

Moderator's Report/
Principal Moderator Feedback

Summer 2014

Pearson Level 3
Principal Learning in Creative and
Media

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your candidates at: www.pearson.com/uk

Summer 2014

Publications Code DP038480

All the material in this publication is copyright

© Pearson Education Ltd 2014

Contents

Introduction:	4
Unit One: - Capture	6
Unit Two: - Show	7
Unit Three: - Interaction	9
Unit Four: - Commission	11
Unit Five: – Evaluation	13
Unit Six: - Investigation	15
Grading information	19

Introduction

This is my report on the moderation of the Advanced Diploma in Creative and Media. In this report I will be concentrating on the quality of assessed learner work and the techniques employed by teachers to provide an opportunity for learners to achieve the qualification.

The work review at moderation consisted of a small range of learner work across all of the units. There were some good examples of innovative and creative approaches to the delivery and assessment of this qualification. There was some clear learner engagement with the creative process across the range of creative and media forms.

It was good to see the ways in which both teachers and learners are now becoming fully engaged with the level of evidence required to achieve the qualification.

General comments

The range of work seen demonstrated the creative teaching and learning that is now taking place in centres. However, there were still some issues of over marking of learner work. There must be sufficient evidence in the learner's process portfolio to demonstrate their achievement in the appropriate mark band. Teachers must only award marks when the learner has produced sufficient evidence to warrant these marks.

Learners must be working at Level 3 and the range of activities provided by the teacher must address this level. There was still some evidence of lack of rigour in providing learners with appropriate assignments at this level. In order to achieve at the highest level learners must be provided with appropriate support and guidance. It is also important that learners know what is expected of them when working at this level.

There were some good examples of learners showing their work in Unit 2 Show and again some good examples of learners interacting with a local organisation for Unit 3 Interaction. There were examples of commission work in Unit 4 Commission that demonstrated the learner's ability to manage a commission.

There was evidence of the development of understanding of the work required for Unit 6 Investigation. It is important to remember that this unit required the learner to undertake an in-depth investigation into a practitioner that covers more than one discipline. Learners must be able to use critical methodology in their work and reflect on how practitioners work might influence their own work.

Similarly, the work for Unit 5 Evaluation should demonstrate the learners understanding of the work they have produced in two projects and their intentions for further study or career.

Unit 1 Capture

The range of learner work reviewed in this unit was variable. Where teachers had provided a wide range of stimulus material the learners were able to focus on a form of capture and then follow this through to the completion of a capture product.

Many learners were able to focus on a particular form of capture and then experiment with and produce relevant capture products. Some of the work was innovative and creative whilst some was acceptable but failed to meet the higher mark bands.

It may be appropriate for the teacher to consider looking at Learning Outcome 4 as a starting point for developing an assignment. The choice of capture project can lead the work across the first three learning outcomes.

Some of the learner's investigations into past and current practice of their chosen medium did not inform their own capture work. In many cases learners were using information from sources that had not been referenced. Where the learner had chosen an appropriate investigation this then led to planning, experimentation and product of an appropriate capture product.

The majority of learners simply evaluated their work rather than engaging with an on-going monitoring process. There was often limited evidence of discussion on cultural, economic, political or social factors that might have influenced their own work. Learners need to understand that this is not an opportunity to review their work at the end of the unit. They should be monitoring their work and making changes as they progress through the unit and then reviewing their work at the end. Generally, there was a lack of critical discussion in the learners work.

Teachers must ensure that learners are provided with appropriate resources and materials in order to investigate, experiment with and produce appropriate media products.

Unit 2 Show

This unit provides an opportunity for learners to demonstrate their understanding, knowledge and skills across a range of creative and media forms. This might be a performance or an exhibition that allows the learner to contribute to, publicise and run a show and then gather responses to the show.

The focus for Learning Outcome 1 needs to be on the principles of showing creative and media work. A number of portfolios concentrated on the materials or products produced by practitioners rather than how the materials or products were produced. The learning outcome also requires learners to study how practitioners develop their practice and process over time. It is clear that creative and media practitioners develop their approach by exploring practices and refining or re-defining them.

