

Moderators' Report/
Principal Moderator Feedback

January 2012

Principal Learning
Creative and Media
Level 2 Controlled Assessment

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January 2012

Publications Code DP030316

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General Introduction

As in previous years the Jan 2012 moderation series was undertaken at a residential event by a team of moderators with a range of creative and media specialisms.

Moderators were supported and monitored throughout by the senior team.

Whilst moderators saw some excellent work this series and a good range of interesting creative outcomes it was disappointing to see a drop in the general standard of work produced for some units.

Administrative issues

The following administrative issues were noted during this moderation series:

- Some centres had failed to include the correct paperwork e.g. candidate record sheets, authentication statements and Mark B assessment records.
- Some marks had been incorrectly entered on paperwork

Centres are again reminded that packaging of portfolios must be kept to a minimum.

Treasury tags are preferable to ring-binders (which tend to break when transported) when joining documents together. Where sketchbooks only contain a small number of completed pages these pages should either be scanned or removed before being sent. The use of large sheets of paper (A2 or bigger) is to be discouraged. Centres are reminded that 3D artifacts must not be sent for moderation. Learners should instead photograph their products.

It was pleasing to see that the vast majority of portfolios were clearly annotated against learning outcomes. The most well presented examples also included a brief assessor comment for each learning outcome to justify the marks awarded.

CM201: Scene

This unit requires learners to undertake research into a range of creative and media activities and job roles in their own region. Learners are also required to produce a personal critical response to a chosen event, activity or artifact and a guide to creative and media activity in their chosen region.

Work submitted on this series was in some cases rather disappointing and it is a cause for concern that some centers are not taking into account issues raised in previous examiners reports.

LO1 & LO2

Many learners had evidenced their research in an appropriate manner by including a research log and rough notes in their portfolio as well as a summary of what was discovered. Most learners were able to investigate and report on different career opportunities in the C&M industry, however it remains an issue that some are not focusing on jobs available in their chosen region. A rise in un-annotated downloads being submitted for LO2 was noted. Centres are reminded that materials such as leaflets and downloads do not attract any marks unless annotated by the learner to demonstrate understanding.

LO3

A range of personal responses were submitted for this outcome with some supported by evidence of research into the event, activity or artifact that was the subject of the response.

Some portfolios included several responses. Centres are again reminded that only one personal response should be submitted for this outcome.

It was again noted that some learners had spend a considerable amount of time studying existing reviews. Whilst this may prepare them for writing their own response centres are again reminded that these types of activities do not carry any marks.

LO4

Most learners produced guides that covered a range of creative and media activities in the chosen region. Some portfolios however lacked planning documentation and evidence of working to deadlines thus limiting the marks available. Centres are again reminded that guides must be produced for a specific target audience.

CM202: Performance

This unit requires learners to investigate the development of a form of performance and contribute to the planning and production of a performing arts event. They must also monitor the planning and production of the performance.

Whilst work presented for this unit was generally appropriate it is a concern that some centres are not providing adequate methods to allow moderators to identify learners in recorded performance work.

LO1

This series saw a general improvement in the work submitted for this outcome with many learners focusing their research appropriately. Many learners demonstrated a sound understanding of the chosen genre and its developments over time. The strongest examples work showing discussion of factors that have influenced change. Weaker investigations were limited and lacked a clear focus.

LO2

The evidencing the planning process and the development of ideas was often well evidenced. The strongest portfolios clearly identified the learner's role and demonstrated the learner's informed and detailed engagement with the process. Most portfolios included an appropriate range of useful documentation. In the weaker portfolios however it was often difficult to differentiate learner work from teacher generated notes. In the instances of group planning documentation it is advisable that the learner annotates the document so that it is easy to identify their contribution to the planning.

LO3

The production process was carefully evidenced in a good number of portfolios. This has been successfully document and described with annotated photographs of rehearsals or production work, blogs or journals and any production paperwork. Many centres had included a DVD of the final performance with the learner clearly identified and clear instructions of how to find the learner in the performance. Where learners had completed a production role there were clear photographs of the process and the final product and stage managers had included annotated paperwork.

There were some instances of centres failing to include a DVD recording of the performance or clear documentation of the final product. In a number of centres it was still difficult to ascertain individual learner contribution to group activities.

LO4

This continues to be the weakest element of the unit. Most learners had provided detailed evidence of on-going monitoring and reflection however only some had made detailed reference to strengths and weaknesses and few had used their monitoring to refine ideas and outcomes.

