

Specification

Edexcel Diplomas

Edexcel Level 1 and Level 2 Principal Learning in Creative and Media

Issue 4
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This specification is Issue 4. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

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Authorised by Martin Stretton
Prepared by Duncan Fraser

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Contents

Structure and aims of Principal Learning in Creative and Media	1
Edexcel Level 1 Principal Learning in Creative and Media	2
Edexcel Level 2 Principal Learning in Creative and Media	3
Unit format	4
Assessment and grading of the Principal Learning	6
Internal assessment	6
External assessment	8
Calculation of the Principal Learning grade	8
Calculation of the Diploma grade	8
Programme design and delivery	9
Mode of study	9
Applied learning	9
Delivery of applied learning	9
Resources	10
Personal, learning and thinking skills (PLTS)	11
Coverage	11
How personal, learning and thinking skills are used to support formative feedback	12
Access and recruitment	12
Access arrangements and special considerations	12
Further information	13
Useful publications	13
Professional development and training	14
Level 1 units	15
Unit 1: Introduction to Creative and Media Skills	17
Unit 2: Visual Arts	33
Unit 3: Performance Arts	53
Unit 4: Media Production	71

Unit 5: Presentation	91
Unit 6: Skills Report	105
Appendix to Unit 6	115
Level 2 units	125
Unit 1: Scene	127
Unit 2: Performance	145
Unit 3: Artefact	165
Unit 4: Record	185
Unit 5: Campaign	205
Unit 6: Festival	225
Unit 7: Project Report	241
Appendix to Unit 7	253
List of annexes	261
Annexe A: Qualification codes	263
Annexe B: Personal, learning and thinking skills	265
Annexe C: Wider curriculum mapping	273
Annexe D: Glossary of terms	277
Annexe E: Internal Assessment of Principal Learning Units: Controls for Task Setting, Task Taking and Task Marking – for Principal Learning in Construction and the Built Environment, Creative and Media, Engineering, Information Technology and Society, Health and Development	281
Annexe F: The disciplines and the rules of combination	289
Annexe G: Assessment record for Mark B	291
Annexe H: Authentication statement	295
Annexe I: Learning outcomes and assessment criteria for each unit	299

Structure and aims of Principal Learning in Creative and Media

At the heart of the Principal Learning for the Diplomas in Creative and Media are four core themes:

- 1 creativity in context
- 2 thinking and working creatively
- 3 principles, processes and practice
- 4 creative businesses and enterprise.

Every unit, at all three levels, addresses all four of these themes, though the emphasis on each theme varies from one unit to another.

The purpose of theme 1 is to encourage an awareness of the wider context of creative production and of the activities of the creative and media sectors. Learners will be expected to develop a critical perspective appropriate to the level of learning. This will inform their own response to the work of others, and influence their own creative process as they learn to consider the influences and impact of the wider context.

The purpose of theme 2 is to develop expertise in the skills and attitudes that will develop and nurture creativity. The broad objectives will be reinforced over the course of the principal learning at each level, and between levels. Learners will generate evidence towards their progressive achievement; this achievement will be referenced in the planning and reviewing process and reviewed in the individual learning plan. The skills and attitudes will be developed through a range of tools within an environment that is conducive to strengthening creative problem solving and critical evaluation skills. This environment will equip learners with the confidence and tenacity to follow creative ideas through to resolution. Learners will be expected to address and revisit continually the content of this theme in order to develop a creative approach in the way that they think and work.

The purpose of theme 3 is to develop the practical skills and techniques that are at the heart of the creative production process. The development of these skills, and of the theoretical knowledge that underpins them, will equip learners with the tools they require to realise and communicate their ideas. Central to this theme is the focus on new and emerging technologies and platforms and the impact these are having on traditional practice. Learners will develop the skills and techniques that are at the cutting edge of creative and media production.

The purpose of theme 4 is to develop learners' knowledge of the business context of creative and media production and to equip them with the skills to support future sustainability as practitioners in a commercial market place. The content is designed to develop a fundamental appreciation of the creative and media industries and to also develop knowledge of the skills required to succeed in a highly competitive and demanding market. The skills developed in this theme are wholly transferable and support progression into a broad range of subject areas or employment opportunities outside of those related to the line of learning.

Progression through the three levels will focus on deepening and broadening knowledge, understanding and skills rather than repeating learning.

At all levels a practical and applied approach is critical to ensure effective learning.

The Edexcel Level 1 Diploma in Creative and Media aims to *introduce* the learner to relevant content and to encourage them to apply their learning practically.

In relation to theme 1, creativity in context, learners will be provided with an introduction to the concept of audience and encouraged to consider creative and media products and practices in the context of their intended audience.

In relation to theme 2, thinking and working creatively, learners will be introduced to devising ideas in response to a brief and to collaborating on idea development. The focus will be on encouraging learners' confidence and their ability to be flexible in their approach.

In relation to theme 3, principles, processes and practice, learners will be provided with an introduction to the key stages in the creative process and become familiar with the practices involved in each stage. They will also develop an awareness of the basic materials, technologies and practices that will enable them to begin producing creative work of their own.

In relation to theme 4, creative businesses and enterprise, learners will be provided with an introduction to a basic appreciation of the creative and media sectors, the realities of working in the industry and the importance of self-development in supporting progression.

The Edexcel Level 2 Diploma in Creative and Media aims to enable the learner to further *explore* their learning.

In relation to theme 1 greater emphasis will be placed on exploration of and experimentation with ideas development, encouraging learners to think creatively and with increasing confidence.

In relation to theme 2 learners will focus on further exploration of wider contexts, including a diverse range of cultures and the historical development of products and practices.

In relation to theme 3 learners will develop skills through their exploration of a wide range of fundamental techniques in the production processes as well as through access to a broader range of materials and equipment.

In relation to theme 4 exploration of the industry and of progression routes will be reinforced with increased focus on developing a realistic impression of the industry and of employment opportunities.

Edexcel Level 1 Principal Learning in Creative and Media

Learners must take Units 1, 5 and 6 and two other units.

Unit number	Title	GLH	Assessment
1	Introduction to Creative and Media Skills	60	Internal
2	Visual Arts	60	Internal
3	Performance Arts	60	Internal
4	Media Production	60	Internal
5	Presentation	30	Internal
6	Skills Report	30	External

Edexcel Level 2 Principal Learning in Creative and Media

All units are compulsory.

Unit number	Title	GLH	Assessment
1	Scene	60	Internal
2	Performance	60	Internal
3	Artefact	60	Internal
4	Record	60	Internal
5	Campaign	60	Internal
6	Festival	60	Internal
7	Project Report	60	External

Unit format

All units in Edexcel Principal Learning qualifications have a standard format which is designed to provide clear guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit is set out in the following way:

Unit title	The unit title is accredited by QCDA and this form of words will appear on the learner's Notification of Performance (NOP).
Level	This is the level of study of the qualification.
Internal/external assessment	Further details of the mode of assessment are given later in the unit.
Guided learning hours (GLH)	<p>In the Principal Learning qualifications each unit consists of 30, 60 or 90 guided learning hours depending on the level.</p> <p>Guided learning hours is 'a notional measure of the substance of a unit'. It includes an estimate of time that might be allocated to direct teaching, instruction and assessment, together with other structured learning time such as directed assignments or supported individual study. It excludes learner-initiated private study.</p> <p>Centres are advised to consider this definition when planning the programme of study associated with this specification.</p>
About this unit	<p>This section is designed to give the reader an appreciation of the value of the unit in the vocational setting of the qualification as well as highlighting the focus of the unit.</p> <p>It provides the reader with a snapshot of the aims of the unit and the key knowledge, skills and understanding developed while studying the unit. The unit abstract also emphasises links to the sector by describing what the unit offers the sector.</p>
Learning outcomes	Learning outcomes state exactly what a learner should 'know', 'understand' or 'be able to' do as a result of completing the unit.
What you need to cover	<p>This section identifies the depth and breadth of knowledge, skills and understanding needed to achieve each of the learning outcomes. This is illustrated by the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement to the level required to comply with all mark bands.</p> <p>Each learning outcome is stated in full and then expanded with further detail on the right-hand side. Internally assessed units may contain 'egs' within this section. These are used to show indicative lists of content only.</p>

Learning outcomes and assessment criteria	This section contains learning outcomes and assessment criteria for the externally assessed units. Learning outcomes and assessment criteria for internally assessed units can be found in Annexe I.
How you will be assessed	This section gives information about the assessment activities required for this unit.
Marking grid	Internally assessed units have a marking grid which contains a list of assessment foci, with statements ordered into three mark bands. When work is marked it is judged against these statements and an appropriate mark awarded.
Guidance for teaching this unit	<p>This section is designed to give tutors additional guidance and amplification on the unit in order to provide a coherence of understanding and a consistency of delivery and assessment. This section includes guidance on:</p> <ul style="list-style-type: none"> • <i>Delivery</i> – this could, for example, explain the relationship between the content and the learning outcomes or guidance about possible approaches to delivery. • <i>Assessment</i> – this could provide amplification about the nature and type of evidence that learners need to produce in order to pass the unit or achieve the higher marks. This section should be read in conjunction with the marking grid. <p><i>Personal, learning and thinking skills (PLTS)</i> – this section identifies where there may be opportunities within the unit for the generation of evidence to meet the requirements of PLTS.</p> <p>Assessors should take care to become familiar with PLTS and not to rely on the contents of this section when presenting evidence for moderation. The full PLTS framework is included in this document as <i>Annexe B</i>, but centres should refer to the QCDA website (www.qcda.gov.uk) for the latest version of the PLTS framework.</p> <p><i>Functional skills</i> – this section identifies where there may be opportunities within the unit for the generation of evidence to meet the functional skill requirements.</p> <p>This section will also provide guidance relating to <i>Work experience, Specialist resources</i> and <i>Reference materials</i>.</p>

Assessment and grading of the Principal Learning

The purpose of assessment is to ensure that effective learning of each unit has taken place. Principal Learning units are assessed either internally by tutors or externally by Edexcel. Each unit is labelled clearly as internally or externally assessed.

It is essential that tutors familiarise themselves with and follow the guidelines set out in the document *Internal Assessment of Principal Learning Units: Controls for Task Setting, Task Taking and Task Marking — for Principal Learning in Construction and the Built Environment, Creative and Media, Engineering, Information Technology and Society, Health and Development* (see *Annexe E*) when developing assignments for internally assessed units.

Internal assessment

Internal assessment will be used to facilitate assessment of generic and practical skills. It will be quality assured through internal and external moderation. It will be supervised and completed under controlled conditions.

Each unit is assessed through a single **assignment** which has an overall purpose that reflects the aim of the unit, and is described in the *How you will be assessed* section. An **assignment** may be broken down into a few separate **tasks**. Tasks may be further broken down into smaller activities. The *Internal Assessment of Principal Learning Units: Controls for Task Setting, Task Taking and Task Marking — for Principal Learning in Construction and the Built Environment, Creative and Media, Engineering, Information Technology and Society, Health and Development* document details the nature of the controls that need to be applied to each type of task/activity and its outcome.

Where a unit is internally assessed, centres can use the sample assignments provided by Edexcel, or can design and quality assure suitable assignments. When designing assignments, centres are required to be aware of the following design principles (see relevant Tutor Support Materials for further guidance).

Assignments should be:

Fit for purpose	<i>They should consist of tasks which are related to the subject matter and content of the unit. For example, where a unit is centred on IT, the assessment will use IT at the core of the task.</i>
Manageable	<i>They should be designed to be manageable for both the learner and for the centre.</i>
Secure	<i>They should be delivered under controlled conditions, where centres can guarantee the work produced is truly that of the individual learner.</i>
Reliable	<i>They should produce judgements of a similar standard from occasion to occasion and between different assessors.</i>
Valid	<i>They should assess what they are intended to assess in terms of the learning outcomes.</i>
Transparent	<i>They should be expressed in ways that can be readily understood by learners, tutors and assessors.</i>
Balanced	<i>They should fairly reflect the content and associated learning outcomes, avoiding confusing learning with assessment and not adversely affecting teaching and learning.</i>
Flexible	<i>They should provide opportunities for learners to produce a variety of different forms of evidence.</i>

Centres are encouraged to use a variety of assessment methods, which might include, for example, the use of case studies, work-based assessments, projects, performance observation and time-constrained assessments. Centres are encouraged to place emphasis on practical application, providing a realistic scenario for learners to adopt, and making maximum use of practical activities and work experience.

The creation of assignments that are fit for purpose is vital to learners' achievement and its importance cannot be overemphasised.

When reading the marking grids and designing assignments, centres should note the following.

- Each internally assessed unit has 60 available marks in total.
- In some units the marking grid has been split into two grids – A and B. Marking grid A contains all of the marking criteria for the unit except those which assess a learner's performance in practical activities which are recorded as a witness testimony or observation record. These make up grid B.
- Centres must ensure that learners undertake appropriate assessment tasks to enable them to achieve the requirements of each unit's marking grid(s).
- The basic principle is that this is a 'best fit' grid – ie the assessor must match the overall standard of work for an assessment focus to a band. It is NOT a hurdle approach, whereby the assessor cannot award marks from the next mark band if one item for an assessment focus from a lower mark band has been omitted, regardless of the quality of the rest of the work for that assessment focus.
- If a learner completes all they are asked to do in a band for an assessment focus, they can be awarded the full marks for that mark band.
- If a learner has clearly done more on one aspect of work for an assessment focus required by a mark band, the assessor should consider whether the learner can be awarded marks from the bottom of the next mark band.
- If a learner has completed less than required in any aspect of work for an assessment focus, or indeed omitted an aspect, then the mark moves down within the mark band.
- Marking is completely separate for each assessment focus – ie a learner can get mark band 3 on one assessment focus, mark band 1 on another etc, then all marks are added together for the unit total. It may be possible, depending on weighting of an assessment focus for a learner to pass a unit even if 0 has been given in marks for one assessment focus in the unit.
- A 0 mark should be used only where a learner provides no valid evidence. Any work that starts to address the requirements of the grid should normally be awarded at least one mark.
- Evidence generated for marking grid A will be moderated. This must be in the form of hard evidence which a moderator can reassess, such as learner produced written documents (eg short question answers, multiple choice question answers, materials from presentations, research notes), videos (dated) of practical activities or artefacts.
- Marks gained from marking grid A will be reported separately from those gained from marking grid B.

External assessment

There is a requirement that some units in the Principal Learning will be externally assessed. These external assessments will be made available by Edexcel on agreed, published dates during the year.

For the Principal Learning in Creative and Media the following units will be externally assessed:

Level	Unit numbers	Unit titles
Foundation	6	Skills Report
Higher	7	Project Report

Calculation of the Principal Learning grade

Performance in each unit of Principal Learning will be assessed against criteria given in the marking grid, giving rise to unit **marks**.

Unit marks will be allocated according to marking criteria that do not bear a direct relationship to grading mark bands; that is, assessors will be clear that they are allocating **marks** and are not grading learners directly.

There will be no pre-published unit grade boundaries.

Once units have been completed by learners and marked, they will be graded by Edexcel through a separate process involving professional judgement of performance and of technical and statistical data. This will produce unit grade boundaries and hence unit grades which will be reported.

To permit the calculation of a Principal Learning qualification grade, Principal Learning unit marks will be converted to **points**. Points for all Principal Learning units will be added together to devise a Principal Learning score. Using published thresholds the Principal Learning score will be converted to a Principal Learning grade.

Calculation of the Diploma grade

The overall grade for the Diploma will be based only on grades obtained from Principal Learning and the project. However, achievement of **all** components within the Diploma will be required in order to gain the Diploma qualification.

Points for Principal Learning units (weighted as appropriate) will be added to points for the project to derive a Diploma **score**. Using published thresholds the Diploma score will be converted into a Diploma grade.

Programme design and delivery

These Principal Learning qualifications consist of units of assessment. Each unit is 30, 60, or 90 guided learning hours in length depending on the level. The definition of guided learning hours is 'a notional measure of the substance of a qualification'. It includes an estimate of time that might be allocated to direct teaching, instruction and assessment, together with other structured learning time such as directed assignments or supported individual study. It excludes learner-initiated private study. Centres are advised to consider this definition when planning the programme of study associated with this specification.

Mode of study

Edexcel does not define the mode of study for the Principal Learning of Diplomas but there is an explicit requirement that for at least 50 per cent of the time learners will be engaged in applied learning.

Applied learning

Acquiring and applying knowledge, skills and understanding through tasks set in sector contexts that have many of the characteristics of real work, or are set within the workplace. Most importantly, the purpose of the task in which learners apply their knowledge, skills and understanding must be relevant to real work in the sector.

Reference: *The Diploma* (Qualifications and Curriculum Authority, 2007)

Centres are free to offer the qualifications using any mode of delivery that meets the needs of their learners and the requirements of applied learning. For example this may be through a combination of traditional classroom teaching, open learning and distance learning. Whatever mode of delivery is used, centres must ensure that learners have appropriate access to the required resources (see individual units) and to the subject specialists delivering the units.

Assignments based on the work environment should be encouraged. Those planning the programme should aim to enhance the vocational nature of the Diploma by:

- liaising with employers to ensure a course relevant to the specific needs of the learners
- accessing and using non-confidential data and documents from workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Delivery of applied learning

It is important that centres develop an approach to teaching and learning that supports the applied learning requirement of the Diploma. The Principal Learning specifications contain a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practice and that the knowledge base is applied to the sector. This will require the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector.

Tutors are reminded that **experiential learning** techniques are required and that the opportunities for formative assessment where learners benefit from regular and structured feedback are a necessary requirement of a Diploma programme.

Where learners are performing an activity by practically applying their knowledge and skills, they are essentially behaving in the required applied nature of the Diploma. By then reviewing that learning and considering how improvements can be made and implemented, experiential learning will take place (see *Figure 1*).

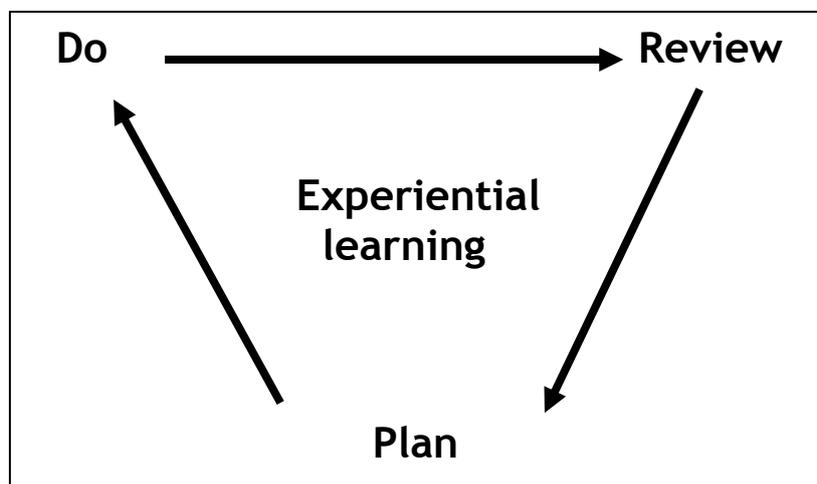


Figure 1: Experiential learning cycle

Resources

One aim of Diplomas is to prepare learners to progress to employment in specific sectors. Physical resources need to support the delivery of the programme and the proper assessment of the learning outcomes and therefore should normally be of industry standard.

Staff delivering programmes and conducting the assessments should be fully familiar with current practice and standards in the sector concerned.

Centres will need to meet any specialist resource requirements when they seek approval from Edexcel.

Assessment and learning

Summative

Summative assessment serves to inform an overall judgement of achievement, which may be needed for reporting and review, perhaps on transfer between years in a school or on transfer between schools, perhaps for providing certificates at the end of schooling.

Although learners are working to satisfy a summative assessment (the marking grids reflect a final overall judgement) the benefit of formative assessment should be strongly emphasised throughout the learning.

Formative assessment

Formative assessment is concerned with the short-term collection and use of evidence as guidance of learning, mainly in day-to-day classroom practice.

In order for formative assessment to occur, the learner must understand what they have learnt, what they have yet to learn and what they need to do to learn it. The responsibility of helping learners through a process of planning and reviewing their learning lies with the tutor.

Personal, learning and thinking skills (PLTS)

Personal, learning and thinking skills are necessary for work and for general learning. Learners will have opportunities to develop, apply and assess all the personal, learning and thinking skills within Principal Learning. Personal, learning and thinking skills consist of the following six skills:

- independent enquiry
- creative thinking
- reflective learning
- team working
- self-management
- effective participation.

Annexe B contains detailed information relating to each of the six personal, learning and thinking skills.

Each unit requires learners to demonstrate personal, learning and thinking skills, which are a mandatory requirement and a key feature of the Diplomas. Personal, learning and thinking skills are to be used as both a guide on the delivery of each unit and also as a motivating formative indicator for the learner.

