

Moderators' Report/ Principal Moderator Feedback

June 2012

Edexcel Level 1
Principal Learning in Creative and
Media

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General Introduction

Process Portfolios that were submitted for this series of moderation were well collated and there was an improvement seen in the documentation of planning. Portfolios showed hard evidence of basic but simple and regularly recorded content demonstrating the process of working through a unit. There was a problem with a few centres that combined evidence for more than one unit. Centres are therefore reminded that a separate portfolio is required for each unit submission.

Pro-forma sheets were used, effectively in some cases, to collect and collate information. The information recorded using this method provided essential evidence in a simple and efficient manner. This method of providing hard evidence and eliciting essential pieces of information has proved highly successful.

Planning and the progress of ideas are not always implicit in a performance or in the outcome of a visual or media product. Process portfolios are therefore essential in presenting clear evidence of achievement and nominating individual content that contributes to group activity.

There were some impressive examples of electronic portfolios in this series that used 'blog spots' to collate and explain research, development and outcomes. Some centres continue to send DVDs that do not open and do not identify individuals involved in group activities.

CM101: Introduction to Creative and Media Skills

Some centres approached the unit appropriately with learners exploring all of the three disciplines required for LO1. However, in some of the entries reviewed at moderation, not all of the three disciplines were addressed or one discipline had very limited evidence and where this happened, learners fell short of the unit requirements.

Basic research plans were more frequently provided with better evidence of research that had been carried out. As in previous series safe working practices and health and safety considerations were sometimes confused and this needs to be reiterated in reports.

Evidence was presented in a variety of forms from hard copy documentation, DVD's and websites. Most centres presented these formats appropriately, but in some cases accessing the learners' work was difficult. Centres are therefore reminded that it is essential to check electronic data before it is sent for moderation to ensure that evidence can be easily viewed on standard formats and to 'chapter' DVD's or provide information detailing where evidence can be easily found.

There was better evidence of jobs being identified and information provided, but these did not always cover the three sectors as required by the unit specifications.

CM102: Visual Arts

Tasks and topics were more varied and appropriate in this series. Centres are showing a better understanding of the requirements of the unit.

Centres seem to have taken note of the Chief Examiner report and now photograph outcomes that are large or difficult to send for moderation. Annotated photographs of outcomes were seen more often this series.

This was the most accurately addressed and assessed unit this series. The sequence of work was better documented through sketchbook exploration. In the past the Chief Examiner Report has endeavoured to raise awareness of the need to provide a production plan and this was seen to improve in this series.

The requirement to record information about similarities and differences were better understood and the process of reviewing work in progress was better evidenced with annotation simply but accurately recorded.

Some of the best work seen during the moderation process was well-designed blog spots where work was clearly documented and easily accessed. This presentation model enabled learners to provide clear evidence of research making examples clearly accessible.

CM103: Performance Arts

Documentation of this learning outcome needs to be more systematic and include the collection of information about forms of performance arts giving examples. Evidence was at clearest when learners used centre-devised sheets prompting key pieces of information. This ensured that a description of the audience and place where performance took place was included as evidence.

In one or two submissions there was no evidence of a performance taking place and there was little evidence to show that learners had taken part in live performance, responding to direction and instructions. Although contribution to the design of a poster was shown, a greater focus is required on the main area for investigation – performance arts.

It was not always clear how and when individual learners had participated, particularly when their contribution was not as a performer on stage. Individuals need to be identified clearly if their contributions to group activities are to be considered.

The key factor still appears to be that where centres provide a suitable structured performance piece from existing repertoire, learners can be supported to realise performance work. Where they are creating their own work for performance they appear more vulnerable and often do not have the points of reference they need to realise a coherent performance piece.

CM104: Media Production

Work for this unit varied from centres that provided work that was completely relevant to the unit requirements, to those that provided insufficient evidence to show coverage through lack of documented evidence.

There was evidence to show that learners had developed skills in both media production and the use of media to create a product. The two media disciplines were not always nominated and evidence in these cases was hard to locate and identify. Centres still need to adopt a more transparent method of identifying the two disciplines in the process portfolios.

Production planning was seen less often in this series. Although storyboards were used they showed details of the change in visuals rather than any listed activities that would help to achieve an end product. In the past series there was better use made of pre-production notes and planning. However when Proforma sheets were provided for learners they often elicited clearer evidence and encouraged the recording of activity.

CM105: Presentation

In the samples sent for moderation there were good examples of meeting notes presented and learner logs of contributions were included, but there was less documentation showing learners' participation in activities involving planning and preparation.

One centre submitted portfolios containing evidence for both Unit 3 and Unit 5 and centres are therefore reminded that it is a requirement that individual Process Portfolios must be submitted for each of the Creative & Media units.

Safe working practices and health and safety considerations were frequently confused and this needs to be addressed as records maintained in this unit give key pieces of content for the Skills Report.

Observational Records and Witness Statements were well used in this series to evidence areas that have traditionally proved difficult to present as hard evidence. Pre-organised certificates of attendance and photographic records might also add support to teacher statements.

CM106: Skills Report

This paper takes extracts from each part of the course and is a reflective log of activities that have already taken place. If these activities have been recorded well, then the information is transferable to the Skills Report. There was an overall sense that where learners had been prepared for the paper in terms of its structure and content achievement was greater.

Section A: Learners are less likely but still continue to describe their preparations for the presentation rather than the work produced for the presentation. In stronger answers, the order of how work had been approached was described in a more logical order and suggests a structured set of notes had been used successfully.

Section B: Learners who had not considered the basic information about audience found it difficult to answer this section of the paper and responses usually quoted family and friends. However, the learners that entered scripts showed good consideration of target audience at a basic level.

There continues to be a poor understanding of what constitutes a hazard and some learners provided answers that related to problems encountered rather than hazards.

Section C: There is only one question in the paper that asks the learner to describe two jobs that require the sort of skills used while developing the work that was presented in Unit 5. There was a mix

between learners who possibly ran out of time and therefore did not answer Section C, learners who gave very brief outlines of jobs and those that successfully detailed two relevant jobs.

As previously stated good preparation of material that can be used to answer this question should be delivered throughout the programme of study and reported on in this question.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

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