CM203: Artefact

This unit requires learners to undertake research into the processes of creating artefacts looking at external factors that influence their production. Learners are then required to plan and create an artefact. They must also monitor the creative process as they work reflecting on strengths and weaknesses and making adjustments to plans as necessary.

Learners had created a wide range of artefacts including masks, plates, board games, soft toys and props for productions. The most successful learners had undertaken a well-focussed project that led to the creation of a single physical product.

LO1

On the whole this learning outcome was carried out successfully. Learners had looked at materials and processes used although they did not always relate this to the actual Artefact. The possible impact on developing technologies was not always evident and the least successful part of this learning objective was 'the purposes of their creator'. Many learners either did not tackle this aspect of the learning objective, or had very little evidence of it in their folders. The best portfolios included investigations that linked directly to the work undertaken in the remaining outcomes.

LO2

Work presented for this outcome was rather inconsistent. Whilst some very good work was seen the requirement to produce planning documentation was not addressed in many portfolios. Budgeting was only seen a small number of cases and where it was evident it was rather basic.

LO3

Learners had obviously enjoyed this learning outcome and some interesting and imaginative work was produced. Many centres had photographed each stages of production, where this had been done it was very easy to see the range of skills, techniques and materials that had been used. An increasing number of learners had completed more than one final outcome. Centres are reminded that a single physical product should be created for this outcome.

LO4

This was again the least successful outcome. Many learners had produced an evaluation at the end of the unit but ongoing monitoring was not always evident, therefore learners did not show their understanding of their strengths and weaknesses.

CM204: Record

The emphasis of the *Record Unit* is on the process of producing a record. Although video and photography were the most popular recording disciplines within this moderation series, animation, art, audio and interactive media were all used to create a series of imaginative records.

The most appropriate assignment briefs provided a framework for learners to investigate, plan and complete a record in their chosen medium; for example, learners who researched scrapbooking before producing a scrapbook of original images on a theme such as an event, place or person. Furthermore, the best group projects encouraged interaction between group members and contained meaningful roles for each member of the group, enabling each learner to generate their own ideas and planning documentation and to make a significant contribution to the creation of the record.

LO1

Firstly, learners must choose their recording medium and regardless of whether the learner is the record-maker or the subject or performer being recorded, learners must understand how their chosen medium can be used to create a record. Learners should be advised to base their investigation around a wide range of example recordings in the chosen medium, including recordings from different periods in time. Moreover, those learners who explained how both obvious and less obvious recent developments in the selected medium have affected the recording process were in a better position to meet the mark band 3 assessment criteria.

Learners who did not select a specific medium for the investigation or who created a record in a different medium to the one studied in the investigation, did not have the opportunity to put into practice the knowledge and understanding generated through LO1.

LO2

With regard to the planning process, there continues to be insufficient evidence of the generation and exploration of ideas within the majority of process portfolios submitted for moderation. Learners should be encouraged to generate a number of ideas for the creation of their record and then develop those ideas through thoughtful research and exploration, considering the strengths and weaknesses of each idea. Although production plans, rough work and production paperwork were included within some process portfolios, much of the planning documentation lacked sufficient detail to meet the mark band 3 assessment criteria.

LO3

Learners should be encouraged to explore and experiment with ideas in order to develop the necessary skills to complete their record and many of the records submitted within this moderation series demonstrated creativity, originality and a wide range of appropriate recording skills and techniques. There was, however, a lack of evidence of learners' management of the recording process, such as resource lists, production and post-production paperwork and communication between members of the production team.

LO4

Learners must regularly monitor their own, or their group's, progress and actively use their reflections to inform, shape or modify the planning and production of their record. Centres are advised that learners need considerable support in order to engage meaningfully with this evaluative approach. Blogs, production diaries, learners' logs and detailed annotations of development work, all provided appropriate evidence of on-going monitoring activity. However, learners must also

show that they assessed strengths and weaknesses throughout the creation of their record and that these reflections had a positive impact on the development of the final record.

CM205: Campaign

It was encouraging once again to see the term 'campaign' interpreted in a broad sense, encompassing the promotion of ideas and raising awareness of specific issues as well as the practice of promoting products and services. It is important to note that attainment was highest where learners were given the opportunity to plan and deliver their own small-scale campaign, delivering a clear message or idea to a specified audience within an appropriate time frame.