Coverage

All personal, learning and thinking skills are required to be covered and assessed during the delivery and assessment of the whole Diploma and provide the context for the delivery and assessment of the programme of learning. A final summary of the coverage is also provided in *Annexe B* which collates the coverage of personal, learning and thinking skills throughout the programme.

Personal, learning and thinking skills are an essential, embedded feature of the delivery and assessment of the Principal Learning. Learners may also develop and apply personal, learning and thinking skills within the other components of the Diploma.

Centres should design the programme of study so that approximately 60 GLH will be allowed to enable learners to develop, plan and review the application of their personal, learning and thinking skills across their learning programme. Personal, learning and thinking skills will not be separately assessed as part of the Diploma but all six personal, learning and thinking skills will be integrated into the assessment criteria for Principal Learning. Each learner's achievement of personal, learning and thinking skills will be recorded in the Diploma transcript.

How personal, learning and thinking skills are used to support formative feedback

Personal, learning and thinking skills provide an excellent structural guide for the tutor when providing formative feedback to the learner. Tutors will be able to structure assessment and learning opportunities around personal, learning and thinking skills and should use a pro forma sheet to indicate to the learner where progress has been made and where the learner needs to focus further development. A suggested sheet ('PLTS Performance Indicator') for this activity is provided in *Annexe B*.

The 'PLTS Performance Indicator' can be used by the assessor to feed back on work to the learner showing the level of success that has been demonstrated during each assignment. The indicator is filled in by the assessor or supervisor to record the learner's performance at regular intervals during the course and ideally after every assignment. This informs the learner of their strengths and weaknesses and illustrates graphically where the learner should concentrate their efforts in the future.

Access and recruitment

Edexcel's policy regarding access to its qualifications is that:

- the qualifications should be available to everyone who is capable of reaching the required standards
- the qualifications should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to Edexcel qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs.

Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should also show regard for Edexcel's policy on learners with particular requirements.

Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Disability Discrimination Act 1995 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further information

For further information please call Customer Services on 0844 576 0028 (calls may be recorded for training purposes) or visit our website at www.edexcel.com.

Useful publications

Further copies of this document and related publications can be obtained from:

Edexcel Publications
Adamsway
Mansfield
Nottinghamshire NG18 4FN

Telephone: 01623 467 467
Fax: 01623 450 481
Email: publication.orders@edexcel.com

Related information and publications include:

- *Accreditation of Prior Learning* available on our website: www.edexcel.com
- *Guidance for Centres Offering Edexcel/BTEC NQF Accredited Programmes* (Edexcel, distributed to centres annually)
- *Operating Rules for Component and Diploma Awarding Bodies* (QCA, 2007)
- *The Diploma Structure and Standards, Version 2* (QCA, 2007)
- *Regulatory Arrangements for the Qualification and Credit Framework* (Ofqual, August 2008)
- *What is a Diploma?* (DfES and QCA, 2007)
- the ASL catalogue on the National Database of Accredited Qualifications (NDAQ) website: www.ndaq.org.uk
- the current Edexcel publications catalogue and update catalogue
- the latest edition of the Joint Council for Qualifications document *GCSE, GCE, ELC, Functional Skills, Principal Learning in the Diploma and Project Qualifications – Instructions for conducting coursework*.
- the latest news on the Diploma from QCDA available on their website: www.qcda.gov.uk/diploma
- the latest news on Edexcel Diplomas available on our website: www.edexcel.com/quals/diploma

NB: Most of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

Professional development and training

Edexcel supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building key skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our Customer Service numbers are:

The Diploma	0844 576 0028
BTEC and NVQs	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
DIDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Level 1 units

Unit 1: Introduction to Creative and Media Skills

Principal Learning unit

Level 1

Guided Learning Hours: 60

Internally assessed

About this unit

This unit will give you a chance to try something from each of the three main areas of the creative and media industries:

- the visual arts
- performance arts
- media production.

You will have a choice of short activities and you must complete one from each of the three areas. This will give you a taste of the kinds of work you might be doing on the rest of this course and will help you decide which optional units to choose.

You will learn about jobs in the media which use the skills you are developing in these activities.

You will also do some work to improve your ability to learn.

Learning outcomes

On completion of this unit a learner should:

- 1 Be able to apply skills needed by those working in the creative and media sector
 - 2 Know how to carry out basic research in the creative and media sector
 - 3 Know some job roles and career paths in the creative and media sector
 - 4 Be able to apply skills required to enable effective learning and thinking.
-

What you need to cover

- | | |
|--|---|
| <p>1.1 Be able to apply skills needed by those working in the creative and media sector</p> | <p>You will complete three short activity modules which will all involve producing or making something. One will be a visual arts module, one a performance arts module, and one a media production module. Each module will help you to develop some skills in one of the creative and media disciplines (see <i>Annexe F</i> for a list of the disciplines).</p> <p>You will be shown how to work safely with the various materials and technologies you will be using.</p> |
| <p>1.2 Know how to carry out basic research in the creative and media sector</p> | <p>You will learn some basic research skills that will help you to find out about working in the creative and media industries.</p> <p>You might also do some research to help you develop ideas for the activities you complete.</p> |
| <p>1.3 Know some job roles and career paths in the creative and media sector</p> | <p>You will learn about jobs and careers in the creative and media industries. You will:</p> <ul style="list-style-type: none"> • identify some jobs which might use the kind of skills you have developed in the activities you have completed • find out what those jobs involve • look at how one job might lead to another. |
| <p>1.4 Be able to apply skills required to enable effective learning and thinking</p> | <p>Being able to think creatively is vital in the creative and media area. It is also important to be able to learn from everything you do. If you can think and learn effectively you will be able to develop your skills, knowledge and understanding throughout this course and your career.</p> <p>In this part of the unit you will explore ways of improving your ability to think and learn. You might, for example, look at how you learn new things at the moment and work with your teachers to find other ways to learn which might suit you better.</p> |
-

How you will be assessed

This unit will be assessed by your teachers.

For learning outcomes 1, 2 and 3 you will complete three short activity modules: a visual arts module, a performance arts module, and a media production module. Each of these modules will consist of a practical element and a research element. The research element will require you to present the results of your research in some form such as a report, a class presentation or blog.

The best work you do for these three activities will be used to decide your marks for learning outcomes 1, 2 and 3.

For learning outcome 4 you will do another module designed to help you to improve your learning skills. You will then be assessed by your teachers' observations of how well you apply these skills in the three activity modules. You might demonstrate understanding of a learning skill by applying it, or through discussion with your teachers.

You must keep all the work you have done for the three activity modules in a Process Portfolio. This means all your finished work, all ideas sheets or notes, trials and experiments, and any planning documents you have produced in completing the set activity. These documents must be in forms appropriate to the disciplines in which you were working. For performance work your teachers will keep video records of any final performances and provide you with copies.

For research-based tasks the portfolio must contain your research notes and a summary of the results in whatever form you were asked to submit them (for example, a written report or a PowerPoint presentation).

For the learning skills module, your teachers will keep a record of your achievements and give you a copy of that record for your portfolio.

Your teacher will give you further advice about how to organise and present your portfolio.

On completion of all your work for the unit you will be given two marks: Mark A and Mark B.

Mark A will be awarded on the basis of your Process Portfolio and Mark B will be awarded on the basis of your teachers' observation of how you have worked. The two marks will be added together to provide your final mark for the unit.

There are 50 marks available for Mark A and 10 for Mark B.

Marking grid – Mark A

Assessment focus	Mark band 1	Mark band 2	Mark band 3
<p>LO.1 Be able to apply skills needed by those working in the creative and media sector 25</p>	<p>Uses a very narrow range of the most basic techniques, materials or equipment with very little confidence. Completes straightforward tasks with very limited success. (0–10)</p>	<p>Uses a narrow range of basic techniques, materials or equipment with a little confidence. Completes straightforward tasks with limited success. (11–17)</p>	<p>Uses basic techniques, materials or equipment with some confidence and some sense of purpose. Completes straightforward tasks to an acceptable standard. (18–25)</p>
<p>LO.2 Know how to carry out basic research in the creative and media sector 10</p>	<p>Carries out a small part of a research plan. Derives very generalised material of very limited relevance. (0–4)</p>	<p>Carries out most of a research plan. Derives generalised material which has some relevance to the task. (5–7)</p>	<p>Completes a research plan. Derives detailed material most of which is relevant to the task. (8–10)</p>
<p>LO.3 Know some job roles and career paths in the creative and media sector 15</p>	<p>Identifies a very limited range of jobs in the creative and media sector. Demonstrates a very limited knowledge of the skills and qualifications needed for those jobs. Recognises that jobs are linked to careers. (0–6)</p>	<p>Identifies a limited range of job roles in the creative and media sector. Demonstrates a limited knowledge of the skills and qualifications needed for those jobs. Identifies careers they might be linked to. (7–11)</p>	<p>Identifies and provides a basic description of a range of job roles in the creative and media sector. Demonstrates some good knowledge of the skills and qualifications needed for those jobs. Demonstrates some good understanding of the careers they might be linked to. (12–15)</p>

Marking grid – Mark B

Assessment focus	Mark band 1	Mark band 2	Mark band 3
<p>LO.4 Be able to apply skills required to enable effective learning and thinking 10</p>	<p>Uses a very narrow range of the skills required to enable effective learning and thinking, with minor effects on intentions and outcomes. Requires almost constant support. (0–4)</p>	<p>Uses a narrow range of the skills required to enable effective learning and thinking, with some positive effects on intentions and outcomes. Requires frequent support. (5–7)</p>	<p>Uses a good range of the skills required to enable effective learning and thinking, with substantial and positive effects on intentions and outcomes. Requires occasional support. (8–10)</p>

Guidance for teaching this unit

NB: Edexcel provides exemplar modules for this unit in the *Teacher Support Material for the Edexcel Principal Learning in Creative and Media*. Further guidance on how to contextualise specific disciplines is given in the Indicative Content Statement available in the same document.

Please see *Annexe F* of this document for the rules that govern the combination and coverage of disciplines for the Principal Learning in the Level 1 (Foundation) Diploma in Creative and Media.

Delivery guidance

This unit is 60 guided learning hours (GLH) in length. Centres should allocate this amount of time within the timetable for its delivery and assessment. Edexcel has identified that within this time learners will probably require 45 GLH in activities which generate evidence for assessment. This may, for example, include time spent in experiential learning, practising skills, research activities and undertaking summative assessment activities. (See sections relating to *Internal assessment* and *Programme design and delivery* in the generic introductory part of the *Guidance and units* document.)

Overview

This is an introductory and diagnostic unit which is designed to:

- enable learners to experience the kind of activities that they may take part in when working on the three sector-specific units
- help them to decide which two of those sector-specific units they wish to take
- introduce them to job roles and career paths in the creative and media sectors, and give them an understanding of the type of work that is available and to which they might realistically aspire
- provide them with a grounding in personal, learning and thinking skills.

Teaching the unit

For this unit learners must follow four short modules of activity: three must be based on the three creative and media discipline areas as defined for Level 1 (please see *Annexe F*) and one on learning and thinking skills.

Although the learning and thinking skills module is related to the fourth learning outcome, it is important that this module is taught in such a way that it can be assessed through learners' application of the skills in the three discipline-based modules. It should, therefore, be started before learners begin working on the discipline-based modules, and finish before all the discipline-based modules are finished. This is vital as they will be using the discipline-based modules to apply the skills learnt in the learning and thinking skills module.

Centres should offer as wide a variety of discipline-related modules as possible, and should ensure that the three sector areas are equally represented across the whole offer. Each activity should be designed to result in an outcome – a piece of 2D or 3D artwork, a brief performance, a short audio or video product etc.

Each module must cover the first three learning outcomes of the unit. Learners should, for each one:

- create something through an activity based on one of the disciplines within the relevant area
- research job roles which might use the skills developed in that activity
- report in some way – through a written report or a presentation – on those job roles and the careers they might be linked to.

Learners could also do research which would contribute to the activity itself, such as researching content or resources for a video production, materials for a 3D visual arts outcome, or a role for a performance.

Assessment of learning outcomes 1, 2 and 3 will be based on the work done and the outcomes created in **all three** modules. Please see *Guidance on assessment of this unit* below.

Edexcel provides modules which centres can use either as they are or with adaptation. Centres are at liberty to write their own, using the advice given in this unit and the Edexcel modules as patterns. However all adaptations must follow the controls stated in *Annexe E* of this specification.

On completion of the unit, centres should discuss with learners what they enjoyed about each of the three discipline-related modules, and which ones they thought they had got most out of. They should then be helped to make an informed decision about which of the two sector-related units to follow. This discussion will also help to inform the writing of the learner's Individual Learning Plan.

The overall structure of the unit has been designed to ease timetabling for centres with very large cohorts. It can be run on a carousel model, all modules being taught at the same time and three times in succession so that learners can move to a new one each time the carousel starts a new round. Centres with smaller cohorts, however, will probably find it easier to run the discipline groups consecutively, running all modules in the same discipline group together.

The fourth module must be run alongside the three others for the full period that the unit is being run. That module will, in other words, be 'longer and thinner' than the discipline-related modules. Edexcel provides a module which centres are free to use as it is or to adapt. They may, of course, develop their own.

Guidance on assessment of this unit

Centres must provide two marks for this unit: Mark A and Mark B.

The total mark for the unit will be the total of marks A and B.

The evidence required for the two marks is detailed below, but, in essence, Mark B is a mark derived solely from teacher observation. Mark B will not require separate assignments from Mark A. Assignments for this unit must be designed to produce evidence that will enable assessors to arrive at both marks.

Designing assessment vehicles

All centre designed assessment vehicles must comply with the controls stated in *Annexe E* of this specification.

Assessment vehicles for Mark A (that is, for assessment foci 1, 2 and 3) will be the activity modules themselves. Centres must ensure that all modules are designed so that they enable learners to produce evidence for all three of those assessment foci and provide opportunities to achieve the full range of marks.

Each activity module should consist of three elements:

- a practical activity which leads to an outcome
- a research activity based around jobs related to the practical activity
- the presentation of the research.

The activity itself should be based clearly on a specific skill or skills, and the outcome of the activity should be sufficiently demanding to allow a Level 1 learner to apply the skill or skills to a reasonable standard.

The activities must also provide opportunities for learners to apply the personal, learning and thinking skills.

The practical activity could contain a research element which would provide learners with another opportunity to produce evidence for the assessment of focus 2.

NB: In order to assess learners' work against the first three foci, centres must take into consideration the work done across **all three** discipline-based modules. For each focus, learners should be placed in the band which reflects their best achievement across the work presented.

Assessment of Mark B (that is, the fourth assessment focus) must be based on the learners' application of the relevant personal, learning and thinking skills in their work for the first three learning outcomes.

Assessment vehicles must be designed in such a way as to ensure that, in the case of group work, each learner produces identifiable individual work that relates to each of the assessment foci.

Evidence for assessment

For **Mark A**, centres must ensure that each learner produces, as a minimum, evidence as follows:

- Focus 1 for visual arts and media production work – all finished work; all ideas sheets or notes, trials and experiments; any planning documents produced in completing the set activity
 for performance work – assessors' observation records; a record of the performance in an appropriate format
- Focus 2 learners' research notes
- Focus 3 the presentation of the results (a written report, PowerPoint presentation, blog etc).

For **Mark B** (that is, for assessment focus 4) teachers must keep an assessment record for each learner, noting how learners conduct themselves when working on the assignments, and recording any notes relevant to the learners' self-monitoring and the development of their personal, learning and thinking skills.

The learner's unit log or journal can also contribute to the awarding of Mark B.

An assessment record for recording evidence for Mark B and the mark awarded is provided in *Annexe G* of this document, and an electronic version is available on the Edexcel website, www.edexcel.com.

Storage of evidence

All assessment evidence kept in electronic form must be stored in a single folder labelled Process Portfolio/Level 1/Unit 1 – Introduction to Creative and Media Skills/candidate's name.

All physical evidence must be kept in a clearly labelled and organised Process Portfolio.

Copies of teacher assessment records, whether paper or electronic, should be given to learners to put in their Process Portfolios.

Each Process Portfolio must contain an authentication sheet signed by the learner and the person(s) responsible for the assessment, declaring that all work submitted for assessment is the learner's own work, carried out under appropriate supervision. Electronic folders must contain an electronic copy of this form, and paper-based folders must contain a paper copy.

An authentication sheet is provided in *Annexe H* of this document, and an electronic version is available on the Edexcel website, www.edexcel.com.

Using the marking grids

When using this grid the ‘best fit’ principle should be adopted – that is, assessors should first match the work being assessed to the mark band for the relevant focus which best describes the work overall. Assessors should **not** adopt the ‘hurdle’ approach in which the assessor cannot award marks from a higher band if one requirement from a lower band has not been satisfied.

If the work matches a band overall but a requirement for that band has not been met then the mark awarded will be from the lower end of the band which is the best fit.

If one aspect of work for an assessment focus matches a requirement in the next band, but overall the work does not fit that higher band, then the mark awarded will be from the higher end of the band which is the best fit.

Assessors should also take into account the quality of the work in relation to expectations for that band at that level. If a learner completes all they are asked to do in a band to the highest quality that could be expected for that band at that level, they should be awarded the full marks for that band.

Grading is completely separate for each assessment focus – that is, a learner can get band 3 on one assessment focus, band 1 on another etc. All band marks are then added together for the unit total. It may be possible, depending on weighting of each assessment focus, for a learner to pass a unit even if no marks have been given for one assessment focus in the unit.

It should be noted that mark band 1 has approximately 40 per cent of the total marks available for a unit and mark bands 2 and 3 together the remaining 60 per cent.

Guidance for allocating marks

At Level 1 learners will be expected to:

- demonstrate skills and applied knowledge within a narrow range
- operate in familiar and structured contexts, making use of routine responses to achieve their objectives
- derive information from easily available sources
- show a basic level of understanding
- exercise discretion and judgement to a very limited degree
- work under direct supervision and control
- demonstrate responsibility and commitment to a limited extent.

Interpretation of comparative terms used within the marking grid should be contextualised within the limits implied by this level description. Terms such as ‘limited’ and ‘well-detailed’ must be understood in the context of the expectation of achievement at Level 1 as compared to other levels.

Owing to the number and variety of the disciplines covered by the Principal Learning in Creative and Media, it is not possible to give more than generic guidance on the application of the marking grids for each unit. Centres are strongly advised to attend INSET events run by Edexcel on this topic.

Please note that any examples given here of what a learner might say, write or do are not intended to represent complete evidence for the illustrated criterion; they are offered simply to indicate what might be an appropriate response within the mark band.

Marking grid – Mark A

Assessment focus LO.1

Be able to apply skills needed by those working in the creative and media sector

Mark band 1 (0-10)

Evidence across all three modules of work for the three creative and media areas will demonstrate application of the most basic techniques to the most straightforward and simple tasks. Where the learner has a choice, materials or technology which present only a minimal level of challenge will be adopted.

Depending on the discipline being used, number may be a factor in determining 'range,' so the term 'very narrow range' can be understood to mean that a very narrow range of techniques, materials or technologies is explored. Alternatively it can be taken to mean that examples of work are presented in one form or medium but, when taken together, they show very little range in exploration of technique, material or technology.

Because, for this unit, the learner will be doing small modules of work in the three discipline areas, it is more likely that the latter will be the case. Thus, for a visual arts module, a learner might complete two or three observational drawings in a given medium but showing minimal exploration of the tool or associated mark-making techniques.

Learners will work with very little confidence and will achieve only very limited success, barely realising their intentions.

They are likely to demonstrate a reluctance or inability to work without almost constant support and guidance.

Mark band 2 (11-17)

Technology, materials and techniques will still be restricted to the very basic and to straightforward and simple tasks but will cover a slightly wider range than in the lower band. Where the learner has a choice, materials or technology which present a degree of challenge will be adopted.

As is the case for mark band 1, range can be taken to apply to the number of techniques, materials or technologies used, or to the extent of their exploration. Thus, the learner following a visual arts module might complete some observational drawings showing some exploration of a selected tool and associated mark-making techniques and a limited understanding of the formal elements.

Success will be limited, with intentions being achieved only to a limited extent, and there will be evidence of more confidence in the application of these techniques.

Learners are likely to need frequent support and guidance.

Mark band 3 (18-25)

Technology, materials and techniques will be basic, and will cover a wider range than in the middle band. Tasks will begin to show some level of complexity. Where the learner has a choice, materials or technology which present a challenge will be adopted.

As is the case for mark band 1, range can be taken to apply to the number of techniques, materials or technologies used, or to the extent of their exploration. Thus, the learner following a visual arts module might complete a range of observational drawings showing a variety of exploratory uses of mark-making with a selected range of tools and associated techniques and show some understanding of the formal elements.