A requirement of Mark Band 3 is that 'well chosen supporting evidence' is provided in order for the marks to be awarded. This is developed through 'extensive and well-focussed research'. There was often limited evidence of this occurring, although it was not always totally missing

In most of the learner work moderated, the 'Show' was created by a team of learners. It is absolutely critical that each learner clearly identifies his or her role in the team and that the centre corroborates this involvement with detailed comments about the individual learner's involvement. Many learners wrote about their involvement using the plural 'we'. The individual learner voice is critical in this (and other) units.

Inevitably, if a performance approach has been adopted by a centre there must be clear recognition of the role of each learner in the performance. There must be a clear indication by the teacher as to the identity of each learner especially if the assessment depends on a performance role. Learners must be able to experience and document risk assessment procedures within the scope of the 'Show' in order to obtain appropriate marks. There was some evidence in a small number of learners work seen where risk assessment was effective. Where a 'Show' takes place in a venue away from a school, college or in collaboration with

a partner that manages a venue this aspect becomes an important and integral part of the activity

As identified in Learning Outcome 2, the importance of audience feedback is critical to Learning Outcome 5. The collection of data, its analysis, conclusions drawn from and the comparison of different responses to the 'Show' will support a learner's ability to achieve a higher mark.

By encouraging formative feedback through a 'production log, production journal or a production blog' (where both words and images are captured) the process of recording the 'Show' for the purpose of assessment of the unit, could become integral to the process of creating the 'Show'; critical reflection and development operating within the learner's own realm of experience.

Centres must ensure that all work presented for moderation has been identified as the learners own work.

Teachers must ensure that the mark awarded for Mark Grid B (in this unit only) reflects the learner's ability to set up and run a show.

Unit 3 Interaction

Learners must research into local groups and identify local cultural diversity. There was, in some cases, limited understanding of or application of the terminology in the specification that provides information through which centres might interpret the unit and gain some information about the kinds of evidence that are expected.

In the best practice seen activities had been designed so that the unit criteria were fully addressed. These projects began with the idea of interaction and encouraged learners to work in imaginative and, in many cases, independent ways that were responsive to the needs and characteristics of their chosen partners. In these cases learners had the opportunity of working with a range of partners and had developed productive relationships, maintaining strong contacts with the partner groups.

In some instances the learners appear to have been provided with an interactive partner thus limiting their research into potential partners; i.e. the interactive partners were based 'in-house' and this can result in a lack of outside influences and feedback from the interactive partner. It is not essential to find potential partners outside the school or college environment. However, the use of outside agencies does provide learners with an opportunity to move away from their comfort zone.

The evidence for Learning Outcome 3 was not always fully documented although in the best work learners seemed to be aware of the financial and legal constraints that influence interaction work. There were instances of learners who had produced a budget for some of their activities and had worked to the budget.

The work produced for many projects used appropriate media and creative techniques. In some cases these were of a sophisticated nature and resulted from applied experimentation and exploration of alternative approaches to the project brief. The documentation of the processes involved in the project work was reliable and consistent.

For Learning Outcome 5 there was a tendency to produce an historical survey of the chosen media or practice. The links between this and the learners' own practice was not well established and in poor projects the links were tenuous or non-existent. Learners must be able to find examples, through rigorous research, of historical and contemporary practice. This must demonstrate how what they have done relates to other social and community-based activities, both past and present.

Unit 4 Commission

There was, in the best work for this unit, a clear sense of intention and objectives accompanied by purposeful and realistic planning. Other projects, notably often those that lacked a clearly defined and resolved brief, failed to realise an appropriate level of focus and direction. This resulted in mere collections of source material that did not inform the project work or stimulate alternative ideas.

The links between the target audience and the technologies used to produce the outcomes were sometimes hinted at but not fully explored.

There is a clear need for learners to experiment and try out a range of solutions in response to the Commission and this was seen in a small number of examples. However, it appears some learners were not encouraged to engage themselves beyond one or two ideas.

