 GLH	120 GLH	150 GLH
U	0	0	0
N	6	8	10
P	9	12	15
M	15	20	25
D	24	32	40



examWizard

What does examWizard allow me to do?



Search for past papers



Create topic based tests



Build your own papers



Services

ResultsPlus



Features

Helping you understand more about your students' learning

ResultsPlus offers **more report types** and **more in-depth reporting** than any other results analysis service. You can see detailed analysis of:

1. an individual student
2. a group of students
3. a class
4. the entire cohort.

You can print analysis reports, skills maps, exam papers, mark schemes and Examiner Reports.



ResultsPlus step-by-step guide (PDF | 2.9 MB)

[Download the user guide](#)

ResultsPlus

[Log in to ResultsPlus](#)

[Register for free](#)

[Features](#)

[Functional Skills](#)

[BTEC Nationals](#)

[FAQs](#)

[New post-16 functionality](#)



A detailed breakdown of
your learners performance