There will be evidence of learners achieving their intentions to some degree, and of increasing confidence and sense of purpose in the application of these techniques.

Learners operating in this mark band are likely to still need occasional support, but this will usually be for positive rather than for negative reasons, and they will ask for it when they realise they need it rather than wait passively for it to be given.

Assessment focus LO.2**Know how to carry out basic research in the creative and media sector****Mark band 1 (0-4)**

Learners will have followed in a rather haphazard and disorganised manner only a small part of a research plan even though they are likely to have had almost constant support.

They will have used only a very small number of the most easily available and almost identical sources, and material derived from the process will be barely adequate to enable them to address the purpose of the research activity.

Mark band 2 (5-7)

Learners will have followed with some organisation the greater part of a research plan. They are likely to have required frequent support.

Research will still be limited to the more easily available sources but there will be some variety in those sources. Learners will derive sufficient relevant material from the process to be able to partially address the purpose of the research activity.

Mark band 3 (8-10)

Learners will have systematically completed a research plan, most likely needing only occasional support to do so.

Research will still be reliant on the more obvious sources, but there will be a greater willingness to follow leads and explore linked sources. Learners will derive a good quantity of useful and relevant material from such sources, enabling them to properly address the purpose of the research activity.

**Assessment
focus LO.3**

**Know some
job roles and
career paths in
the creative
and media
sector**

Mark band 1 (0-6)

Learners will present a very small quantity of information about creative and media industry jobs and careers. This information will be very generalised, very restricted in scope, very obvious (often going no further than simply noting a job title or role) and frequently not relevant.

Knowledge of the skills and qualifications needed for those jobs will be limited to the most obvious and knowledge of possible career paths will be limited to the recognition that such careers do exist. A learner might note, for example: 'Camera operators need to know how to operate a camera. You could make a career out of being a camera operator.'

Mark band 2 (7-11)

Learners will present some generalised but mostly relevant information about creative and media industry jobs and careers.

Knowledge about relevant creative and media industry jobs and careers will still be basic and restricted in scope but there will be a little more detail. A learner might note, for example, 'Camera operators need to know how to operate a camera. This means being able to move it properly and frame pictures. From being a camera operator you could move on to being a director of photography.'

Mark band 3 (12-15)

Learners will present some detailed and relevant information about creative and media industry jobs and careers.

Knowledge about relevant creative and media industry jobs and careers will be sound. It will still be at the basic level but beginning to move beyond the obvious, and the learner's grasp of it will be stronger. A learner might note, for example, 'Camera operators need to know how to operate a camera. This means being able to move it under direction and frame pictures properly. To do that they need to know the meaning of terms such as 'close-up' and 'very close-up. A camera operator could next become a director of photography, then an assistant programme director, and eventually a programme director.'

Marking grid – Mark B**Assessment focus LO.4****Be able to apply skills required to enable effective learning and thinking****Mark band 1 (0-4)**

The learning and thinking skills of learners working within this mark band will be more at the level of being able to recognise the skills rather than being able to apply them. ‘Recognition’ might be expressed in an oral acknowledgement that the learner could have done something better by employing a particular skill. Where application does occur, this will be limited to a very narrow range of skills, and learners are likely to require almost constant support in achieving the application.

Mark band 2 (5-7)

The learning and thinking skills of learners working within this mark band will be more substantial and confident across a wider range than those working within mark band 1, though they are likely to require considerable support and guidance.

Mark band 3 (8-10)

Learners working within this mark band will show an ability to understand and apply a wide range of learning skills and are likely to be able to do so with a degree of independence.

Support and accountability

The degree of support given to individual learners and the extent of accountability they demonstrate is not simply a matter of level. However, because they are likely to be working in unfamiliar territory, Level 1 learners may need more sustained and specific support than learners working at higher levels. The National Qualification Framework level description therefore expects them to work under direct supervision and control, and to demonstrate responsibility and commitment to a limited extent.

Learners following a Diploma in Creative and Media at Level 1 should, however, develop the ability to manage their own learning and to act effectively with increasing autonomy. When determining their mark for certain criteria, the degree to which they require support and demonstrate accountability for their work should be assessed within the general expectation that all learners will need some support at this level.

For further guidance about setting and running internal assessment, please see *Annexe E – Internal Assessment of Principal Learning Units: Controls for Task Setting, Task Taking and Task Marking – for Principal Learning in Construction and the Built Environment, Creative and Media, Engineering, Information Technology and Society, Health and Development*.

Personal, learning and thinking skills

Opportunities to develop personal, learning and thinking skills are inherent in this qualification as the activities which learners will undertake all require, to varying degrees, research, creativity, teamwork, self-management, self-reflection and consideration of the social context and impact of what they do and produce. The development of these skills should be at the centre of any pedagogic approach to this qualification.

The QCF unit summary references the personal, learning and thinking skills which are embedded in specific assessment criteria for this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skill.

Each unit, however, also provides opportunities to address other elements of personal, learning and thinking skills. These are referenced in the table below. Teachers should ensure that these opportunities are fully grasped in the teaching of the unit.

The full range of personal, learning and thinking skills relevant to each unit is mapped in *Annexe B* of this document.

Learning outcome number	Skill	
1.1	Creative thinkers	1 generate ideas and explore possibilities
	Reflective learners	3 review progress, acting on the outcomes
	Team workers	1 collaborate with others to work towards common goals
4 show fairness and consideration to others		
1.2	Independent enquirers	1 identify questions to answer and problems to resolve

Functional skills – Level 1

This unit provides opportunities for the development of functional skills at Level 1 as follows.

Skill	When learners are ...
ICT – Use ICT systems	
Interact with and use ICT systems independently to meet needs	researching job roles in the creative and media industries
Use ICT to plan work and evaluate their use of ICT systems	
Manage information storage	organising and filing information found
Follow and understand the need for safety and security practices	
ICT – Find and select information	
Select and use a variety of sources of information independently to meet needs	researching job roles in the creative and media industries or content for a creative or media product
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	

Skill	When learners are ...
ICT – Develop, present and communicate information	
Enter, develop and format information to suit its meaning and purpose, including: <ul style="list-style-type: none"> • text and tables • images • numbers • graphs • records 	preparing a report or presentation on jobs in the creative and media industries
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, independently, responsibly and effectively	transferring files within a group working together on a report or presentation
Mathematics	
Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine	planning and editing a sequence of shots to a specified length using time code information
Identify and obtain necessary information to tackle the problem	
Select and apply skills in an organised way to find solutions to practical problems for different purposes	
Use appropriate checking procedures at each stage	
Interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations	

Skill	When learners are ...
English	
Speaking and listening – take full part in formal and informal discussions/exchanges	rehearsing a performance
Reading – read and understand a range of texts	researching job roles in the creative and media industries
Writing – write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience	writing a script for a video or stage production.

Work experience

Examples of sector-specific work experience placements appropriate to this unit would be as noted in Units 2, 3 and 4.

Specialist resources

Resources required by learners for the completion of this unit will be dependent on the disciplines within which they are working.

Reference material

Textbook

Hartley M – *Edexcel Diploma: Creative and Media Level 1 Foundation Diploma* (Pearson Education, 2008) ISBN 978 0 435500 45 0

Website

www.sharedteaching.com a free website for teachers and learners; has modular courses on aspects of creative and media production which have direct relevance to the Principal Learning for the Diploma in Creative and Media; teachers can self-enrol and share work schemes, ideas and resources.

Unit 2: Visual Arts

Principal Learning unit

Level 1

Guided Learning Hours: 60

Internally assessed

About this unit

Painting, printmaking, graphic design, photography, sculpture and product design are all examples of visual arts. Many of these arts can be combined. For example, a painter will sometimes use photography when working on a painting. A product designer will use graphic design skills when developing ideas for the look or shape of a product.

In this unit you will find out about how different visual arts can be combined by artists and designers. You will also learn some of the techniques these artists use. You will then plan, develop and finish an assignment set by your teachers in which you combine two or more visual arts.

You will also review the work you have done. You could do this through a questionnaire or a discussion with your teacher.

In this unit you must bring together two or more of the disciplines as defined in *Annexe F* of this document.

Learning outcomes

On completion of this unit a learner should:

- 1 Know about a visual arts form which combines two or more visual arts disciplines
 - 2 Be able to plan the production of a visual arts product which combines two or more visual arts disciplines
 - 3 Be able to create a visual arts product which combines two or more visual arts disciplines
 - 4 Know how to monitor own visual arts work.
-

What you need to cover

Know about a visual arts form which combines two or more visual arts disciplines

You will be introduced to a number of visual arts forms which combine two or more visual arts disciplines (for example, fashion accessories, theatre props, puppets, carnival head-dresses).

You must then choose one of these visual arts forms and look at how your chosen form has developed over time by considering examples of work from the past and the present. You may find your own or be shown examples by your teachers. You must ensure that you explore the work of a number of artists in your chosen visual arts form.

You must think about:

- how your examples are similar to and different from one another in terms of technique, themes or treatment
- why they were created
- the audiences they were created for.

Be able to plan the production of a visual arts product which combines two or more visual arts disciplines

You must come up with some ideas for a piece of work in the same visual arts form as you have investigated. You must then do some research to find which of these ideas are workable. As a result of this research you will choose one of your ideas.

You will then draw up a plan with help from your teacher showing:

- your chosen idea, its form and size and, if you like, a title
- your reasons for wanting to create this piece of work – what, for you, is its purpose
- a schedule for your project based on the deadline and other guidelines set by your teacher
- the materials and processes you intend to experiment with
- possible ways to explore your idea further
- the steps you intend to take to create your final product.

Be able to create a visual arts product which combines two or more visual arts disciplines

You must complete the production of your visual arts idea. You may need to change or develop your plan depending on what happens during the process.

To complete your final work you must:

- try out your chosen materials in experimental ways making some rough trials and experiments (for example, studies or maquettes)
- consider changing and developing your design if necessary
- create your final work in such a way that you achieve your purpose
- make sure you work safely at all times.

**Know how to monitor
own visual arts work**

All the way through the process of planning and producing your idea you must reflect on what you are doing and compare what you are aiming to do with what you are actually achieving. You must use these reflections to change your work as you think appropriate.

You must think about:

- how well you plan your work
 - why you might need to make changes
 - how well you succeed in achieving your intentions
 - what others say about your work.
-

How you will be assessed

This unit will be assessed by your teachers.

Your achievement of learning outcome 1 might be assessed through a written report or a presentation. It might also be assessed on the basis of your contributions to class discussions.

Your achievement of learning outcomes 2, 3 and 4 will be assessed through an assignment in which you will produce an artefact which combines two or more visual arts disciplines. You must:

- produce ideas for such an artefact
- explore those ideas and choose one
- produce a plan for realising the chosen idea
- create it.

You must, throughout that process, monitor and review your progress.

For this unit you must produce a Process Portfolio which shows all the stages of your work and thinking. The portfolio must contain:

- a log or journal recording all your notes, ideas development and your monitoring process (learning outcomes 1, 2 and 4)
- your plan (learning outcome 2)
- your final product (learning outcome 3).

Your teacher will give you precise advice about how to organise and present your Process Portfolio.

On completion of all your work for the unit you will be given two marks: Mark A and Mark B.

Mark A will be awarded on the basis of your Process Portfolio and Mark B will be awarded on the basis of your teachers' observation of how you have worked. The two marks will be added together to provide your final mark for the unit.

There are 50 marks available for Mark A and 10 for Mark B.

Marking grid – Mark A

Assessment focus	Mark band 1	Mark band 2	Mark band 3
<p>LO.1 Know about a visual arts form which combines two or more visual arts disciplines</p> <p>15</p>	<p>Identifies a very small number of similarities or differences in examples of a visual arts form which combines two or more visual arts disciplines.</p> <ul style="list-style-type: none"> Identifies a very small number of their possible uses or purposes. Shows a very limited understanding of the audiences they were created for. <p>Employs a very narrow range of simple subject terminology with occasional appropriateness.</p> <p>(0–6)</p>	<p>Provides generalised descriptions of a small number of similarities or differences in examples of a visual arts form which combines two or more visual arts disciplines.</p> <ul style="list-style-type: none"> Provides generalised descriptions of their possible uses or purposes. Provides generalised descriptions of the audiences they were created for. <p>Employs a narrow range of simple subject terminology generally appropriately.</p> <p>(7–11)</p>	<p>Provides well-detailed descriptions of similarities or differences in examples of a visual arts form which combines two or more visual arts disciplines.</p> <ul style="list-style-type: none"> Provides well-detailed descriptions of their possible uses or purposes. Provides well-detailed descriptions of the audiences they were created for. <p>Employs a range of subject terminology appropriately.</p> <p>(12–15)</p>
<p>LO.2 Be able to plan the production of a visual arts product which combines two or more visual arts disciplines</p> <p>10</p>	<p>Generates a very small number of obvious, simple and almost identical ideas for a visual arts product which combines two or more visual arts disciplines.</p> <p>Explores ideas to a very limited extent.</p> <p>Provides a very simple outline production plan.</p> <p>(0–4)</p>	<p>Generates a small number of basic and similar ideas for a visual arts product which combines two or more visual arts disciplines.</p> <p>Explores ideas to a limited extent.</p> <p>Provides a production plan with limited detail.</p> <p>(5–7)</p>	<p>Generates a number of moderately imaginative and varied ideas for a visual arts product which combines two or more visual arts disciplines.</p> <p>Explores ideas in some detail.</p> <p>Provides a fairly well-detailed and organised production plan.</p> <p>(8–10)</p>

Assessment focus	Mark band 1	Mark band 2	Mark band 3
<p>LO.3 Be able to create a visual arts product which combines two or more visual arts disciplines 15</p>	<p>Creates a visual arts product which combines two or more visual arts disciplines using very basic techniques and with very limited success in achieving intentions. Creates a product which demonstrates very limited achievement of purpose. (0–6)</p>	<p>Creates a visual arts product which combines two or more visual arts disciplines using basic techniques and with limited success in achieving intentions. Creates a product which demonstrates limited achievement of purpose. (7–11)</p>	<p>Creates a visual arts product which combines two or more visual arts disciplines using basic techniques and mostly achieving intentions. Creates a product which demonstrates fairly good achievement of purpose. (12–15)</p>
<p>LO.4 Know how to monitor own visual arts work 10</p>	<p>Reviews progress very infrequently using a very narrow range of considerations and feedback, with minor effects on intentions and outcomes. (0–4)</p>	<p>Reviews progress occasionally using a narrow range of considerations and feedback, with some positive effects on intentions and outcomes. (5–7)</p>	<p>Reviews progress frequently using a good range of considerations and feedback, with substantial and positive effects on intentions and outcomes. (8–10)</p>

Marking grid – Mark B

Assessment focus	Mark band 1	Mark band 2	Mark band 3
<p>LO.2 Be able to plan the production of a visual arts product which combines two or more visual arts disciplines</p> <p>LO.3 Be able to create a visual arts product which combines two or more visual arts disciplines</p> <p>10</p>	<p>Shows very limited ability to follow straightforward procedures, including those relating to health and safety.</p> <p>Requires almost constant support and guidance.</p> <p>(0–4)</p>	<p>Shows limited ability to follow straightforward procedures, including those relating to health and safety.</p> <p>Requires frequent support and guidance.</p> <p>(5–7)</p>	<p>Shows ability to follow straightforward procedures with some precision and care, including those relating to health and safety.</p> <p>Requires only occasional support and guidance.</p> <p>(8–10)</p>

Guidance for teaching this unit

NB: It is a requirement of the qualification that the work for this unit is contextualised in relation to a minimum of two disciplines. Guidance on how this can be done is given below. Please see *Annexe F* of this document for the rules that govern the combination and coverage of disciplines for the Principal Learning in the Level 1 (Foundation) Diploma in Creative and Media.

Edexcel provides an exemplar assignment for this unit in the *Teacher Support Material for the Edexcel Principal Learning in Creative and Media*. Further guidance on how to contextualise specific disciplines is given in the Indicative Content Statement available in the same document.

Delivery guidance

This unit is 60 guided learning hours (GLH) in length. Centres should allocate this amount of time within the timetable for its delivery and assessment. Edexcel has identified that within this time learners will probably require 35 GLH in activities which generate evidence for assessment. This may, for example, include time spent in experiential learning, practising skills, research activities and undertaking summative assessment activities. (See sections relating to *Internal assessment* and *Programme design and delivery* in the generic introductory part of the *Guidance and units* document.)

Overview

This unit aims to develop visual arts skills, some of which may have been learnt from explorations in Unit 1. The intention of the unit is to build learners' understanding and use of formal elements such as line, shape, form, structure, pattern, surface and colour. In structuring activities, teachers need to ensure that learners have opportunities for using a wide range of media, materials and processes across a minimum of two visual arts disciplines. Teachers should provide opportunities for learners to work from direct observation, using primary source material, in order to develop their visual recording skills.

In working through this unit, learners must use a minimum of two visual arts disciplines. Teachers must design projects that involve combinations of different visual arts disciplines. Learners might then combine their use of media, materials and techniques in various ways. For example, 2D and 3D skills will be incorporated within a project where learners design and make a carnival costume.

In designing projects, teachers also have the opportunity to work across the different forms of media and live arts. Here the learners might be asked to design for a stage production which could include design of costume, props, backdrop, posters and so on. There are rich opportunities here for teachers to design assignments that not only integrate disciplines within and across the visual art forms, but also across units.

Teaching the unit

When working towards learning outcome 1 a clear framework should be provided to direct learners in their exploration of materials – for example, a list of simple questions that interrogate the elements of a designer's working practices. Whilst investigations may be carried out individually, structured teacher-led activities may be considered more appropriate at this level.

When working towards learning outcome 2 teachers will need to guide learners carefully in their project planning. Designing simple planning frameworks with clearly defined headings will help learners to consider the different aspects involved in structuring their work. Providing learners with clearly defined milestones for completion of individual tasks is also advisable.

When working towards learning outcome 3 learners may require assistance in focusing their energies on the task and managing their time. It should be remembered that Level 1 learners are required to create work which meets the intentions they have stated, rather than necessarily aiming to meet high standards of execution. Careful monitoring of safe working practices is essential.

For learning outcome 4, in reviewing the work, learners might benefit from a glossary of visual arts terms and basic phrases to develop their descriptive and critical vocabulary skills. Reviews could take a variety of forms such as teacher-designed checklists, recorded discussions and tutorials or, in the case of more able learners, diaries or logs. It is anticipated that learners' contributions at this level will be largely descriptive, documenting their actions rather than analysing decisions.

Guidance on assessment of this unit

Centres must provide two marks for this unit: Mark A and Mark B.

The total mark for the unit will be the total of marks A and B.

The evidence required for the two marks is detailed below but, in essence, Mark B is a mark derived solely from teacher observation. Mark B will not, therefore, require separate assignments from Mark A. Assignments for this unit must be designed to produce evidence that will enable assessors to arrive at both marks.

Designing assessment vehicles

All centre designed assessment vehicles must comply with the controls stated in *Annexe E* of this specification.

The assessment vehicle for this unit could be a single assignment which requires a preliminary investigation of the type of visual arts form which learners will eventually create. Alternatively, it could be done through two separate assignments – one which covers assessment focus 1 and another which covers the remaining three foci. It is not necessary to require learners to do a formal written or oral presentation for focus 1 – it could be assessed through a teacher's observations of a class discussion.

However it is done, assessment focus 1 should be assessed in such a way that learners are able to produce evidence that they can:

- talk or write about aspects of similarity or difference in examples of a visual arts form which combines two or more visual arts disciplines
- talk or write about their uses or purposes
- talk or write about the audiences they were created for.

The assessment vehicle for assessment foci 2, 3 and 4 should enable learners to:

- generate and explore ideas for a visual arts product which combines two or more visual arts disciplines
- create a production plan
- create their proposed product
- follow straightforward procedures, including those relating to health and safety
- monitor their own activity to refine ideas and outcomes.

Centres must ensure that the activities learners will undertake are sufficiently demanding to allow a Level 1 learner to apply appropriate techniques or skills to a reasonable standard and will provide opportunities for learners to achieve the full range of marks.

Learners must keep a log or journal throughout the course of the unit in which they record, for example:

- their reflections on their work
- decisions taken and reasons for taking them
- changes to plans and reasons for making them.

Tutors must also keep assessment records for each learner, noting how learners conduct themselves when working and recording any notes relevant to the learners' self-monitoring and the development of their personal, learning and thinking skills.

An assessment record form is provided in *Annexe G* of this document, and an electronic version is available on the Edexcel website, www.edexcel.com.

Centres must ensure that all work produced for assessment can be authenticated as that of the learner who is submitting it. An authentication sheet is provided in *Annexe H* of this document, and an electronic version is available on the Edexcel website, www.edexcel.com.