Where success is occurring in this unit there is clear evidence that project management (roles, responsibilities, industry protocols etc.) are being developed.

The work produced for the commission products often used appropriate media and creative techniques. In some cases these were of a sophisticated nature and resulted from applied experimentation and exploration of alternative approaches to the client brief. In weaker work there was limited evidence of skill or understanding of processes and techniques at an appropriate level. The lack of visual language skills and technical competence had adversely affected learner's ability to pursue project ideas to satisfactory conclusions.

The documentation of the processes involved in the best project work was regular and consistent, weaker portfolios showed little understanding of design or media processes.

Where the learners had been given free reign to explore potential clients and research into their needs there was a real commissioning process taking place.

In one instance there was a real sense of the learners taking on board the commission and producing effective products. However, as seen in other work across the qualification, there was often insufficient identification of individual's contribution to the whole commission process.

There were some effective project evaluations by learners measured against the original briefs and in best practice feedback had been obtained from clients and others. Alternative ideas and approaches were discussed and there was critical analysis and evaluation of both the project process and final outcomes. Weaker portfolios tended to simply describe what had been done in carrying out the project work and contained no suggestions for future development or refinement of the work.

The fourth theme of the Creative and Media Diploma: creative business and enterprise is at the forefront of this unit and centres need to recognise the importance of this theme to this unit. Centres are encouraged to use a variety of real clients in order to satisfy at Level 3 the requirements of all the Learning Outcomes. By so doing it is more likely that the assessment criteria requirements will be met.

Unit 5 Evaluation

For this unit, as with Unit 6, learners must provide a word count at the end of each section. Often learners did not provide the required word count and in these cases this made the examination of this unit difficult.

Learners must be encouraged to provide an illustrative file of materials at the end of each section. The document should then be transferred to a disk.

The work seen was often descriptive and therefore limited in evaluative comment. Where some discussion of a number of factors was evident this pulled the work into the second mark band where 'discussion' of the evidence was rewarded. Some learners appeared to have included evaluations made at the end of their work on selected units, but again these often only gave an account of progress through the project brief. It is important that unit progress reports are reviewed and reconsidered in the light of the objectives for this unit. The learner must be given appropriate support and time to reflect on and summarise these accounts and present a response based on the factors that they need to address so that a more evaluative response can be made.

There were some examples of very effective and interesting evaluative work, where learners had explained their decision making, creative development and preparation for their future careers succinctly and concisely.

Learners must be given clear guidance on how to evaluate their work in close relation to the factors described in each section to achieve the higher mark bands.

For section A, learners will need to discuss these factors, showing consideration of choices, for the middle mark band to be achieved; to explain (clearly and concisely) how this discussion directed their thinking and decision making for the highest mark band to be achieved.

In section B the focus should be on the strengths and weaknesses and how an evaluation of these will give an insight into their creative thinking and decision making as they progress throughout the programme. In many cases the work on

the consideration of the processes, techniques and materials was given in Section B, when such work belongs in Section A.

The evidence for Section C was often limited in research work on opportunities for progression beyond a rather narrow range. Research into job opportunities, and an analysis of the requirements of various job roles was limited in most cases, which, given how such research could have a bearing on decision making for higher education pathways, needs much more encouragement and support by centres.

In some cases the work for Sections B and C was very limited in content, with some word counts being very low in comparison to Section A. This sometimes limited the mark potential for the unit and indicated that more consideration needed to be given to the allocation of the time allowed so that evidence for this unit can be generated more fully and effectively.

It is essential for learners to be provided with appropriate time to develop the skills for evaluation. Where learners have a complete and evaluative log that starts from day one of the qualification they are able to extrapolate information for their work in this unit. They must be provided with an opportunity to practice their evaluative skills prior to the final period of writing their evaluations.

Unit 6 Investigation

Learners must provide a word count at the end of their critical response. Often learners did not provide a word count and this made the examination of this unit difficult.