LO1

Learners should focus their investigation on how the same message can be promoted through different methods, in other words an examination of campaigns and not individual advertisements. The most effective investigations considered the message, target audience, strategies and relative success of a variety of campaigns; examples explored within this moderation series included campaigns from charities, government agencies, pressure groups, local organisations and commercial companies. However, although many learners offered a detailed description of the nature and purpose of their chosen campaigns, they did not always assess what was distinctive about each campaign by comparing them with one another, which is a requirement of the mark band 3 assessment criteria.

LO2

Although the majority of learners had a clear idea of the message or idea that they wanted to promote and contributed to the production of some imaginative campaign materials, some learners' roles within their campaigns was not significant or substantial enough to meet the higher mark band assessment criteria. As in previous moderation series, process portfolios generally lacked sufficient evidence of the shaping and development of the campaign through activities such as the generation and exploration of different ideas, the creation of a production plan to provide a clear awareness of time constraints and the production of substantial and well detailed planning documentation such as rough work and individual notes on meetings.

LO4

Many learners provided evidence of the regular monitoring of the development of their campaign through a range of methods, which included learners' logs, blogs, detailed annotations throughout sketchbooks and portfolios and action points arising from reviews and evaluations. Fewer learners, however, identified strengths and weaknesses and used their reflections to inform, shape or modify their work. On the whole, learners need considerably more support and guidance in order to engage meaningfully with the review process.

CM206: Festival

This series saw a variation of interpretations to the Festival unit. The learning intentions of developing planning, showcasing, promotional and transferable skills have, in some cases, been lost in favour of the practical work and a diminished sense of learner autonomy and involvement.

LO1

An increasing amount of research submitted showed a lack of engagement with the material, much of which was downloaded with extremely limited annotation. Moderators also found a lack of focus upon the bullet-pointed aspects of the assessment criteria. Many learners spent considerable energy on non-creative and media festivals which was a real shame as marks could not be awarded for these. Some learners at the top end researched a range of festivals in substantial detail and made some comparisons between these.

LO2

Planning notes and records revealed a reduction in the learner involvement within all aspects of the conception, development and preparation for the festival. Delivery, at times, focused on the practical work to be put into the festival or took on a more stage management role which would have been more appropriate to the Performance unit. Learner evidence was rarely detailed or personally annotated and once again, there is a real need for the outlining of individual learner roles and responsibilities to allow all learners achieve.

LO3

Basic promotional materials were in evidence from the majority of centres with the need for individual contributions seeming to be better understood. The majority of learners' contribution and involvement in planning the overall approach to promotion and delivery of this was often limited in evidence which restricted marks to the lower half of the mark scale. This LO was most successful where whole group meetings had taken place initially; everyone contributed ideas and designs for promotional materials for consideration to a finished standard; and then the best ideas were taken forward and developed by appropriate learners.

CM207: Project Report

The unit requires learners to gather feedback from a range of sources to work produced in unit 2, 3 or 4. They are required to analyse responses to assess the success of the work. Reports based on units 202, 203 and 204 were all seen with audience questionnaires, focus group meetings and one-to-one interviews with 'experts' being the most popular methods used to gather responses to work. Work submitted was generally of a similar quality to that seen in previous series.

Administrative issues

Centres are again reminded that reports must be submitted on a single CD and that learners must use the template provided.

The following administrative issues/problems were again noted during this moderation series:

- some centres used a single CD for each learner
- some learners did not use the response booklet
- some learners did not include the required details (name, candidate number etc) in the response booklet
- many centres failed to submit an attendance register with the learner work.

Section A

Learners generally understood the importance of data collection, and endeavoured to seek out responses from multiple sources. Those who achieved the highest marks, gave detailed accounts of their research methods, and ensured that they asked relevant questions of reliable people. Learners at the lower end of the mark range simply described methods used and presented data without drawing any conclusions from the information gathered. Some learners had simply gathered responses from peers and/or friends and family without indicating why these sources were considered to be reliable.

A small number of learners included discussion of secondary research in section A e.g. researching similar products comparing them to their own work. Centres are again reminded that this is not appropriate.

Section B

Many learners used headings based on the bullet points in section B thus ensuring that they discussed each required area clearly and concisely. Some learners addressed strengths and weaknesses in their work and reflected back on their findings from section A to support their arguments. Those at the higher end of the mark range also provided a well-detailed discussion of the ways in which their work could be improved.

The use of responses gathered for section A to justify comments was however often limited or not included. Some responses included only a narrative account of the project undertaken.

Presentation of reports

Many learners produced well-structured reports that made good use of headings, subheadings and bullet points. Generally the standard of written English was good. Many learners made use of relevant images including pie charts, screen grabs and photos.

Grade Boundaries

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Order Code DP030316 January 2012

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