Assessment vehicles must be designed in such a way as to ensure that, in the case of group work, each learner produces identifiable individual work that relates to each of the assessment foci.

Evidence for assessment

As this unit might be externally moderated, centres must ensure that all learners' Process Portfolios contain evidence that will enable the moderator to properly evaluate the centre's Mark A. This means that, for example, assessment of a learner's punctuality or their contributions to group work must be supported by such evidence as attendance records and teacher annotations which authenticate (or otherwise) statements made in the learner's log or journal.

For **Mark A**, centres must ensure that each learner produces, as a minimum, evidence as follows:

- Focus 1 research records and material gathered from research; a formal written or recorded presentation, or an electronic record of a class discussion
- Focus 2 a production plan; the learner's log or journal for the unit
- Focus 3 the finished visual arts artefact; the learner's log or journal for the unit
- Focus 4 recorded evidence of the review process (this might be in the learner's log or journal for the unit).

For **Mark B**, teachers must keep an assessment record for each learner, noting how learners conduct themselves when working on the assignment, and recording any notes relevant to the learners' self-monitoring and the development of their personal, learning and thinking skills.

An assessment record for recording evidence for Mark B and the mark awarded is provided in *Annexe G* of this document, and an electronic version is available on the Edexcel website, www.edexcel.com.

Storage of evidence

All assessment evidence kept in electronic form must be stored in a single folder labelled Process Portfolio/Level 1/Unit 2 – Visual Arts/candidate's name.

All physical evidence must be kept in a clearly labelled and organised Process Portfolio.

Copies of teacher assessment records, whether paper or electronic, should be given to learners to put in their Process Portfolios.

Each Process Portfolio must contain an authentication sheet signed by the learner and the person(s) responsible for the assessment, declaring that all work submitted for assessment is the learner's own work, carried out under appropriate supervision. Electronic folders must contain an electronic copy of this form, and paper-based folders must contain a paper copy.

Using the marking grid

When using this grid the 'best fit' principle should be adopted – that is, assessors should first match the work being assessed to the mark band for the relevant focus which best describes the work overall. Assessors should **not** adopt the 'hurdle' approach in which the assessor cannot award marks from a higher band if one requirement from a lower band has not been satisfied.

If the work matches a band overall but a requirement for that band has not been met then the mark awarded will be from the lower end of the band which is the best fit.

If one aspect of work for an assessment focus matches a requirement in the next band, but overall the work does not fit that higher band, then the mark awarded will be from the higher end of the band which is the best fit.

Assessors should also take into account the quality of the work in relation to expectations for that band at that level. If a learner completes all they are asked to do in a band to the highest quality that could be expected for that band at that level, they should be awarded the full marks for that band.

Grading is completely separate for each assessment focus – that is, a learner can get band 3 on one assessment focus, band 1 on another etc. All band marks are then added together for the unit total. It may be possible, depending on weighting of each assessment focus, for a learner to pass a unit even if no marks have been given for one assessment focus in the unit.

It should be noted that mark band 1 has approximately 40 per cent of the total marks available for a unit and mark bands 2 and 3 together the remaining 60 per cent.

Guidance for allocating marks

At Level 1 learners will be expected to:

- demonstrate skills and applied knowledge within a narrow range
- operate in familiar and structured contexts, making use of routine responses to achieve their objectives
- derive information from easily available sources
- show a basic level of understanding
- exercise discretion and judgement to a very limited degree
- work under direct supervision and control
- demonstrate responsibility and commitment to a limited extent.

Interpretation of comparative terms used within the marking grid should be contextualised within the limits implied by this level description. Terms such as 'limited' and 'well-detailed' must be understood in the context of the expectation of achievement at Level 1 as compared to other levels.

Owing to the number and variety of the disciplines covered by the Principal Learning in Creative and Media, it is not possible to give more than generic guidance on the application of the marking grids for each unit. Centres are strongly advised to attend INSET events run by Edexcel on this topic.

Please note that any examples given here of what a learner might say, write or do are not intended to represent complete evidence for the illustrated criterion; they are offered simply to indicate what might be an appropriate response within the mark band.

Marking grid – Mark A

Assessment focus LO.1

Know about a visual arts form which combines two or more visual arts disciplines

Mark band 1 (0-6)

Learners will note one or two obvious points relating to similarities or differences in examples of a visual arts form which combines two or more visual arts disciplines.

These points could be made in writing, in an oral presentation, or in response to direct questions from the teacher. Expression of the points will not be clear, and will indicate that the ideas being expressed are recognised rather than understood by the learner.

Understanding of the purposes of these visual arts artefacts and the audiences they were created for will again be limited to one or two simple and obvious factors. For example, it might be observed that carnival masks are, ‘all part of the fun of carnivals.’

Any subject terminology used will be simple and not always employed accurately.

Mark band 2 (7-11)

Learners will identify at least three points of similarity or difference in examples of a visual arts form which combines two or more visual arts disciplines.

Expression will be sufficiently clear to indicate that the learner has gone beyond mere recognition, and has some grasp of the ideas put forward.

They will describe in general terms the purposes of these visual arts artefacts and the audiences they were created for. For example, it might be observed that ‘carnival masks are made for people to hide behind when they want to take part in the carnival.’

Any subject terminology used will be simple and will generally be employed accurately.

Mark band 3 (12-15)

Learners will identify, giving some good detail, at least four points of similarity or difference in examples of a visual arts form which combines two or more visual arts disciplines.

Expression will be sufficiently clear to indicate that the learner has a good grasp of the ideas put forward.

They will describe with some detail the purposes of these visual arts artefacts and the audiences they were created for. For example, it might be observed that ‘carnival masks are bright and gaily coloured because carnival is about having fun. They are made so that people can hide who they are and enjoy pretending to be someone else.’

A good range of subject terminology will be used accurately.

**Assessment
focus LO.2**

**Be able to plan
the production
of a visual arts
product which
combines two
or more visual
arts disciplines**

Mark band 1 (0-4)

Learners will generate one or two obvious, simple and almost identical ideas for a visual arts product which combines two or more visual arts disciplines. In assessing this criterion, the number and the quality of the ideas must be weighed against one another.

Ideas will be barely explored, one being taken up more or less immediately and used without further reflection.

Planning that meets the standard expected for this mark band is likely to be only just documented, and to amount to little more than one or two lines expressing a vague intention. Such a plan might include somewhere in the production log statements such as, 'I will make a carnival mask and paint it.'

Mark band 2 (5-7)

To enter this mark band, learners should generate at least three ideas for a visual arts product which combines two or more visual arts disciplines. The ideas will be basic and lacking in variation. In assessing this criterion, the number and the quality of the ideas must be weighed against one another.

Ideas will be given only brief consideration before one is fixed upon, and that will then be put into effect with only the most basic exploration.

Planning will show a little more organisation and detail and might include, under an appropriate heading in the production log, statements such as, 'I will make a carnival mask out of papier maché, paint it with poster colours and decorate it with gold and silver glitter.'

Mark band 3 (8-10)

To enter this mark band, learners should generate at least four ideas for a visual arts product which combines two or more visual arts disciplines. The ideas will be moderately imaginative and varied. In assessing this criterion, the number and the quality of the ideas must be weighed against one another.

There will be some thoughtful exploration of ideas for projects, and some willingness to consider more than just the first idea.

Planning will show more organisation and detail, being documented under headings such as 'materials, schedule,' etc and the process being broken down into stages.

**Assessment
focus LO.3**

**Be able to
create a visual
arts product
which combines
two or more
visual arts
disciplines**

Mark band 1 (0-6)

Evidence will demonstrate application of the most basic techniques to the most straightforward and simple tasks. Where the learner has a choice, materials or technology which present only a minimal level of challenge will be adopted.

The finished product will show that skills and techniques have been applied with very little confidence and any sense of its purpose will be only barely apparent. At the very bottom end of the mark band the sense of purpose will have been lost altogether. Learners will achieve only very limited success, barely realising their intentions.

Mark band 2 (7-11)

Technology, materials and techniques will still be restricted to the very basic and applied to straightforward and simple tasks but will cover a slightly wider range than in the lower band. Where the learner has a choice, materials or technology which present a degree of challenge will be adopted.

The finished product will show that skills and techniques have been applied with more confidence and some sense of its purpose will be apparent. Success, however, will be limited, with intentions being achieved only to a limited extent.

Mark band 3 (12-15)

Technology, materials and techniques will be basic, and will cover a wider range than in the middle band. Tasks will begin to show some level of complexity. Where the learner has a choice, materials or technology which present a challenge will be adopted.

The finished product will show that skills and techniques have been applied with increasing confidence and its purpose will be fairly clear. There will be evidence of learners achieving their intentions to some degree, and with a good sense of direction.

**Assessment
focus LO.4**

**Know how to
monitor own
visual arts
work**

Mark band 1 (0-4)

Learners' records will show that they have engaged in this process very infrequently, and review of and reflection on own work will be limited to a very narrow focus; at best, one of the considerations listed in the *What you need to cover* section of the unit will be addressed and evidence of effects on their outcomes will be minimal.

Mark band 2 (5-7)

Learners' records will show that they have engaged in this process occasionally, and review of and reflection on own work will be limited to two or three of the considerations listed in the *What you need to cover* section of the unit. There will be evidence of some beneficial effects on the learner's outcomes.

Mark band 3 (8-10)

Learners' records will show that they have engaged in this process on a frequent and regular basis. Review of and reflection on own work will cover all the considerations listed in the *What you need to cover* section of the unit and there will be clear and substantial evidence of beneficial effects on the learner's outcomes.

Marking grid – Mark B**Assessment focus LO.2**

Be able to plan the production of a visual arts product which combines two or more visual arts disciplines

Mark band 1 (0-4)

At the bottom end of this band learners will be unable or unwilling to follow procedures in the planning or production of work, though they will be able to recognise that procedures for achieving certain objectives do exist. At the top end of the band learners will be able to give a very general indication of what they ought to have done in terms of procedure.

Learners are likely to require almost constant support and guidance.

Assessment focus LO.3

Be able to create a visual arts product which combines two or more visual arts disciplines

Mark band 2 (5-7)

Learners will show evidence of some ability to follow very straightforward procedures in the planning or production of work, albeit unevenly and imprecisely.

Learners are likely to require frequent support and guidance.

Mark band 3 (8-10)

Learners will be able to follow very straightforward procedures in the planning or production of work with some precision.

Learners operating in this mark band are likely to still need occasional support, but this will usually be for positive rather than for negative reasons, and they will ask for it when they realise they need it rather than wait passively for it to be given.

Support and accountability

The degree of support given to individual learners and the extent of accountability they demonstrate is not simply a matter of level. However, because they are likely to be working in unfamiliar territory, Level 1 learners may need more sustained and specific support than learners working at higher levels. The National Qualification Framework level description therefore expects them to work under direct supervision and control, and to demonstrate responsibility and commitment to a limited extent.

Learners following a Diploma in Creative and Media at Level 1 should, however, develop the ability to manage their own learning and to act effectively with increasing autonomy. When determining their mark for certain criteria, the degree to which they require support and demonstrate accountability for their work should be assessed within the general expectation that all learners will need some support at this level.

For further guidance about setting and running internal assessment, please see *Annexe E – Internal Assessment of Principal Learning Units: Controls for Task Setting, Task Taking and Task Marking – for Principal Learning in Construction and the Built Environment, Creative and Media, Engineering, Information Technology and Society, Health and Development*.

Personal, learning and thinking skills – Level 1

Opportunities to develop personal, learning and thinking skills are inherent in this qualification as the activities which learners will undertake all require, to varying degrees, research, creativity, teamwork, self-management, self-reflection and consideration of the social context and impact of what they do and produce. The development of these skills should be at the centre of any pedagogic approach to this qualification.

The QCF unit summary references the personal, learning and thinking skills which are embedded in specific assessment criteria for this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skill.

Each unit, however, also provides opportunities to address other elements of personal, learning and thinking skills. These are referenced in the table below. Teachers should ensure that these opportunities are fully grasped in the teaching of the unit.

The full range of personal, learning and thinking skills relevant to each unit is mapped in *Annexe B* of this document.

Learning outcome	Skill	
2.1	Independent enquirers	1 identify questions to answer and problems to resolve
2.3	Creative thinkers	2 ask questions to extend their thinking
	Self-managers	5 deal with competing pressures, including personal and work-related demands 6 respond positively to change, seeking advice and support when needed
2.4	Reflective learners	4 invite feedback and deal positively with praise, setbacks and criticism

Functional skills – Level 1

This unit provides opportunities for the development of functional skills at Level 1 as follows.

Skill	When learners are ...
ICT – Use ICT systems	
Interact with and use ICT systems independently to meet needs	researching the history of a visual arts form
Use ICT to plan work and evaluate their use of ICT systems	
Manage information storage	organising and filing information found
Follow and understand the need for safety and security practices	
ICT – Find and select information	
Select and use a variety of sources of information independently to meet needs	preparing an audio-visual presentation on the various techniques used in a particular visual arts form
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
ICT – Develop, present and communicate information	
Enter, develop and format information to suit its meaning and purpose, including: <ul style="list-style-type: none"> • text and tables • images • numbers • graphs • records 	preparing an audio-visual presentation on the various techniques used in a particular visual arts form
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, independently, responsibly and effectively	exchanging information about visual arts forms with others

Mathematics	
Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine	planning, identifying and calculating limitations on costs, materials and time using effective processes
Identify and obtain necessary information to tackle the problem	
Select and apply skills in an organised way to find solutions to practical problems for different purposes	
Use appropriate checking procedures at each stage	
Interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations	reporting on limitations on costs, materials and time
English	
Speaking and listening – take full part in formal and informal discussions/exchanges	taking part in a discussion of visual arts forms
Reading – read and understand a range of texts	investigating the techniques used in visual arts forms
Writing – write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience	preparing a formal report in writing on the various techniques used in a particular visual arts form.

Work experience

Examples of sector-specific work experience placements appropriate to this unit would be: a graphic design studio, an artists' supply shop, a potter's studio, a high-street photographer's studio, a framer's workshop.

Specialist resources

Resources required by learners for the completion of this unit will be dependent on the disciplines within which they are working.

Reference material

Textbook

Hartley M – *Edexcel Diploma: Creative and Media Level 1 Foundation Diploma* (Pearson Education, 2008) ISBN 978 0 435500 45 0

Website

www.sharedteaching.com a free website for teachers and learners; has modular courses on aspects of creative and media production which have direct relevance to the Principal Learning for the Diploma in Creative and Media; teachers can self-enrol and share work schemes, ideas and resources.

Unit 3: Performance Arts

Principal Learning unit

Level 1

Guided Learning Hours: 60

Internally assessed

About this unit

In this unit you will investigate different types of performances and performers, and the places where performances happen. As part of your research you might be taken to see live performances that could include comedy shows, plays, musicals, street theatre, installations or concerts.

As a group you will prepare a live production. You must use skills from at least two of the performing arts disciplines. You may be involved in performing in the production as a dancer, actor or musician, in which case you will learn how to rehearse and take direction. You could, however, carry out a design role creating a set, prop or costume, or undertake a technical job operating lights or sound equipment. The piece will be performed to an audience.

You will also review the work you have done. You could do this through a questionnaire or a discussion with your teacher.

In this unit you must bring together two or more of the disciplines as defined in *Annexe F* of this document.

Learning outcomes

On completion of this unit a learner should:

- 1 Know about performance arts
 - 2 Be able to take part in preparations for a live performance
 - 3 Be able to take part in a live performance
 - 4 Know how to monitor performance work.
-

What you need to cover

- 3.1 Know about performance arts** You will need to:
- know the names of some live arts companies and performers – for example, theatre or dance companies, installation artists, musicians
 - describe the kind of performance work they do
 - find out where performances happen
 - find out what sort of audiences attend different types of performance.
- 3.2 Be able to take part in preparations for a live performance** You will need to:
- take part in workshops, rehearsals or preparations that introduce you to some basic skills in at least two different performance or performance related disciplines – for example, movement, singing, dance, music, improvisation, interactive work, scene design and painting, prop or costume production, stage management
 - respond to direction and instructions
 - meet deadlines and be punctual for meetings and rehearsals
 - contribute and develop ideas during the preparation process
 - co-operate with others during the preparation process
 - observe safe working practices at all times.
- 3.3 Be able to take part in a live performance** You will need to:
- perform or complete tasks to the best of your ability
 - prepare yourself for performance – for example, warming up, making sure equipment is ready, making sure props and costumes are prepared
 - contribute to the realisation of the performance’s intentions and help to communicate those intentions to the audience
 - respond appropriately to other performers and your audience.
- 3.4 Know how to monitor performance work** All the way through the process of planning and producing your performance you must reflect on what you are doing and compare what you are aiming to do with what you are actually achieving. You must use these reflections to change your work as you think appropriate.
- You must think about:
- how well you plan your work
 - what you need to change and why
 - what works well and what does not in your experiments
 - how well you succeed in achieving your intentions
 - what others say about your work.
-

How you will be assessed

This unit will be assessed by your teachers.

Your achievement of learning outcome 1 might be assessed through a written report or a presentation. It might also be assessed on the basis of your contributions to class discussions.

Your achievement of learning outcomes 2, 3 and 4 will be assessed through your contributions to the development of a live performance, and on your contribution during the performance itself. You will:

- take part in developing and rehearsing a live performance (learning outcome 2)
- contribute ideas during the preparation process, co-operating with others (learning outcome 2)
- respond to direction and instructions (learning outcome 2)
- take part in a live performance using appropriate techniques (learning outcome 3)
- follow procedures, including those relating to health and safety (learning outcome 3).

You must, throughout the process, record developments, and monitor and review your progress in a unit journal (learning outcome 4).

For this unit you must produce a Process Portfolio which contains:

- a journal recording all your notes, ideas and your monitoring process (learning outcomes 1, 2, 3 and 4)
- a record of your live performance – this will be provided by your teacher (learning outcome 3)
- copies of all teacher assessment records relating to your work for this unit (learning outcomes 1, 2, 3 and 4).

Your teacher will give you precise advice about how to organise and present your Process Portfolio.

On completion of all your work for the unit you will be given two marks: Mark A and Mark B.

Mark A will be awarded on the basis of your Process Portfolio and Mark B will be awarded on the basis of your teachers' observation of how you have worked. The two marks will be added together to provide your final mark for the unit.

There are 50 marks available for Mark A and 10 for Mark B.

Marking grid – Mark A

Assessment focus	Mark band 1	Mark band 2	Mark band 3
LO.1 Know about performance arts	Identifies a very small number of performance arts forms. Identifies the contexts, or elements of the contexts, in which they take place. Provides a very brief outline description of their audiences. (0–6)	Provides generalised descriptions of a small number of performance arts forms. Provides generalised descriptions of the contexts in which they take place. Provides generalised descriptions of their audiences. (7–11)	Provides well-detailed descriptions of a range of performance arts forms. Provides well-detailed descriptions of the contexts in which they take place. Provides well-detailed descriptions of their audiences. (12–15)
LO.2 Be able to take part in preparations for a live performance	Takes a very limited part in developing or rehearsing a live performance. Generates and contributes a very small number of obvious, and mostly unviable ideas. (0–4)	Takes a limited part in developing or rehearsing a live performance making some contributions to the process. Generates and contributes a number of simple, generally sensible ideas. (5–7)	Takes part in developing or rehearsing a live performance making useful contributions to the process and demonstrating some commitment to the work. Generates and contributes a good number of useful ideas. (8–10)
LO.3 Be able to take part in a live performance	Takes part in a live performance in such a way as to make a very limited contribution to the realisation of the performance's intentions and the communication of those intentions to the audience. Uses techniques with very limited success. (0–6)	Takes part in a live performance in such a way as to make a limited contribution to the realisation of the performance's intentions and the communication of those intentions to the audience. Uses appropriate techniques and procedures with limited success. (7–11)	Takes part in a live performance in such a way as to make a sound contribution to the realisation of the performance's intentions and the communication of those intentions to the audience. Uses appropriate techniques and procedures with a degree of success and some confidence. (12–15)
15			

Assessment focus	Mark band 1	Mark band 2	Mark band 3
<p>LO.4 Know how to monitor performance work 10</p>	<p>Reviews progress very infrequently using a very narrow range of considerations and feedback, with minor effects on intentions and outcomes. (0–4)</p>	<p>Reviews progress occasionally using a narrow range of considerations and feedback, with some positive effects on intentions and outcomes. (5–7)</p>	<p>Reviews progress frequently using a good range of considerations and feedback, with substantial and positive effects on intentions and outcomes. (8–10)</p>

Marking grid – Mark B

Assessment focus	Mark band 1	Mark band 2	Mark band 3
<p>LO.2 Be able to take part in preparations for a live performance</p> <p>LO.3 Be able to take part in a live performance</p> <p>10</p>	<p>Shows a very limited ability to respond to direction or instructions.</p> <p>Shows very limited ability to follow straightforward procedures, including those relating to health and safety.</p> <p>Requires almost constant support and guidance.</p> <p>(0–4)</p>	<p>Shows a limited ability to respond to direction or instructions.</p> <p>Shows limited ability to follow straightforward procedures, including those relating to health and safety.</p> <p>Requires frequent support and guidance.</p> <p>(5–7)</p>	<p>Shows ability to respond to direction or instructions.</p> <p>Shows ability to follow straightforward procedures with some precision and care, including those relating to health and safety.</p> <p>Requires only occasional support and guidance.</p> <p>(8–10)</p>

Guidance for teaching this unit

NB: It is a requirement of the qualification that the work for this unit is contextualised in relation to a minimum of two disciplines. Guidance on how this can be done is given below. Please see *Annexe F* of this document for the rules that govern the combination and coverage of disciplines for the Principal Learning in the Level 1 (Foundation) Diploma in Creative and Media.