The work seen was variable, sometimes being poorly constructed, and provided little evidence of critical methodology being applied. However, where a learner had clearly identified an appropriate practitioner and had undertaken extensive research they were able to produce an appropriate response.

Learners must be able to explore the work of a practitioner who works across creative and media disciplines. The learner should choose someone who interests them and who may have influenced their own work. The learner must be given appropriate time to conduct their investigations and create a research log of their own research activities.

The learner must be able to provide evidence of a sustained investigation into an appropriate practitioner providing evidence of their research. They must be able to:

- Identify the sources or materials looked at
- State when and where they were found
- State where they were found and, where relevant, how one source led to or connected with another
- Summarise very briefly what was learnt from them

In some instances the research work was limited to three or four days of research with little or no identification of sources or how these had been useful in the investigations. Learners must provide clear evidence of their research trail with correct referencing. A learner might start their investigations at an early stage in the qualification. They could continue with their research and investigations as they progress through the internally assessed units. This might allow them to reflect on the practitioners work and how it has influenced their own creative journey. A learner could have already conducted in-depth research for a practitioner in Unit 1. They may be able to use this research to start a

journey of further research into this practitioner to enable them to complete their Unit 6 work.

Learners must be aware of the link between being able to understand and apply critical methodology to their own critical responses to the chosen practitioner. Learners should read widely about their chosen practitioner and then reference this in their response. The learner must be able to effectively reference where they found the information and what they think about what others have said about the practitioner.

Learners must be able to analyse and discuss the work of the practitioner and also demonstrate how the practitioner might have influenced them.

Teachers might consider providing a menu of appropriate practitioners for their learners. They could then suggest particular routes that learners might take in their own investigations whilst considering the critical methodology used by other.

It is expected that every learner will produce a research log that demonstrates the depth and intensity of their research. This will then lead on to a critical response that integrates their research using critical methodology.

Generic comments

Teachers need to consider the process driven nature of this qualification. Learners need to provide evidence of the process rather than simply producing a product. There needs to be evidence throughout the process portfolio of the learner reflecting on and monitoring their work in order to refine their own work. Retrospective evaluation will not provide sufficient evidence to meet Learning Outcome 5.

In order to achieve the highest marks the teacher must provide learners with assessment tasks that are written to address Mark Band 3. This allows all learners access to the highest marks.

Teachers must ensure that all the elements of each learning outcome are delivered and assessed. It is important for each learner to demonstrate coverage of all the learning outcomes in their work.

Teachers must provide an explanation of the language used in the mark bands. For example, 'critically discuss' should involve the learner in analysis, comparison and contrasting when comparing their work to professional practice.

Teachers must make use of observation records to compliment their assessment of issues such as management of projects, management of health and safety procedures and substantial and innovative contributions to production of materials.

Teachers should provide feedback on assessment to learners that allow them to action plan for success. This feedback should be firmly linked to the assessment focus in each learning outcome.

Teachers and learners should use the most efficient techniques and methods for presenting evidence for assessment. A range of assessment tools can be used to encourage and motivate learners. As seen in some of the samples moderated in this series the learners were able to experiment, at an early stage in their development, with a wide range of techniques and methods. The use of web logs motivated the learners to keep comprehensive records of their skill development and a personal record of their achievement.

Research plans for planning and production should be clearly identified and sources of information recorded accurately by learners. Un-annotated downloads from the internet do not provide evidence of learners ability to undertake research. Learners should keep comprehensive records of their research activities using appropriate logging techniques to demonstrate the depth and validity of their research work.

Planning for production documentation must clearly indicate the work undertaken by a learner. The use of photocopied team production documentation does not provide evidence of the learner's contribution to the planning process. Learners must clearly annotate the evidence that they have produced.

Planning documentation should be relevant to the work related nature of the qualification. Teachers must ensure that documentation follows creative and media industry practices.

Learners must be encouraged to present evidence of their own work rather than the work of a group. They should be using 'I' rather than 'We' when discussing their work.

Assessed work presented for moderation must comply with the evidence requirements as laid down in the 'What You Need to Learn' and the Marking Grids.

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>

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE