

Moderators' Report/
Principal Moderator Feedback

Summer 2013

Edexcel Level 1
Principal Learning in Creative and
Media

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Publications Code DP035681

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Introduction

Process Portfolios that were submitted for moderation were well collated and as in the previous series 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.

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 key pieces of information has proved highly successful.

Planning and the progression of ideas cannot always be evidenced 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. 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

Centres approached the unit appropriately with learners exploring all of the three disciplines required for LO1. However, sometimes one discipline had very limited evidence and where this happened learners fell short of the unit requirements.

Basic research plans were more frequently providing better evidence of research that had been carried out. Safe working practices and health and safety considerations were sometimes confused and this needs to be addressed, so that learners develop an awareness of working practices.

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.

In this series there was better evidence of jobs being identified and information provided and these did cover the three sectors as required by the unit specifications.

CM102 - Visual Arts.

Centres are showing a better understanding the requirements of the unit. Although assessment was usually accurate there was a tendency towards leniency in respect to clear evidence of descriptions of similarities or differences in examples of visual arts.

Centres seem to have taken note of advice about evidence collection and now photograph outcomes that are large or difficult to send for moderation. However, the practice of presenting annotated photographs showing

process and outcomes was not well used. The sequence of work needs better documentation through sketchbook exploration.

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 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 some submissions there was no evidence of a performance taking place and 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.

CM104 - Media Production

Work for this unit was completely relevant to the unit requirements, although the assessment was slightly lenient in the response to descriptions of media products. Purposes and audiences were not clearly identified.

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 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' individual participation in activities involving planning and preparation.

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 could have been more frequently used 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 suggesting that a structured set of notes had been used successfully.

Learners included the information required for other sections of the question paper in detailed answers this was credited where possible but did not allow learner achievement to move beyond Mark band 2. Where a detailed answer had been given for the first, the second question was often particularly brief.

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, scripts showed good consideration of target audience at a basic level.

There was a better understanding of what constitutes a hazard and however some learners still provided answers that related to problems encountered rather than hazards.

Section C: The question 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.

Grade Boundaries

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

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

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