Edexcel provides an exemplar assignment for this unit in the *Teacher Support Material for the Edexcel Principal Learning in Creative and Media*. Further guidance on how to contextualise specific disciplines is given in the Indicative Content Statement available in the same document.

Delivery guidance

This unit is 60 guided learning hours (GLH) in length. Centres should allocate this amount of time within the timetable for its delivery and assessment. Edexcel has identified that within this time learners will probably require 35 GLH in activities which generate evidence for assessment. This may, for example, include time spent in experiential learning, practising skills, research activities and undertaking summative assessment activities. (See sections relating to *Internal assessment* and *Programme design and delivery* in the generic introductory part of the *Guidance and units* document.)

Overview

This unit focuses on practices pertaining to live arts forms. Learners will gain a basic understanding of existing practice within a small range of such arts forms before having the opportunity to plan and produce an example themselves.

The unit requires learners to combine their skills, knowledge and understanding of two disciplines, and as the unit is optional it is recommended that learners taking this unit should use it as an opportunity to explore the combination of two or more of the performing arts disciplines. When combining two performance disciplines it is intended that the boundaries between dance, drama and music are interpreted in a fluid way with learners being allowed to use elements from one discipline in any of the others. There are no limits to what can be attempted here: the medium for performance arts is the human body as an expressive instrument extended by visual, musical and technological elements.

However, opportunities also exist for learners to contribute in other ways, for example by designing or producing the set or costumes, or by undertaking a technical role within a production team. Disciplines from the other creative and media areas can be combined with performance **where those disciplines have a performing arts application**. Again, the boundaries between one creative and media area and another should not be seen as a barrier but an opportunity to explore what learners can do. The essential point to bear in mind is that when crossing these boundaries the disciplines should be explored from a performance perspective. For example, designing a set for a dance, drama or musical performance could use 2D and 3D visual arts, creating costume for a performance could involve fashion or footwear design, a live music gig could make use of audio technology or the creation of audio-visual material for backdrop projection, or a radio drama could be based on a script written by a learner.

It is also vital, of course, that whatever learners do in order to complete this unit it enables them to produce evidence which corresponds to the assessment requirements of the unit.

Teaching the unit

In working towards learning outcome 1 learners must investigate a number of performing arts forms. This will ideally include the viewing of live performance work, although this could be undertaken by the viewing of 'live work' on video. Teachers may wish to focus work on a specific form such as 'rock gig', allowing learners to investigate a number of examples within the form. Alternatively they may prefer to look at examples of live performance work from a range of genres.

When working towards learning outcome 2 learners may require considerable guidance in the management of their preparations, which will include both the rehearsal and production processes. It is essential that the teacher manages activities and that learners are provided with a structure for the completion of tasks that includes clearly defined milestones. The assignment of individual responsibilities within the group will also be essential.

Learning outcome 3 will be achieved by the learners' contribution to a live performance in front of an audience. It should be stressed, however, that performances need not be major events involving large-scale productions. A series of short performances by small groups or individuals, perhaps linked by a common theme, would also be appropriate.

Learning outcome 4 requires learners to review their own performance throughout the unit and the work produced. This could take a variety of forms such as teacher-designed checklists, recorded discussions and tutorials or, in the case of more able learners, diaries or logs. It is anticipated that learners' contributions at this level will be largely descriptive, documenting their actions rather than analysing decisions.

Guidance on assessment of this unit

Centres must provide two marks for this unit: Mark A and Mark B.

The total mark for the unit will be the total of marks A and B.

The evidence required for the two marks is detailed below but, in essence, Mark B is a mark derived solely from teacher observation. Mark B will not, therefore, require separate assignments from Mark A. Assignments for this unit must be designed to produce evidence that will enable assessors to arrive at both marks.

Designing assessment vehicles

All centre designed assessment vehicles must comply with the controls stated in *Annexe E* of this specification.

The assessment vehicle for this unit could be a single assignment which requires a preliminary investigation of performance arts forms related to the form which learners will then work in themselves to produce a performance. Alternatively, it could be done through two separate assignments – one which covers assessment focus 1 and another which covers the remaining three foci. It is not necessary to require learners to do a formal written or oral presentation for focus 1 – it could be assessed through a teacher's observations of a class discussion.

However it is done, assessment focus 1 should be assessed in such a way that learners are able to produce evidence that they can:

- talk or write about performance arts forms
- talk or write about the contexts in which they take place
- talk or write about their audiences.

The assessment vehicle for assessment foci 2, 3 and 4 should enable learners to:

- take part in developing and rehearsing a live performance
- contribute ideas during the preparation process, co-operating with others
- respond to direction or instructions
- contribute to a live performance using appropriate techniques
- follow straightforward procedures, including those relating to health and safety
- monitor their own activity to refine ideas and outcomes.

Centres must ensure that the activities learners will undertake are sufficiently demanding to allow a Level 1 learner to apply appropriate techniques or skills to a reasonable standard and will provide opportunities for learners to achieve the full range of marks.

Learners must keep a log or journal throughout the course of the unit in which they record their reflections on their work, decisions taken and reasons for taking them, changes to plans and reasons for making them etc.

Tutors must also keep assessment records for each learner, noting how learners conduct themselves when working, and recording any notes relevant to the learners' self-monitoring and the development of their personal, learning and thinking skills.

An assessment record form is provided in *Annexe G* of this document, and an electronic version is available on the Edexcel website, www.edexcel.com.

Centres must ensure that all work produced for assessment can be authenticated as that of the learner who is submitting it. An authentication sheet is provided in *Annexe H* of this document, and an electronic version is available on the Edexcel website, www.edexcel.com.

Assessment vehicles must be designed in such a way as to ensure that, in the case of group work, each learner produces identifiable individual work that relates to each of the assessment foci.

Evidence for assessment

As this unit might be externally moderated, centres must ensure that all learners' Process Portfolios contain evidence that will enable the moderator to properly evaluate the centre's Mark A. This means that, for example, assessment of a learner's punctuality or their contributions to group work must be supported by such evidence as attendance records and teacher annotations which authenticate (or otherwise) statements made in the learner's log or journal.

For **Mark A**, centres must ensure that each learner produces, as a minimum, evidence as follows:

- Focus 1 research records and material gathered from research; a formal written or recorded presentation, or an electronic record of a class discussion
- Focus 2 the learner's log or journal for the unit; rehearsal notes and records (including attendance and punctuality records); for non-performance disciplines, documentation such as preliminary drawings of sets, props, costumes etc, as appropriate to the role
- Focus 3 the final performance (a record must be taken of the performance in an appropriate format); the learner's log or journal; attendance and punctuality records; for non-performance disciplines, finished sets, props, costumes etc (or photographs of them)
- Focus 4 recorded evidence of the review process (this might be in the learner's log or journal for the unit).

For **Mark B**, teachers must keep an assessment record for each learner, noting how learners conduct themselves when working on the assignment, and recording any notes relevant to the learners' self-monitoring and the development of their personal, learning and thinking skills.

An assessment record for recording evidence for Mark B and the mark awarded is provided in *Annexe G* of this document, and an electronic version is available on the Edexcel website, www.edexcel.com.

Storage of evidence

All assessment evidence kept in electronic form must be stored in a single folder labelled Process Portfolio/Level 1/Unit 3 – Performance Arts/candidate's name.

All physical evidence must be kept in a clearly labelled and organised Process Portfolio.

Copies of teacher assessment records, whether paper or electronic, should be given to learners to put in their Process Portfolios.

Each Process Portfolio must contain an authentication sheet signed by the learner and the person(s) responsible for the assessment, declaring that all work submitted for assessment is the learner's own work, carried out under appropriate supervision. Electronic folders must contain an electronic copy of this form, and paper-based folders must contain a paper copy.

An authentication sheet is provided in *Annexe H* of this document, and an electronic version is available on the Edexcel website, www.edexcel.com.

Using the marking grid

When using this grid the 'best fit' principle should be adopted – that is, assessors should first match the work being assessed to the mark band for the relevant focus which best describes the work overall. Assessors should **not** adopt the 'hurdle' approach in which the assessor cannot award marks from a higher band if one requirement from a lower band has not been satisfied.

If the work matches a band overall but a requirement for that band has not been met then the mark awarded will be from the lower end of the band which is the best fit.

If one aspect of work for an assessment focus matches a requirement in the next band, but overall the work does not fit that higher band, then the mark awarded will be from the higher end of the band which is the best fit.

Assessors should also take into account the quality of the work in relation to expectations for that band at that level. If a learner completes all they are asked to do in a band to the highest quality that could be expected for that band at that level, they should be awarded the full marks for that band.

Grading is completely separate for each assessment focus – that is, a learner can get band 3 on one assessment focus, band 1 on another etc. All band marks are then added together for the unit total. It may be possible, depending on weighting of each assessment focus, for a learner to pass a unit even if no marks have been given for one assessment focus in the unit.

It should be noted that mark band 1 has approximately 40 per cent of the total marks available for a unit and mark bands 2 and 3 together the remaining 60 per cent.

Guidance for allocating marks

At Level 1 learners will be expected to:

- demonstrate skills and applied knowledge within a narrow range
- operate in familiar and structured contexts, making use of routine responses to achieve their objectives
- derive information from easily available sources
- show a basic level of understanding
- exercise discretion and judgement to a very limited degree
- work under direct supervision and control
- demonstrate responsibility and commitment to a limited extent.

Interpretation of comparative terms used within the marking grid should be contextualised within the limits implied by this level description. Terms such as 'limited' and 'well-detailed' must be understood in the context of the expectation of achievement at Level 1 as compared to other levels.

Owing to the number and variety of the disciplines covered by the Principal Learning in Creative and Media, it is not possible to give more than generic guidance on the application of the marking grids for each unit. Centres are strongly advised to attend INSET events run by Edexcel on this topic.

Please note that any examples given here of what a learner might say, write or do are not intended to represent complete evidence for the illustrated criterion; they are offered simply to indicate what might be an appropriate response within the mark band.

Marking grid – Mark A

Assessment focus LO.1

Know about performance arts

Mark band 1 (0-6)

Learners will identify (in writing, in an oral presentation or in response to direct questions from the teacher) one or two performance arts forms. They may do this by naming them, or by giving extremely brief, loose but recognisable descriptions of them.

The evidence of understanding of contexts will be extremely brief or partial. Learners will name or describe very briefly the kind of places or conditions in which performances in the identified forms might take place.

Alternatively they will identify some elements of such places or conditions.

Understanding of the audiences for these forms of performance will again be limited to one or two simple and obvious factors. For example, it might be observed that rock gigs are ‘for young people who enjoy rock music.’

Mark band 2 (7-11)

Learners will go beyond merely ‘identifying’ by giving generalised descriptions of at least three performance arts forms and of the kind of places or conditions in which performances in the identified forms might take place. ‘Generalised descriptions’ should be taken to mean those which are based on broad generalisations, rather than specific and closely defined details.

Understanding of the audiences for these forms of performance will also be evidenced by generalised descriptions. For example, it might be observed that rock gigs are ‘attended by people between 15 and 30. They would also listen to rock music at home or on their ipods.’

The number of examples should not be the sole factor in awarding a mark in this band. It might be that only two examples are given, but with sufficient clarity to make up for the smaller number.

Mark band 3 (12-15)

Learners will give well-detailed descriptions of at least four performance arts forms and of the kind of places or conditions in which performances in the identified forms might take place. ‘Well-detailed’ should be taken to mean descriptions which include specific and closely defined details.

Understanding of the audiences for these forms of performance will also be evidenced by well-detailed descriptions. For example, it might be observed that rock gigs are ‘attended by people who are mostly between 15 and 30, though you will find the odd aging hippy in the audience. They are also the people who would listen to rock music at home or on their ipods, and would buy and download this type of music.’

The number of examples should not be the sole factor in awarding a mark in this band. It might be that only three (possibly even two) examples are given, but with sufficient detail to make up for the smaller number.

**Assessment
focus LO.2****Be able to take
part in
preparations
for a live
performance****Mark band 1 (0-4)**

Learners operating in this mark band will, whatever their role, take a very restricted part in the development of a performance and will not engage with the process or their peers. They will generate very few ideas, and such ideas as are contributed will be obvious, simple and almost identical. In assessing this criterion, the quantity and the quality of the ideas must be weighed against one another.

Mark band 2 (5-7)

Learners operating in this mark band will, whatever their role, take some part in the development of a performance and will demonstrate some engagement with the process and their peers. They will occasionally generate and put forward ideas, though these will be basic and lacking in variation. In assessing this criterion, the number and the quality of the ideas must be weighed against one another.

Mark band 3 (8-10)

Learners operating in this mark band will, whatever their role, take a positive part in the development of a performance and will demonstrate clear engagement with the process and their peers. They will frequently put forward ideas which will be moderately imaginative and varied. In assessing this criterion, the number and the quality of the ideas must be weighed against one another.

**Assessment
focus LO.3****Be able to take
part in a live
performance****Mark band 1 (0-6)**

Whether performing or contributing in some other way, learners will work with very little confidence and will achieve only very limited success, barely realising their own intentions and hence contributing very little to the communication of the performance's intentions as a whole.

Evidence will demonstrate a very basic application of the most basic techniques – and, for performers, a very narrow range of techniques – in the most straightforward and simple contexts.

Mark band 2 (7-11)

Whether performing or contributing in some other way, success will be limited, with intentions being achieved only to a limited extent. Learners in this mark band will therefore contribute something to the communication of the performance's intentions as a whole.

Evidence will demonstrate a basic level of application of basic techniques – and, for performers, a fairly narrow range of techniques – in straightforward and simple contexts, but covering a slightly wider range than in the lower band. There will be evidence of more confidence in the application of these techniques.

Mark band 3 (12-15)

Whether performing or contributing in some other way, learners will achieve their intentions to some degree will therefore contribute well to the communication of the performance's intentions as a whole.

Evidence will demonstrate a fairly successful application of basic techniques – and, for performers, a wider range than in the middle band – and tasks will begin to show some level of complexity. Learners will show increasing confidence and sense of purpose in the application of these techniques.

Assessment focus LO.4

Know how to monitor performance work

Mark band 1 (0-4)

Learners' records will show that they have engaged in this process very infrequently, and review of and reflection on own work will be limited to a very narrow focus; at best, one of the considerations listed in the *What you need to cover* section of the unit will be addressed and evidence of effects on their outcomes will be minimal.

Mark band 2 (5-7)

Learners' records will show that they have engaged in this process occasionally, and review of and reflection on own work will be limited to two or three of the considerations listed in the *What you need to cover* section of the unit. There will be evidence of some beneficial effects on the learner's outcomes.

Mark band 3 (8-10)

Learners' records will show that they have engaged in this process on a frequent and regular basis. Review of and reflection on own work will cover all the considerations listed in the *What you need to cover* section of the unit and there will be clear and substantial evidence of beneficial effects on the learner's outcomes.

Marking grid – Mark B**Assessment focus LO.2****Be able to take part in preparations for a live performance****Mark band 1 (0-4)**

Performers will show a very limited ability to respond to direction, and those with other roles (such as stage management) will show a very limited ability to respond to instructions. In both cases they are likely to require almost constant support and guidance.

At the bottom end of this band learners will be unable or unwilling to follow procedures in the planning or production of work, though they will be able to recognise that procedures for achieving certain objectives do exist. At the top end of the band learners will be able to give a very general indication of what they ought to have done in terms of procedure.

Assessment focus LO.3**Be able to take part in a live performance****Mark band 2 (5-7)**

Performers will show some ability to respond to direction, and those with other roles (such as stage management) will show some ability to respond to instructions. In both cases they are likely to require frequent support and guidance.

Learners will show evidence of some ability to follow very straightforward procedures in the planning or production of work, albeit unevenly and imprecisely.

Mark band 3 (8-10)

Performers will readily respond to direction, and those with other roles (such as stage management) will be quick to respond to instructions. Learners operating in this mark band are likely to still need occasional support, but this will usually be for positive rather than for negative reasons, and they will ask for it when they realise they need it rather than wait passively for it to be given.

Learners will be able to follow very straightforward procedures in the planning or production of work with some precision.

Support and accountability

The degree of support given to individual learners and the extent of accountability they demonstrate is not simply a matter of level. However, because they are likely to be working in unfamiliar territory, Level 1 learners may need more sustained and specific support than learners working at higher levels. The National Qualification Framework level description therefore expects them to work under direct supervision and control, and to demonstrate responsibility and commitment to a limited extent.

Learners following a Diploma in Creative and Media at Level 1 should, however, develop the ability to manage their own learning and to act effectively with increasing autonomy. When determining their mark for certain criteria, the degree to which they require support and demonstrate accountability for their work should be assessed within the general expectation that all learners will need some support at this level.

For further guidance about setting and running internal assessment, please see *Annexe E – Internal Assessment of Principal Learning Units: Controls for Task Setting, Task Taking and Task Marking – for Principal Learning in Construction and the Built Environment, Creative and Media, Engineering, Information Technology and Society, Health and Development*.

Personal, learning and thinking skills

Opportunities to develop personal, learning and thinking skills are inherent in this qualification as the activities which learners will undertake all require, to varying degrees, research, creativity, teamwork, self-management, self-reflection and consideration of the social context and impact of what they do and produce. The development of these skills should be at the centre of any pedagogic approach to this qualification.

The QCF unit summary references the personal, learning and thinking skills which are embedded in specific assessment criteria for this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skill.

Each unit, however, also provides opportunities to address other elements of personal, learning and thinking skills. These are referenced in the table below. Teachers should ensure that these opportunities are fully grasped in the teaching of the unit.

The full range of personal, learning and thinking skills relevant to each unit is mapped in *Annexe B* of this document.

Learning outcome	Skill	
3.1	Independent enquirers	1 identify questions to answer and problems to resolve
3.2	Creative thinkers	5 try out alternatives or new solutions and follow ideas through 6 adapt ideas as circumstances change
3.3	Self-managers	5 deal with competing pressures, including personal and work-related demands 6 respond positively to change, seeking advice and support when needed
3.4	Reflective learners	4 invite feedback and deal positively with praise, setbacks and criticism

Functional skills – Level 1

This unit provides opportunities for the development of functional skills at Level 1 as follows.

Skill	When learners are ...
ICT – Use ICT systems	
Interact with and use ICT systems independently to meet needs	exploring performance forms for a presentation to the class
Use ICT to plan work and evaluate their use of ICT systems	
Manage information storage	
Follow and understand the need for safety and security practices	
ICT – Find and select information	
Select and use a variety of sources of information independently to meet needs	exploring performance forms for a presentation to the class
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
ICT – Develop, present and communicate information	
Enter, develop and format information to suit its meaning and purpose, including: <ul style="list-style-type: none"> • text and tables • images • numbers • graphs • records 	creating an illustrated PowerPoint presentation on performance forms with other learners
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, independently, responsibly and effectively	

Skill	When learners are ...
Mathematics	
Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine	carrying out and presenting a survey into types and numbers of audiences for a type of performance in a given time period
Identify and obtain necessary information to tackle the problem	
Select and apply skills in an organised way to find solutions to practical problems for different purposes	
Use appropriate checking procedures at each stage	
Interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations	
English	
Speaking and listening – take full part in formal and informal discussions/exchanges	rehearsing for a performance
Reading – read and understand a range of texts	reading scripts in order to decide on a text to perform
Writing – write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience	writing a report on performance forms.

Work experience

Examples of sector-specific work experience placements appropriate to this unit would be: a local theatre or arts centre, a schools theatre troupe.

Specialist resources

Resources required by learners for the completion of this unit will be dependent on the disciplines within which they are working.

Reference material

Textbook

Hartley M – *Edexcel Diploma: Creative and Media Level 1 Foundation Diploma* (Pearson Education, 2008) ISBN 978 0 435500 45 0

Website

www.sharedteaching.com a free website for teachers and learners; has modular courses on aspects of creative and media production which have direct relevance to the Principal Learning for the Diploma in Creative and Media; teachers can self-enrol and share work schemes, ideas and resources.

Unit 4: Media Production

Principal Learning unit

Level 1

Guided Learning Hours: 60

Internally assessed

About this unit

Media production includes:

- film production
- television production
- audio and radio production – such as recorded music, radio drama, music radio and podcasts
- interactive media production – websites, mobile phone content and podcasts
- animation production
- computer game design
- photography
- creative writing.

Many of these can be combined, and the skills used in one will often be used in the others. For example, a computer game designer may use animation techniques in a game.

Media production skills can also be combined with other creative and media activities. A film-maker, for example, may record a piece of live theatre. The production of interactive media products such as websites and mobile phone content will require graphic design skills.

In this unit you will develop skills in media production and use them to create a media product. You must use skills from at least two of the above media disciplines within this unit.

You will also review the work you have done. You could do this through a questionnaire or a discussion with your teacher.

In this unit you must bring together two or more of the disciplines as defined in *Annexe F* of this document.

Learning outcomes

On completion of this unit a learner should:

- 1 Know about media production
 - 2 Be able to plan the creation of a media product which combines two or more media disciplines
 - 3 Be able to create a media product which combines two or more media disciplines
 - 4 Know how to monitor own media production work.
-

What you need to cover

4.1 Know about media production

The disciplines covered by this unit can be used to create many different kinds of media products. Within the discipline of television there are different types of programme – dramas, quiz shows, news programmes and reality shows, for example. A computer games designer might produce games to be played on a computer or on a mobile phone.

You must investigate products that might be created using **two** different media disciplines and think about:

- what makes these products what they are – what it is that is distinctive or special about them
- why they exist – what they have to offer their audiences
- what sort of audiences will enjoy them.

4.2 Be able to plan the creation of a media product which combines two or more media disciplines

As nearly all media production is undertaken by teams of people, you are most likely to work in a group to produce this piece of work.

In creating this media product you must combine two of the media disciplines – for example, you could produce a short piece of animation for a website. That would combine animation with interactive media production.

First you must come up with – or help your group to come up with – some ideas for a piece of work in a media form. This might be one of the media products which you have already investigated. You might also be given a brief which you have to work to, and for which you have to produce the ideas.

Once you have some ideas, you (and your group, if you are working in a group) must do some research to find which of these ideas are workable. As a result of this research you will choose **one** of your ideas.

You will then draw up a plan showing:

- how you will explore the idea further
- what resources you will need to realise the idea
- what production processes you intend to use
- what you will do to produce it and the order in which you will do these things.

- 4.3 Be able to create a media product which combines two or more media disciplines**
- You must complete the production of your media idea.
- You will need to show what role you played in the production process.
- You (and your group) will need to:
- gather the resources you have planned to use
 - follow your plans for the production process
 - complete the production
 - ensure you are working safely at all times.
- If you are working as part of a group to complete this task you must produce your own documentation of this process.
- 4.4 Know how to monitor own media production work**
- All the way through the process of planning and producing your idea you must reflect on what you are doing and compare what you are aiming to do with what you are actually achieving. You must use these reflections to change your work as you think appropriate.
- You must think about:
- how well you plan your work
 - why you need to make changes
 - how well you succeed in achieving your intentions
 - what others say about your work.
-

How you will be assessed

This unit will be assessed by your teachers.

Your achievement of learning outcome 1 is likely to be assessed through a research assignment on media products followed by a presentation of that research.

Your achievement of learning outcomes 2, 3 and 4 is likely to be assessed through a production assignment in which you will create a media product.

You must keep everything you produce for the unit in a Process Portfolio which shows all the stages of your work. That is:

- your research into media products and your finished presentation of that research (learning outcome 1)
- the ideas you have come up with for your media product, and your exploration of those ideas (learning outcome 2)
- your planning (learning outcome 2)
- your final product (learning outcome 3)
- a journal or log recording your reflections on what you have done (learning outcome 4).

Your teacher will give you precise advice about how you should organise and present your Process Portfolio.

On completion of all your work for the unit you will be given two marks: Mark A and Mark B.

Mark A will be awarded on the basis of your Process Portfolio and Mark B will be awarded on the basis of your teachers' observation of how you have worked. The two marks will be added together to provide your final mark for the unit.

There are 50 marks available for Mark A and 10 for Mark B.

Marking grid – Mark A

Assessment focus	Mark band 1	Mark band 2	Mark band 3
<p>LO.1 Know about media production 15</p>	<p>Carries out very limited research which yields very little information. Identifies a small number of media products, their purposes and audiences. (0–6)</p>	<p>Carries out limited research which yields some basic and generalised information. Provides generalised descriptions of a number of media products, their purposes and audiences. (7–11)</p>	<p>Carries out careful research which yields some detailed information. Provides well-detailed descriptions of a range of examples of media products, their purposes and audiences. (12–15)</p>
<p>LO.2 Be able to plan the creation of a media product which combines two or more media disciplines 10</p>	<p>Generates obvious and only partially viable ideas for the creation of a media product which combines two or more of the media disciplines. Explores ideas to a very limited extent. Plans or contributes to the planning of the production of a media product which combines two or more media disciplines, paying very limited attention to resources and showing very limited understanding of procedures. (0–4)</p>	<p>Generates some useful ideas for the creation of a media product which combines two or more of the media disciplines. Explores ideas to a limited extent. Plans or contributes to the planning of the production of a media product which combines two or more media disciplines, paying limited attention to resources and showing limited understanding of procedures. (5–7)</p>	<p>Generates thoughtful and useful ideas for the creation of a media product which combines two or more of the media disciplines. Explores ideas in some detail. Plans or contributes to the planning of the production of a media product which combines two or more media disciplines, paying detailed attention to resources and showing some good understanding of procedures. (8–10)</p>

Assessment focus	Mark band 1	Mark band 2	Mark band 3
<p>LO.3 Be able to create a media product which combines two or more media disciplines</p> <p>15</p>	<p>Creates or makes a contribution to the creation of a media product which combines two or more media disciplines using very basic techniques. Creates or makes a contribution to a media product which demonstrates very limited achievement of purpose.</p> <p>(0–6)</p>	<p>Creates or makes a contribution to the creation of a media product which combines two or more media disciplines using basic techniques with limited success in achieving intentions. Creates or makes a contribution to a media product which demonstrates limited achievement of purpose.</p> <p>(7–11)</p>	<p>Creates or makes a contribution to the creation of a media product which combines two or more media disciplines using basic techniques and mostly achieving intentions. Creates or makes a contribution to a media product which demonstrates fairly good achievement of purpose.</p> <p>(12–15)</p>
<p>LO.4 Know how to monitor own media production work</p> <p>10</p>	<p>Reviews progress very infrequently using a very narrow range of considerations and feedback, with minor effects on intentions and outcomes.</p> <p>(0–4)</p>	<p>Reviews progress occasionally using a narrow range of considerations and feedback, with some positive effects on intentions and outcomes.</p> <p>(5–7)</p>	<p>Reviews progress frequently using a good range of considerations and feedback, with substantial and positive effects on intentions and outcomes.</p> <p>(8–10)</p>

Marking grid – Mark B

Assessment focus	Mark band 1	Mark band 2	Mark band 3
<p>LO.2 Be able to plan the creation of a media product which combines two or more media disciplines</p> <p>LO.3 Be able to create a media product which combines two or more media disciplines</p> <p>10</p>	<p>Shows very limited recognition of appropriate procedures or ability to organise time and resources.</p> <p>Shows very limited ability to follow safe working practices.</p> <p>Requires almost constant support and guidance.</p> <p>(0–4)</p>	<p>Shows some ability to follow straightforward procedures and to organise time and resources.</p> <p>Shows some ability to follow safe working practices.</p> <p>Requires frequent support and guidance.</p> <p>(5–7)</p>	<p>Shows ability to follow straightforward procedures correctly and to organise time and resources effectively.</p> <p>Works safely.</p> <p>Requires only occasional support and guidance.</p> <p>(8–10)</p>

Guidance for teaching this unit

NB: It is a requirement of the qualification that the work for this unit is contextualised in relation to a minimum of two disciplines. Guidance on how this can be done is given below. Please see *Annexe F* of this document for the rules that govern the combination and coverage of disciplines for the Principal Learning in the Level 1 (Foundation) Diploma in Creative and Media.

Edexcel provides an exemplar assignment for this unit in the *Teacher Support Material for the Edexcel Principal Learning in Creative and Media*. Further guidance on how to contextualise specific disciplines is given in the Indicative Content Statement available in the same document.

Delivery guidance

This unit is 60 guided learning hours (GLH) in length. Centres should allocate this amount of time within the timetable for its delivery and assessment. Edexcel has identified that within this time learners will probably require 35 GLH in activities which generate evidence for assessment. This may, for example, include time spent in experiential learning, practising skills, research activities and undertaking summative assessment activities. (See sections relating to *Internal assessment* and *Programme design and delivery* in the generic introductory part of the *Guidance and units* document.)

Overview

The unit focuses on practices pertaining to media production. Learners will gain a basic understanding of a range of media products before having the opportunity to plan and produce an example themselves.

This unit requires learners to combine the skills and knowledge from two different media disciplines. Owing to the nature of media practice, activities are likely to require a collaborative approach. Learners may therefore work as part a group, producing elements of a product as individuals and then combining these elements to form the whole. For example a group of learners working towards the production of a radio advert may be assigned individual tasks – for example, writing the script, performing the dialogue, sourcing music and sound effects, recording the advert, and mixing and editing the advert. They must all, however, understand how these elements interrelate in terms of the process and the final product.

Teaching the unit

The first stage of teaching must be to determine what sort of skills the learners might need in order to achieve the unit. What these skills are will depend on such factors as what technology the centre has access to and the levels of skills individual learners bring with them in the various possible mediums that they can work in. All this requires decisions to be made that can be made only by the centre.

Once decisions along those lines have been made, a programme of skills development can be planned, and tutors can decide where within that programme they can start to work on the learning outcomes of the unit.

In working towards learning outcome 1, learners must investigate media production in two different media disciplines. This may be done by looking at contrasting genres within two forms – for example, soap opera and crime drama for television fiction, and chase games and sports games in computer games. Alternatively, learners can be asked to explore a wide range of production in any two disciplines.

The emphasis should be on learning through personal investigation, not on the learning of information given out by the teacher. At this level, though, teachers will need to guide learners through the investigative process carefully and may find it useful to specify the areas to be studied, possibly taking a common subject for investigation by a large group of learners.

Depending on what has been done in other units, learners may need to be introduced to basic research techniques.

When approaching learning outcome 2, learners may require considerable guidance in the generation and selection of appropriate ideas with attainable goals. Providing learners with a structure for the completion of tasks in a clearly defined schedule is advisable. Where learners are working in groups the assignment of individual roles and responsibilities will also be essential.

When working towards learning outcome 3, learners will require assistance in focusing their energies on the task and managing their time. It should be remembered that Level 1 learners are required to create products which meet the intentions they have stated, rather than necessarily aiming to meet high standards of execution. Careful monitoring of safe working practices is essential.

Learning outcome 4 requires learners to review their own performance throughout the unit and the work produced. This could take a variety of forms such as teacher-designed checklists which are filled in by learners at each stage of the schedule, recorded discussions and tutorials or, in the case of more able learners, personal diaries or logs. It is anticipated that learners' contributions at this level will be largely descriptive, documenting their actions rather than analysing decisions.

Guidance on assessment of this unit

Centres must provide two marks for this unit: Mark A and Mark B.

The total mark for the unit will be the total of marks A and B.

The evidence required for the two marks is detailed below but, in essence, Mark B is a mark derived solely from teacher observation. Mark B will not, therefore, require separate assignments from Mark A. Assignments for this unit must be designed to produce evidence that will enable assessors to arrive at both marks.

Designing assessment vehicles

All centre designed assessment vehicles must comply with the controls stated in *Annexe E* of this specification.

The assessment vehicle for assessment focus 1 should be a research assignment which requires learners to investigate forms in two different media disciplines. The assignment must enable learners to establish:

- what is distinctive about the forms they are exploring
- what they have to offer their audiences
- what sort of audiences will enjoy them.

Results could be presented in the form of, for example, a written report, an oral presentation, a web page or blog.

The assessment vehicle for assessment foci 2 and 3 should be a production assignment. The assignment can be focused on a specified outcome, or it can be more open-ended. In either case it must require learners to produce a finished product that combines two media disciplines, along with documentation which records:

- the generation of ideas and their exploration
- the production planning (for example, scripts, storyboards, resource requirements, resource bookings, shooting schedules)
- post-production planning and procedures (for example, shooting logs, edit decision lists, editing notes).

Learners should also keep a log or journal throughout the course of the assignment in which they record their reflections on their work, decisions taken and reasons for taking them, changes to plans and reasons for making them etc.

Tutors must also keep assessment records for each learner, noting how learners conduct themselves when working on the assignment, and recording any notes relevant to learners' self-monitoring and the development of their personal, learning and thinking skills.

The learner's log and the teacher assessment records will provide the evidence for assessment focus 4.

An assessment record form is provided in *Annexe G* of this document, and an electronic version is available on the Edexcel website, www.edexcel.com.

Centres must ensure that all work produced for assessment can be authenticated as that of the learner who is submitting it. An authentication sheet is provided in *Annexe H* of this document, and an electronic version is available on the Edexcel website, www.edexcel.com.

Assessment vehicles must be designed in such a way as to ensure that, in the case of group work, each learner produces identifiable individual work that relates to each of the assessment foci.

Evidence for assessment

As this unit might be externally moderated, centres must ensure that all learners' Process Portfolios contain evidence that will enable the moderator to properly evaluate the centre's Mark A. This means that, for example, assessment of a learner's punctuality or their contributions to group work must be supported by such evidence as attendance records and teacher annotations which authenticate (or otherwise) statements made in the learner's log or journal.

For **Mark A**, centres must ensure that each learner produces, as a minimum, evidence as follows:

- | | |
|--------------|---|
| Focus 1 | the finished presentation of the results (in whatever form that might be); the learner's research notes |
| Foci 2 and 3 | the finished product; notes on ideas and their exploration; all pre-production, production and post-production planning |
| Focus 4 | recorded evidence of the review process (this might be in the learner's log or journal for the unit). |

For **Mark B**, teachers must keep an assessment record for each learner, noting how learners conduct themselves when working on the assignment, and recording any notes relevant to the learners' self-monitoring and the development of their personal, learning and thinking skills.

An assessment record for recording evidence for Mark B and the mark awarded is provided in *Annexe G* of this document, and an electronic version is available on the Edexcel website, www.edexcel.com.

Storage of evidence

All assessment evidence kept in electronic form must be stored in a single folder labelled Process Portfolio/Level 1/Unit 4 – Media Production/candidate's name.

All physical evidence must be kept in a clearly labelled and organised Process Portfolio.

Copies of teacher assessment records, whether paper or electronic, should be given to learners to put in their Process Portfolios.

Each Process Portfolio must contain an authentication sheet signed by the learner and the person(s) responsible for the assessment, declaring that all work submitted for assessment is the learner's own work, carried out under appropriate supervision. Electronic folders must contain an electronic copy of this form, and paper-based folders must contain a paper copy.

An authentication sheet is provided in *Annexe H* of this document, and an electronic version is available on the Edexcel website, www.edexcel.com.

Using the marking grid

When using this grid the ‘best fit’ principle should be adopted – that is, assessors should first match the work being assessed to the mark band for the relevant focus which best describes the work overall. Assessors should **not** adopt the ‘hurdle’ approach in which the assessor cannot award marks from a higher band if one requirement from a lower band has not been satisfied.

If the work matches a band overall but a requirement for that band has not been met then the mark awarded will be from the lower end of the band which is the best fit.

If one aspect of work for an assessment focus matches a requirement in the next band, but overall the work does not fit that higher band, then the mark awarded will be from the higher end of the band which is the best fit.

Assessors should also take into account the quality of the work in relation to expectations for that band at that level. If a learner completes all they are asked to do in a band to the highest quality that could be expected for that band at that level, they should be awarded the full marks for that band.

Grading is completely separate for each assessment focus – that is, a learner can get band 3 on one assessment focus, band 1 on another etc. All band marks are then added together for the unit total. It may be possible, depending on weighting of each assessment focus, for a learner to pass a unit even if no marks have been given for one assessment focus in the unit.

It should be noted that mark band 1 has approximately 40 per cent of the total marks available for a unit and mark bands 2 and 3 together the remaining 60 per cent.

Guidance for allocating marks

At Level 1 learners will be expected to:

- demonstrate skills and applied knowledge within a narrow range
- operate in familiar and structured contexts, making use of routine responses to achieve their objectives
- derive information from easily available sources
- show a basic level of understanding
- exercise discretion and judgement to a very limited degree
- work under direct supervision and control
- demonstrate responsibility and commitment to a limited extent.

Interpretation of comparative terms used within the marking grid should be contextualised within the limits implied by this level description. Terms such as ‘limited’ and ‘well-detailed’ must be understood in the context of the expectation of achievement at Level 1 as compared to other levels.

Owing to the number and variety of the disciplines covered by the Principal Learning in Creative and Media, it is not possible to give more than generic guidance on the application of the marking grids for each unit. Centres are strongly advised to attend INSET events run by Edexcel on this topic.

Please note that any examples given here of what a learner might say, write or do are not intended to represent complete evidence for the illustrated criterion; they are offered simply to indicate what might be an appropriate response within the mark band.

Marking grid – Mark A**Assessment focus LO.1****Know about media production****Mark band 1 (0-6)**

Learners will have followed, in a rather haphazard and disorganised manner, a research procedure in which they will have used only a very small number of the most easily available and almost identical sources. Material derived from the process will be barely adequate to enable them to address the purpose of the research activity.

Learners will identify (in writing, in an oral presentation or in response to direct questions from the teacher) one or two media products. They may do this by naming them, or by giving extremely brief, loose but recognisable descriptions of them.

Understanding of audiences for these media products and their purposes will again be limited to one or two simple and obvious factors. For example, it might be observed that soap operas are ‘for ordinary people who want to be entertained in the evening.’

Mark band 2 (7-11)

Learners will have followed a research procedure with some organisation using the more easily available sources, though there will be some variety in those sources. They will derive sufficient relevant material from the process to be able to partially address the purpose of the research activity.

Learners will go beyond merely ‘identifying’ by giving generalised descriptions of at least three media products. ‘Generalised descriptions’ should be taken to mean those which are based on broad generalisations, rather than specific and closely defined details.

Understanding of the audiences for these media products and their purposes will also be evidenced by generalised descriptions. For example, it might be observed that soap operas are ‘aimed at a very broad audience of different ages. People watch them because it gives them something to talk about with their friends.’

The number of examples should not be the sole factor in awarding a mark in this band. It might be that only two examples are given, but with sufficient clarity to make up for the smaller number.

Mark band 3 (12-15)

Learners will have systematically completed a research procedure, still using the more obvious sources, but with a greater willingness to follow leads and explore linked sources. Learners will derive a good quantity of useful and relevant material from such sources, enabling them to properly address the purpose of the research activity.

Learners will give well-detailed descriptions of at least four media products. ‘Well-detailed’ should be taken to mean descriptions which include specific and closely defined details.

Understanding of the audiences for these media products and their purposes will also be evidenced by well-detailed descriptions. For example, it might be observed that, ‘the soap opera *Neighbours* is aimed at housewives and students as they are the people most likely to watch it at the time it is broadcast. People watch it because they like talking with their friends about the relationships and the various problems the characters have.’

The number of examples should not be the sole factor in awarding a mark in this band. It might be that only three (possibly even two) examples are given, but with sufficient detail to make up for the smaller number.

**Assessment
focus LO.2**

**Be able to plan
the creation of a
media product
which combines
two or more
media
disciplines**

Mark band 1 (0-4)

Learners will generate one or two obvious, simple and almost identical ideas for a media product which combines two or more media disciplines. In assessing this criterion, the number and the quality of the ideas must be weighed against one another.

Ideas will be barely explored, one being taken up more or less immediately and used without further reflection.

Planning that meets the standard expected for this mark band is likely to be only just documented, and to amount to little more than a few notes. Some of the main elements of pre-production planning, such as (for video production) scripts, storyboards, shooting schedules etc, will be entirely missing.

Mark band 2 (5-7)

To enter this mark band, learners should generate at least three ideas for a media product which combines two or more media disciplines. The ideas will be basic and lacking in variation. In assessing this criterion, the number and the quality of the ideas must be weighed against one another.

Ideas will be given only brief consideration before one is fixed upon, and that will then be put into effect with only the most basic exploration.

Planning will show a little more organisation and detail and will provide a general record of the process, along with most of the main elements of pre-production planning (that is, for video production, scripts, storyboards, shooting schedules, tape logs, and edit decision lists).

Mark band 3 (8-10)

To enter this mark band, learners should generate at least four ideas for a media product which combines two or more media disciplines. The ideas will be moderately imaginative and varied. In assessing this criterion, the number and the quality of the ideas must be weighed against one another.

There will be some thoughtful exploration of ideas for projects, and some willingness to consider more than just the first idea.

Planning will show more organisation and detail, and will provide a good, well-detailed record of the process, along with all of the main elements of pre-production planning (that is, for video production, scripts, storyboards, shooting schedules, tape logs, and edit decision lists).

**Assessment
focus LO.3**

**Be able to
create a media
product which
combines two or
more media
disciplines**

Mark band 1 (0-6)

Evidence will demonstrate application of the most basic techniques to the most straightforward and simple tasks. Where the learner has a choice, technologies which present only a minimal level of challenge will be adopted.

The finished product will show that skills and techniques have been applied with very little confidence and any sense of its purpose will be only barely apparent. At the very bottom end of the mark band the sense of purpose will have been lost altogether. Learners will achieve only very limited success, barely realising their intentions.

Mark band 2 (7-11)

Technology and techniques will still be restricted to the very basic and applied to straightforward and simple tasks but will cover a slightly wider range than in the lower band. Where the learner has a choice, technologies which present a degree of challenge will be adopted.

The finished product will show that skills and techniques have been applied with more confidence and some sense of its purpose will be apparent. Success, however, will be limited, with intentions being achieved only to a limited extent.

Mark band 3 (12-15)

Technology and techniques will be basic, and will cover a wider range than in the middle band. Tasks will begin to show some level of complexity. Where the learner has a choice, technologies which present a challenge will be adopted.

The finished product will show that skills and techniques have been applied with increasing confidence and its purpose will be fairly clear. There will be evidence of learners achieving their intentions to some degree, and with a good sense of direction.

Assessment focus LO.4

Know how to monitor own media production work

Mark band 1 (0-4)

Learners' records will show that they have engaged in this process very infrequently, and review of and reflection on own work will be limited to a very narrow focus; at best, one of the considerations listed in the *What you need to cover* section of the unit will be addressed and evidence of effects on their outcomes will be minimal.

Mark band 2 (5-7)

Learners' records will show that they have engaged in this process occasionally, and review of and reflection on own work will be limited to two or three of the considerations listed in the *What you need to cover* section of the unit. There will be evidence of some beneficial effects on the learner's outcomes.

Mark band 3 (8-10)

Learners' records will show that they have engaged in this process on a frequent and regular basis. Review of and reflection on own work will cover all the considerations listed in the *What you need to cover* section of the unit and there will be clear and substantial evidence of a beneficial effects on the learner's outcomes.

Marking grid – Mark B

Assessment focus LO.2

Be able to plan the creation of a media product which combines two or more media disciplines

Mark band 1 (0-4)

At the bottom end of this band learners will be unable or unwilling to organise their time and resources, or to follow procedures, including health and safety procedures, in the planning or production of work, though they will be able to recognise that procedures for achieving certain objectives do exist. At the top end of the band learners will be able to give a very general indication of what they ought to have done in terms of procedure.

Learners are likely to require almost constant support and guidance.

Mark band 2 (5-7)

Learners will show evidence of an ability to organise their time and resources, and to follow very straightforward procedures, including health and safety procedures, in the planning or production of work, albeit unevenly and imprecisely.

Learners are likely to require frequent support and guidance.

Mark band 3 (8-10)

Learners will be able to organise their time and resources, and to follow very straightforward procedures with some precision, including health and safety procedures, in the planning or production of work.

Learners operating in this mark band are likely to still need occasional support, but this will usually be for positive rather than for negative reasons, and they will ask for it when they realise they need it rather than wait passively for it to be given.

Assessment focus LO.3

Be able to create a media product which combines two or more media disciplines

Support and accountability

The degree of support given to individual learners and the extent of accountability they demonstrate is not simply a matter of level. However, because they are likely to be working in unfamiliar territory, Level 1 learners may need more sustained and specific support than learners working at higher levels. The National Qualification Framework level description therefore expects them to work under direct supervision and control, and to demonstrate responsibility and commitment to a limited extent.

Learners following a Diploma in Creative and Media at Level 1 should, however, develop the ability to manage their own learning and to act effectively with increasing autonomy. When determining their mark for certain criteria, the degree to which they require support and demonstrate accountability for their work should be assessed within the general expectation that all learners will need some support at this level.

For further guidance about setting and running internal assessment, please see *Annexe E – Internal Assessment of Principal Learning Units: Controls for Task Setting, Task Taking and Task Marking – for Principal Learning in Construction and the Built Environment, Creative and Media, Engineering, Information Technology and Society, Health and Development*.

Personal, learning and thinking skills

Opportunities to develop personal, learning and thinking skills are inherent in this qualification as the activities which learners will undertake all require, to varying degrees, research, creativity, teamwork, self-management, self-reflection and consideration of the social context and impact of what they do and produce. The development of these skills should be at the centre of any pedagogic approach to this qualification.

The QCF unit summary references the personal, learning and thinking skills which are embedded in specific assessment criteria for this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skill.

Each unit, however, also provides opportunities to address other elements of personal, learning and thinking skills. These are referenced in the table below. Teachers should ensure that these opportunities are fully grasped in the teaching of the unit.

The full range of personal, learning and thinking skills relevant to each unit is mapped in *Annexe B* of this document.

Learning outcome	Skill	
4.1	Independent enquirers	1 identify questions to answer and problems to resolve
4.2	Creative thinkers	5 try out alternatives or new solutions and follow ideas through 6 adapt ideas as circumstances change
4.3	Self-managers	6 respond positively to change, seeking advice and support when needed
4.4	Reflective learners	4 invite feedback and deal positively with praise, setbacks and criticism

Functional skills – Level 1

This unit provides opportunities for the development of functional skills at Level 1 as follows.

Skill	When learners are ...
ICT – Use ICT systems	
Interact with and use ICT systems independently to meet needs	researching content for a media product
Use ICT to plan work and evaluate their use of ICT systems	monitoring their media work
Manage information storage	organising information obtained through research
Follow and understand the need for safety and security practices	researching content for a media product
ICT – Find and select information	
Select and use a variety of sources of information independently to meet needs	researching content for a media product
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
ICT – Develop, present and communicate information	
Enter, develop and format information to suit its meaning and purpose, including: <ul style="list-style-type: none"> • text and tables • images • numbers • graphs • records 	creating slides for a presentation or producing pages for a website
Bring together information to suit content and purpose	developing plans for the creation of a media product
Present information in ways that are fit for purpose and audience	presenting ideas to a group
Evaluate the selection and use of ICT tools and facilities used to present information	monitoring their media work
Select and use ICT to communicate and exchange information safely, independently, responsibly and effectively	communicating with group members when planning or creating a media product

Skill	When learners are ...
Mathematics	
Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine	planning and calculating the lengths of shots for a given sequence of a specified time length
Identify and obtain necessary information to tackle the problem	
Select and apply skills in an organised way to find solutions to practical problems for different purposes	
Use appropriate checking procedures at each stage	
English	
Speaking and listening – take full part in formal and informal discussions/exchanges	working in a group to plan the creation of a media product
Reading – read and understand a range of texts	researching content for a media product
Writing – write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience	writing a production log.

Work experience

Examples of sector-specific work experience placements appropriate to this unit would be: a local radio or TV station, a media facilities house, a local newspaper, a games development company.

Specialist resources

Resources required by learners for the completion of this unit will be dependent on the disciplines within which they are working.

Reference material

Textbook

Hartley M – *Edexcel Diploma: Creative and Media Level 1 Foundation Diploma* (Pearson Education, 2008) ISBN 978 0 435500 45 0

Website

www.sharedteaching.com a free website for teachers and learners; has modular courses on aspects of creative and media production which have direct relevance to the Principal Learning for the Diploma in Creative and Media; teachers can self-enrol and share work schemes, ideas and resources.

Unit 5: Presentation

Principal Learning unit

Level 1

Guided Learning Hours: 30

Internally assessed

About this unit

Whether you are an artist, a performer or a media producer, your work must have an audience if you are to earn a living. This unit is about how you present work to an audience. You will present work that you have already completed in another unit (*Unit 2: Visual Arts, Unit 3: Performance* or *Unit 4: Media Production*).

The work you choose to present might be art work, a craft object, a video, a radio feature, or a dance, drama or musical performance. The form of presentation could be an exhibition, a performance or a broadcast.

You will need to:

- choose, or help to choose, the work you wish to present
- decide, or help to decide, the form of the presentation
- plan, or help to plan, how and where your presentation will take place
- advertise, or help to advertise, the presentation
- carry out, or help to carry out, the presentation.

In this unit you will bring together two or more of the disciplines as defined in *Annexe F* of this document.

Learning outcomes

On completion of this unit a learner should:

- 1 Be able to plan the presentation of own creative and media work in an appropriate form
 - 2 Know how to publicise the presentation
 - 3 Be able to present own creative and media work.
-

What you need to cover

- 5.1 Be able to plan the presentation of own creative and media work in an appropriate form**
- You will need to:
- attend and contribute to planning meetings
 - keep records of discussions and decisions on, for example, proposed venues, ticket pricing, the number of events
 - research the venue or location for the presentation
 - negotiate the use of your preferred venue
 - consider and prepare appropriate materials and technologies to present your work
 - work co-operatively with your group.
- 5.2 Know how to publicise the presentation**
- You will need to:
- explore ways in which creative and media products and events are publicised
 - find suitable ways to publicise your presentation and plan your promotional activities
 - produce and distribute publicity materials.
- 5.3 Be able to present own creative and media work**
- You will need to:
- perform or complete relevant tasks to the best of your ability
 - prepare the facilities required for your presentation or performance, for example, install your work, make sure any necessary equipment is ready, prepare the venue, check all power facilities are working and properly prepared, assess any health and safety risks, ensure you are working safely at all times
 - deal with any problems as they arise
 - present your work to an audience in the way you have planned.
-

How you will be assessed

This unit will be assessed by your teachers.

You will be assessed on everything you do for this unit. You must, therefore, keep careful notes of all your ideas, plans, decisions, and records of all meetings you attend, as well as anything you produce and any documentation you create in the process of producing it.

You must also keep a log or journal which contains notes, ideas, reflections on your work, and reasons for decisions you have taken; this journal will contribute to the assessment of all three learning outcomes.

All this material must be kept in a Process Portfolio which shows all the stages of your work. The portfolio must clearly show your own contribution to the final outcome of any group work you are involved in, and all group activity must be written up or recorded in some way individually by you.

In order to be assessed for the unit you must have in your Process Portfolio:

- your own notes on research, planning, and preparation (learning outcome 1)
- your own minutes of all meetings (learning outcomes 1 and 2)
- notes on ideas for publicity material (learning outcome 2)
- sketches, drafts, and finished examples of publicity material (learning outcome 2)
- notes on setting up and running the exhibition, and on problems or health and safety issues encountered, and how you dealt with them (learning outcome 3).

Notes and minutes could be kept in your unit journal or they could be on separate sheets, in which case they must be clearly labelled and filed in the portfolio chronologically.

Your tutors will also keep formal records of observations on your work, and these records will contribute to the assessment of all learning outcomes. You will be given copies of the records to keep in your portfolio.

Your tutors will give you further advice on what work you must complete and how to present and organise your Process Portfolio.

On completion of all your work for the unit you will be given two marks: Mark A and Mark B.

Mark A will be awarded on the basis of your Process Portfolio and Mark B will be awarded on the basis of your teachers' observation of how you have worked. The two marks will be added together to provide your final mark for the unit.

There are 45 marks available for Mark A and 15 for Mark B.

Marking grid – Mark A

Assessment focus	Mark band 1	Mark band 2	Mark band 3
LO.1 Be able to plan the presentation of own creative and media work in an appropriate form 15	Takes a very limited part in research, planning and preparation for a presentation. Keeps very brief and only partially accurate records of meetings. (0–6)	Takes a limited part in research, planning and preparation for a presentation. Keeps brief but generally accurate records of meetings. (7–11)	Takes a positive and substantial part in research, planning and preparation for a presentation. Keeps accurate records of meetings. (12–15)
LO.2 Know how to publicise the presentation 20	Generates mostly inappropriate ideas for publicising the presentation. Demonstrates a very limited knowledge of planning for promotional activities. Makes a very limited contribution to producing promotional materials. (0–8)	Generates some appropriate ideas for publicising the presentation. Demonstrates a limited knowledge of planning for promotional activities. Makes a limited contribution to producing promotional materials. (9–14)	Generates a good number of appropriate ideas for publicising the presentation. Demonstrates a good knowledge of planning for promotional activities. Makes a substantial contribution to producing promotional materials. (15–20)
LO.3 Be able to present own creative and media work 10	Shows very limited recognition of problems and very limited success in resolving them. (0–4)	Shows some recognition of problems and some success in resolving them. (5–7)	Shows clear recognition of problems and considerable success in resolving them. (8–10)

Marking grid – Mark B

Assessment focus	Mark band 1	Mark band 2	Mark band 3
<p>LO.1 Be able to plan the presentation of own creative and media work in an appropriate form</p> <p>LO.3 Be able to present own creative and media work</p> <p>15</p>	<p>Plays a very limited role in meetings and shows very limited ability to work co-operatively with others.</p> <p>Performs required tasks to a very limited extent.</p> <p>Shows very limited recognition of health and safety practice.</p> <p>Requires constant support and guidance.</p> <p>(0–6)</p>	<p>Plays a limited but generally positive role in meetings and shows willingness to work co-operatively with others.</p> <p>Performs required tasks to a limited extent.</p> <p>Shows some recognition of health and safety practice.</p> <p>Requires frequent support and guidance.</p> <p>(7–11)</p>	<p>Plays a positive role in meetings and works co-operatively and positively with others at all times.</p> <p>Performs required tasks conscientiously.</p> <p>Shows good recognition of health and safety practice.</p> <p>Requires only occasional support and guidance.</p> <p>(12–15)</p>

Guidance for teaching this unit

NB: It is a requirement of the qualification that the work for this unit is contextualised in relation to a minimum of two disciplines. As the work for the unit consists of a response to work done in one of the discipline-based units, this requirement should be automatically observed. Please see *Annexe F* of this document for the rules that govern the combination and coverage of disciplines for the Principal Learning in the Level 1 (Foundation) Diploma in Creative and Media.

Further guidance on how to contextualise specific disciplines is given in the Indicative Content Statement available in the *Teacher Support Material for the Edexcel Principal Learning in Creative and Media*.

Delivery guidance

This unit is 30 guided learning hours (GLH) in length. Centres should allocate this amount of time within the timetable for its delivery and assessment. Edexcel has identified that within this time learners will probably require 20 GLH in activities which generate evidence for assessment. This may, for example, include time spent in experiential learning, practising skills, research activities and undertaking summative assessment activities. (See sections relating to *Internal assessment* and *Programme design and delivery* in the generic introductory part of the *Guidance and units* document.)

Overview

This unit is intended to develop an understanding of the fundamental importance of getting an audience or public for creative and media work. It also looks at how the intended audience is made aware of the existence of the work and of the event through which it will be presented. It is important to recognise that the focus of the unit and of its assessment is the planning and execution of the presentation, not the quality of the work to be presented, as this will be assessed through the unit in which it is produced. The work presented will be produced in Units 2, 3 or 4 and this unit should ideally be run alongside whichever unit is chosen for producing the work. The presentation could be, for example, a performance, an art exhibition, a radio broadcast, or a website.

Teaching the unit

Whilst it is possible that a learner could plan, advertise and carry out a presentation alone, it is assumed that most will prefer to work co-operatively to present work to an audience. If the unit is approached as a collaborative project, individual learners should take on roles depending on their strengths, interests and abilities. Each member of the team, however, must have an overview of the whole process.

Learners will need support and direction in generating ideas as well as planning, co-ordinating and putting their intentions into action. Teachers will therefore need to play a major role in the managing of this process.

The work for learning outcome 1 requires learners to develop plans for their presentation. Teachers will need to introduce learners to the considerations necessary for effective event planning and may need to give considerable guidance in the generation and selection of appropriate ideas with attainable goals. Providing learners with a structure for the completion of tasks with clearly defined milestones is advisable. If learners are working as a group, the assignment of individual roles and responsibilities will also be essential, though each member of the group must have an awareness of the overall plan and strategy.

When working towards learning outcome 2 learners should undertake some research into how creative and media products and events are publicised. Examples of publicity materials taken from a range of contexts should be provided by the teacher for discussion.

Learning outcome 3 will be achieved by the presentation of the work to an audience. The involvement of the learner will depend on the nature of the presentation – for example, setting up and running an art exhibition, organising the staging of a short concert or dance piece.

It is vital to recognise that what is being taught – and assessed – here is the ability to bring creative work to an audience, not to actually create that work. In the case of a performance, therefore, the emphasis in both teaching and assessment must be on the process of staging – arranging the venue and ensuring that all required facilities are in place and operating for the performance, organising the sale or distribution of tickets and ensuring that the audience is in place at the right time for the performance etc. The quality of the performance itself is assessed in *Unit 3: Performance Arts*.

The method used to record the presentation for moderation purposes will also depend on the nature of the presentation – for example, an exhibition might be photographed, a performance videoed etc. Again, care must be taken to concentrate this recording on the process of the presentation and the outcomes of that process, not on the content.

Guidance on assessment of this unit

Centres must provide two marks for this unit: Mark A and Mark B.

The total mark for the unit will be the total of marks A and B.

The evidence required for the two marks is detailed below but, in essence, Mark B is a mark derived solely from teacher observation. Mark B will not, therefore, require separate assignments from Mark A. Assignments for this unit must be designed to produce evidence that will enable assessors to arrive at both marks.

Designing assessment vehicles

All centre designed assessment vehicles must comply with the controls stated in *Annexe E* of this specification.

To a great extent the assessment vehicle for this unit is the unit itself. By following the requirements of the unit, learners should automatically produce the necessary evidence for assessment. The centre's responsibility is to ensure that any presentation project that learners set up enables them to create the necessary evidence and to achieve the full range of marks.

Centres must also ensure that, in the case of group work, each learner produces identifiable individual work that relates to each of the assessment foci.

Evidence for assessment

As this unit might be externally moderated, centres must ensure that all learners' Process Portfolios contain evidence that will enable the moderator to properly evaluate the centre's Mark A. This means that, for example, assessment of a learner's punctuality or their contributions to group work must be supported by such evidence as attendance records and teacher annotations which authenticate (or otherwise) statements made in the learner's log or journal.

For **Mark A**, centres must ensure that each learner produces, as a minimum, evidence as follows:

- Focus 1 the learner's unit journal containing individual notes on research, planning, and preparation; the learner's individual minutes of meetings
- Focus 2 the learner's unit journal containing notes on ideas for publicity material; sketches, drafts, and finished examples of publicity material; the learner's individual minutes of meetings
- Focus 3 the learner's unit journal containing notes on setting up and running the exhibition and notes on problems/health and safety issues encountered, and how dealt with.

For **Mark B**, teachers must keep an assessment record for each learner, noting how learners conduct themselves when working on the assignment, and recording any notes relevant to the learners' self-monitoring and the development of their personal, learning and thinking skills.

An assessment record for recording evidence for Mark B and the mark awarded is provided in *Annexe G* of this document, and an electronic version is available on the Edexcel website, www.edexcel.com.

Storage of evidence

All assessment evidence kept in electronic form must be stored in a single folder labelled Process Portfolio/Level 1/Unit 5 – Presentation/candidate's name.

All physical evidence must be kept in a clearly labelled and organised Process Portfolio.

Copies of teacher assessment records, whether paper or electronic, should be given to learners to put in their Process Portfolios.

Each Process Portfolio must contain an authentication sheet signed by the learner and the person(s) responsible for the assessment, declaring that all work submitted for assessment is the learner's own work, carried out under appropriate supervision. Electronic folders must contain an electronic copy of this form, and paper-based folders must contain a paper copy.

An authentication sheet is provided in *Annexe H* of this document, and an electronic version is available on the Edexcel website, www.edexcel.com.

Using the marking grid

When using this grid the 'best fit' principle should be adopted – that is, assessors should first match the work being assessed to the mark band for the relevant focus which best describes the work overall. Assessors should **not** adopt the 'hurdle' approach in which the assessor cannot award marks from a higher band if one requirement from a lower band has not been satisfied.

If the work matches a band overall but a requirement for that band has not been met then the mark awarded will be from the lower end of the band which is the best fit.

If one aspect of work for an assessment focus matches a requirement in the next band, but overall the work does not fit that higher band, then the mark awarded will be from the higher end of the band which is the best fit.

Assessors should also take into account the quality of the work in relation to expectations for that band at that level. If a learner completes all they are asked to do in a band to the highest quality that could be expected for that band at that level, they should be awarded the full marks for that band.

Grading is completely separate for each assessment focus – that is, a learner can get band 3 on one assessment focus, band 1 on another etc. All band marks are then added together for the unit total. It may be possible, depending on weighting of each assessment focus, for a learner to pass a unit even if no marks have been given for one assessment focus in the unit.

It should be noted that mark band 1 has approximately 40 per cent of the total marks available for a unit and mark bands 2 and 3 together the remaining 60 per cent.

Guidance for allocating marks

At Level 1 learners will be expected to:

- demonstrate skills and applied knowledge within a narrow range
- operate in familiar and structured contexts, making use of routine responses to achieve their objectives
- derive information from easily available sources
- show a basic level of understanding
- exercise discretion and judgement to a very limited degree
- work under direct supervision and control
- demonstrate responsibility and commitment to a limited extent.

Interpretation of comparative terms used within the marking grid should be contextualised within the limits implied by this level description. Terms such as ‘limited’ and ‘well-detailed’ must be understood in the context of the expectation of achievement at Level 1 as compared to other levels.

Owing to the number and variety of the disciplines covered by the Principal Learning in Creative and Media, it is not possible to give more than generic guidance on the application of the marking grids for each unit. Centres are strongly advised to attend INSET events run by Edexcel on this topic.

Please note that any examples given here of what a learner might say, write or do are not intended to represent complete evidence for the illustrated criterion; they are offered simply to indicate what might be an appropriate response within the mark band.

Marking grid – Mark A

Assessment focus LO.1

Be able to plan the presentation of own creative and media work in an appropriate form

Mark band 1 (0-6)

Learners will produce very restricted and unorganised research and planning material for the presentation which is only just documented. It will lack detail and amount to little more than one or two lines expressing a vague intention.

Records of meetings will consist of very simple, often inaccurate notes with many gaps.

Mark band 2 (7-11)

Learners will produce some research and planning material for the presentation which shows a little more organisation and detail, and which goes beyond an outline of obvious intentions.

Records will be brief with occasional gaps but they will be generally accurate.

Mark band 3 (12-15)

Learners will produce research and planning material for the presentation which shows fairly good organisation and detail, being documented under headings such as ‘materials, schedule,’ etc with the process being broken down into stages.

Records will be detailed, accurate and almost complete.

**Assessment
focus LO.2**

**Know how to
publicise the
presentation**

Mark band 1 (0-8)

At the bottom end of this mark band learners will come up with only one or two inappropriate ideas. At the top end they may offer only a couple, one of which may be viable, or they may present several ideas, all of which are inappropriate for some reason. In assessing this criterion, the number and the quality of the ideas must be weighed against one another.

There will be a thin – and at the bottom end of the mark band, a minimal – record of planning for the promotion of the presentation which will lack detail and amount to little more than one or two lines expressing a vague intention.

Promotional materials for which the learner is responsible (or those elements of materials for which the learner is responsible) will be poorly produced and lacking in imagination.

Mark band 2 (9-14)

Learners will come up with ideas about half of which will be appropriate though they will be basic and lacking in variation. In assessing this criterion, the number and the quality of the ideas must be weighed against one another.

There will be a record of planning for the promotion of the presentation which shows a little more organisation and detail, and which goes beyond an outline of obvious intentions.

Promotional materials for which the learner is responsible (or those elements of materials for which the learner is responsible) will show some application of care and some basic technical skills, but will still lack imagination, or alternatively will show some imagination but be carelessly produced.

Mark band 3 (15-20)

Learners will come up with ideas which will nearly all be appropriate, moderately imaginative and varied. In assessing this criterion, the number and the quality of the ideas must be weighed against one another.

There will be a record of planning for the promotion of the presentation which shows fairly good organisation and detail, being documented under headings such as ‘materials, schedule,’ etc with the process being broken down into stages.

Promotional materials for which the learner is responsible (or those elements of materials for which the learner is responsible) will be produced with care, will show fairly good technical skills, and will be moderately imaginative.

Assessment focus LO.3**Be able to present own creative and media work****Mark band 1 (0-4)**

Learners' records will show little recognition of when or where problems have or might have occurred and when they have recognised them will reveal that they have lacked the skills, knowledge or understanding to do deal with them appropriately or adequately.

Mark band 2 (5-7)

Learners' records will note when or where major problems have or might have occurred and will show that some effort has been made to solve them (which will include seeking the help of others when appropriate or necessary). They are most likely to have been reactive rather than proactive.

Mark band 3 (8-10)

Learners' records will show them to have been proactive in relation to problems and will show thoughtfulness and care in attempting to solve them. This will include seeking the help of others when appropriate or necessary.

Marking grid – Mark B**Assessment focus LO.1****Be able to plan the presentation of own creative and media work in an appropriate form****Assessment focus LO.3****Be able to present own creative and media work****Mark band 1 (0-6)**

Learners will take a very restricted part in the research and planning for the presentation, making minimal contributions in planning meetings or not cooperating with their peers.

Tasks will be performed in a perfunctory manner or attention to the tasks will be careless. Time keeping is likely to be very poor.

Similarly health and safety requirements will not be recognised and procedures will be neglected. It may be the case that a risk arises as a result of the neglect of a learner. (Under either of these circumstances the assessor must intervene to ensure that health and safety is not compromised.)

Learners are likely to require almost constant support and guidance.

Mark band 2 (7-11)

Learners will take some part in the research and planning for the presentation. They will demonstrate some engagement with the process and a generally cooperative attitude towards their peers.

Tasks will be performed with some care and attention though there will be the occasional lapse. Timekeeping is likely to be good on the whole.

Health and safety procedures will be followed, though learners might well need occasional reminders or prompts.

Learners are likely to require frequent support and guidance.

Mark band 3 (12-15)

Learners will take a positive and fully cooperative part in the research and planning for the presentation and will demonstrate clear engagement with the process and their peers.

Tasks will be consistently performed with care and attention and timekeeping is likely to be excellent.

Health and safety procedures will be recognised and followed carefully.

Learners operating in this mark band are likely to still need occasional support, but this will usually be for positive rather than for negative reasons, and they will ask for it when they realise they need it rather than wait passively for it to be given.

Support and accountability

The degree of support given to individual learners and the extent of accountability they demonstrate is not simply a matter of level. However, because they are likely to be working in unfamiliar territory, Level 1 learners may need more sustained and specific support than learners working at higher levels. The National Qualification Framework level description therefore expects them to work under direct supervision and control, and to demonstrate responsibility and commitment to a limited extent.

Learners following a Diploma in Creative and Media at Level 1 should, however, develop the ability to manage their own learning and to act effectively with increasing autonomy. When determining their mark for certain criteria, the degree to which they require support and demonstrate accountability for their work should be assessed within the general expectation that all learners will need some support at this level.

For further guidance about setting and running internal assessment, please see *Annexe E – Internal Assessment of Principal Learning Units: Controls for Task Setting, Task Taking and Task Marking – for Principal Learning in Construction and the Built Environment, Creative and Media, Engineering, Information Technology and Society, Health and Development*.

Personal, learning and thinking skills – Level 1

Opportunities to develop personal, learning and thinking skills are inherent in this qualification as the activities which learners will undertake all require, to varying degrees, research, creativity, teamwork, self-management, self-reflection and consideration of the social context and impact of what they do and produce. The development of these skills should be at the centre of any pedagogic approach to this qualification.

The QCF unit summary references the personal, learning and thinking skills which are embedded in specific assessment criteria for this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skill.

Each unit, however, also provides opportunities to address other elements of personal, learning and thinking skills. These are referenced in the table below. Teachers should ensure that these opportunities are fully grasped in the teaching of the unit.

The full range of personal, learning and thinking skills relevant to each unit is mapped in *Annexe B* of this document.

Learning outcome	Skill	
5.3	Self-managers	1 seek out challenges or new responsibilities and show flexibility when priorities change 6 respond positively to change, seeking advice and support when needed

Functional skills – Level 1

This unit provides opportunities for the development of functional skills at Level 1 as follows.

Skill	When learners are ...
ICT – Use ICT systems	
Interact with and use ICT systems independently to meet needs	communicating with other learners and external agencies about possible venues, and filing the correspondence
Use ICT to plan work and evaluate their use of ICT systems	
Manage information storage	
Follow and understand the need for safety and security practices	
ICT – Find and select information	
Select and use a variety of sources of information independently to meet needs	researching venues
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
ICT – Develop, present and communicate information	
Enter, develop and format information to suit its meaning and purpose, including: <ul style="list-style-type: none"> • text and tables • images • numbers • graphs • records 	producing publicity materials
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, independently, responsibly and effectively	distributing drafts of publicity materials for consideration by others

Skill	When learners are ...
Mathematics	
Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine	calculating ticket prices in relation to expected audience numbers and type, and length of run
Identify and obtain necessary information to tackle the problem	
Select and apply skills in an organised way to find solutions to practical problems for different purposes	
Use appropriate checking procedures at each stage	
Interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations	
English	
Speaking and listening – take full part in formal and informal discussions/exchanges	attending meetings
Reading – read and understand a range of texts	reading correspondence about possible venues from external agencies
Writing – write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience	preparing publicity materials.

Work experience

Examples of sector-specific work experience placements appropriate to this unit would be a local theatre, an art gallery, or an artists' supply shop.

Specialist resources

Resources required by learners for the completion of this unit will be dependent on the disciplines within which they are working.

Reference material

Textbook

Hartley M – *Edexcel Diploma: Creative and Media Level 1 Foundation Diploma* (Pearson Education, 2008) ISBN 978 0 435500 45 0

Website

www.sharedteaching.com a free website for teachers and learners; has modular courses on aspects of creative and media production which have direct relevance to the Principal Learning for the Diploma in Creative and Media; teachers can self-enrol and share work schemes, ideas and resources.

Unit 6: Skills Report

Principal Learning unit

Level 1

Guided Learning Hours: 30

Externally assessed

(External assessment of this unit will take a maximum of two hours)

About this unit

In this unit you will think about:

- the skills, techniques and materials you have used in another unit, and how you used them to create a piece of work
- how you presented that work in *Unit 5: Presentation*
- how the skills you have developed might be used in a job in the creative and media industries.

You will then write about these matters in response to a number of questions. Your written responses will be externally marked.

In this unit you will bring together two or more of the disciplines as defined in *Annexe F* of this document.

Learning outcomes

On completion of this unit a learner should:

- 1 Be able to reflect on how techniques, skills and materials have been used
 - 2 Be able to reflect on presentation techniques and skills
 - 3 Know the skills required for specific job roles.
-

What you need to cover

- 6.1 Be able to reflect on how techniques, skills and materials have been used**
- You will need to think about:
- how you (and your group, if you worked in a group) created the work you presented in *Unit 5: Presentation* (this could include the materials or technology you used, the procedures you followed, the order in which you did things)
 - what you learnt as a result of doing the work that you presented in Unit 5 (this could include technical skills, performance skills, knowledge about similar work done by other people, your understanding of this type of work)
 - what you learnt by looking at similar work done by other people both in the present and the past.
- 6.2 Be able to reflect on presentation techniques and skills**
- You will need to think about:
- how you planned your presentation (this could include your research into the venue or location for the showing of the work, meetings you held, and decisions you made at those meetings)
 - how you considered your audience when planning your presentation
 - how your audience responded to your presentation
 - how you ensured you were working safely at all times.
- 6.3 Know the skills required for specific job roles**
- For this section of the unit you should do some research into jobs in the creative and media industries which are likely to use the sorts of skills you have developed (and may wish to continue developing).
- These jobs may be directly related to the work you produced. If you played a musical instrument, for example, you might explore working in an orchestra, or as a session musician.
- On the other hand, you may wish to explore jobs that use the same skills but in another type of job altogether. For example, if you did some drawings for an animation which went on a website, you might look at working as a book illustrator.
- You will be asked to write about two of these jobs.
- Many jobs in the creative and media industries are done by self-employed or freelance people, so you might consider whether you are developing the skills needed for that type of work.

Learning outcomes and assessment criteria

Learning outcome number	Learning outcome	Assessment
	The learner should:	The learner can:
6.1	be able to reflect on how techniques, skills and materials have been used	<ul style="list-style-type: none"> identify techniques, skills and materials used reflect on how they were used reflect on what they have learnt from other practitioners' work
6.2	be able to reflect on presentation techniques and skills	<ul style="list-style-type: none"> reflect on planning for and realisation of the presentation of work identify the audience for the presentation, and reflect on the audience's response to their work
6.3	know the skills required for specific job roles.	<ul style="list-style-type: none"> relate the skills learnt to jobs in the creative and media industries .

How you will be assessed

This unit will be assessed through an externally set paper.

You will be asked to:

- write about the techniques, skills and materials you have used to create the work you presented for *Unit 5: Presentation* (learning outcome 1)
- write about your planning for the presentation of your work, the audience you were aiming at, and the audience's response to your work (learning outcome 2)
- describe two jobs that might use the skills you have learnt in creating the work you presented for *Unit 5: Presentation* (learning outcome 3).

You will write this paper on your own, under supervision.

You will have up to two hours to complete your response. This two hours might be spread over more than one session.

Your teachers will tell you when you will be able to work on your response, and when you must hand in your final response.

You must attach a file (or files) to your answer illustrating the work you presented for *Unit 5: Presentation*. Your teachers will tell you how and when this will be done.

Guidance for teaching this unit

NB: It is a requirement of the qualification that the work for this unit is contextualised in relation to a minimum of two disciplines. As the work for this unit consists of a response to work done in one of the discipline-based units, this requirement should be automatically observed. Please see *Annexe F* of this document for the rules that govern the combination and coverage of disciplines for the Principal Learning in the Level 1 (Foundation) Diploma in Creative and Media.

Further guidance on how to contextualise specific disciplines is given in the Indicative Content Statement available in the *Teacher Support Material for the Edexcel Principal Learning in Creative and Media*.

Overview

The work for this unit should be run alongside the work for *Unit 5: Presentation*. If that unit is integrated with the unit which produces the work to be presented, then that unit and Units 5 and 6 can all be taught as an integrated whole.

The focus of this unit is reflection on what has been done, what has been learnt and how that can be related to work ambitions.

Teaching the unit

Work towards achievement of learning outcomes 1 and 2 might be done through one-to-one discussion with learners, or group discussions and peer review sessions where the work was done in groups. Whilst these discussions will inevitably take place with the written paper in mind, learners should be reminded that the purpose is not merely to enable them to pass an exam. The value of these discussions to learners in terms of improving their learning skills and their possible career ambitions should be constantly reinforced.

Work for learning outcome 3 might best be approached by directing learners to research resources (such as Sector Skills Council websites) which will enable them to find out what skills are needed for which jobs and what those jobs involve. Learners could also be encouraged to make direct contact with people who are or have been employed in the jobs they are interested in.

Guidance on assessment of this unit

This unit is externally assessed through the paper given in the appendix to this unit.

The paper requires candidates to write about:

- the work presented to an audience in *Unit 5: Presentation*
- the presentation of that work
- the kind of jobs that might use the skills developed by creating that work.

Writing the responses

Edexcel produces an electronic version of this paper which must be downloaded by centres from the Edexcel website, www.edexcel.com.

Candidates must write their responses directly into the electronic paper.

Candidates must be allowed **up to two hours** in which to write their responses.

Candidates must write their responses:

- entirely on their own
- under supervision and under conditions in which they do not communicate with anybody except an invigilator
- under conditions in which they do not have internet access.

Teachers may discuss the wording and the requirements of the paper with candidates before they start to write their responses, but teachers must **not**:

- give individual candidates advice or instruction about how to phrase their responses at any time
- read and comment in any way on the writing in progress
- provide prepared frameworks for candidates to use when writing their responses.

Candidates are allowed to have access to their records and notes when writing. It is the invigilator's responsibility to ensure that these are bona fide records and notes, and that they contain nothing which would give a candidate an unfair advantage over other candidates.

Centres may prefer to do the entire assessment at one time, or they may prefer to give learners the opportunity to produce their response to the paper over more than one session. If the work is spread over more than one session, centres must ensure:

- that the maximum period of two hours is not exceeded in total
- that between writing sessions the work in progress is stored securely and safely, in such a way that candidates cannot access their own or other candidates' responses.

Once a candidate has completed the response (or, if the writing is done over more than one session, after the first session of working on the response) the response must be transferred to, and securely stored in, a separate folder for each candidate.

Material submitted to exemplify the work being written about

Candidates **must** submit material to exemplify the work they presented for *Unit 5: Presentation*. For example, if they exhibited drawings, paintings or sculptures, they should submit some photographs of the work; if they presented a dance or musical performance, they should submit an extract of a video of the performance.

Candidates **may** also attach additional materials which they feel would help to make their responses clearer. This could be, for example, the plan of an exhibition space or a musical score.

All additional material must be produced in electronic form outside the assessment time and the files must be added to the candidate's folder by a teacher or other authorised person outside the assessment time. Ideally this would be before the (first) writing session as candidates are allowed to have access to these files as they are writing their responses to the paper. (Centres are reminded that internet access must be blocked when candidates are working on their responses to the paper.)

The file formats and sizes must conform to the instructions given below.

The illustrative material will not be directly assessed or have any marks attached to it – it is purely to help the examiner understand what the candidate is writing about.

Authentication

Centres must ensure that a responsible person is able to sign, for each candidate, the authentication statement provided in *Appendix H* (also available in electronic form on the Edexcel website) declaring that **all** work submitted for assessment:

- is the candidate's own unaided work
- refers to work created by the candidate writing about it (either individually or as an active member of a group)
- complies, if necessary, with any relevant legislation regarding copyright.

An electronic version of the signed authentication statement must be included in the candidate's folder.

Submission of work to Edexcel

The work of each candidate must be collected together in a separate folder. Each folder must contain:

- the candidate's completed responses in PDF format
- the mandatory illustrative material exemplifying the work presented in Unit 5
- any additional illustrative material the candidate wishes to submit
- a signed authentication statement.

All the folders for the unit assessment must then be copied on to a CD ROM. No other work may be stored on that CD ROM. Centres must submit only one CD ROM per externally assessed unit.

NB: Edexcel will communicate separately to centres before the first series of exams takes place in 2009:

- the conventions to be used for naming files and folders
- the conventions to be used for labelling the CD ROM
- the date by which the CD ROM must be received.

Acceptable file formats

Only the following file formats are acceptable for work submitted to Edexcel for this external assessment:

- PDF for text files (including those which contain pictures)
- JPEG for image files (such as digital photographs)
- MP3 for sound or music files (such as sound tracks or sound effects)
- FLV (preferred) or MPEG for video, multimedia and animation files (including those which contain sound).

HTML should be used for web pages whenever possible.

Further file formats such as AIFF (for highest quality sound files such as music), RTF and EPS are also acceptable, but should be used only when absolutely essential.

Centres are warned that work submitted in any other file formats may not be accessible to the examiners.

Permitted file and folder sizes

Additional illustrative video files, whether mandatory or optional, must not be longer than **one minute** in duration.

Additional illustrative audio files, whether mandatory or optional, must not be longer than **two minutes** in duration.

The total size of any individual candidate's folder must not exceed **ten megabytes**.

Personal, learning and thinking skills – Level 1

Opportunities to develop personal, learning and thinking skills are inherent in this qualification as the activities which learners will undertake all require, to varying degrees, research, creativity, teamwork, self-management, self-reflection and consideration of the social context and impact of what they do and produce. The development of these skills should be at the centre of any pedagogic approach to this qualification.

The QCF unit summary references the personal, learning and thinking skills which are embedded in specific assessment criteria for this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skill.

Each unit, however, also provides opportunities to address other elements of personal, learning and thinking skills. These are referenced in the table below. Teachers should ensure that these opportunities are fully grasped in the teaching of the unit.

The full range of personal, learning and thinking skills relevant to each unit is mapped in *Annexe B* of this document.

Learning outcome	Skill	
6.1	Independent enquirers	1 identify questions to answer and problems to resolve
6.3	Independent enquirers	1 identify questions to answer and problems to resolve

Functional skills – Level 1

This unit provides opportunities for the development of functional skills at Level 1 as follows.

Skill	When learners are ...
ICT – Use ICT systems	
Interact with and use ICT systems independently to meet needs	writing their responses to the external paper
Use ICT to plan work and evaluate their use of ICT systems	
Manage information storage	
Follow and understand the need for safety and security practices	
ICT – Find and select information	
Select and use a variety of sources of information independently to meet needs	preparing illustrative material to attach to their responses to the external paper
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
ICT – Develop, present and communicate information	
Enter, develop and format information to suit its meaning and purpose, including: <ul style="list-style-type: none"> • text and tables • images • numbers • graphs • records 	preparing illustrative material to attach to their responses to the external paper
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, independently, responsibly and effectively	

Skill	When learners are ...
English	
Speaking and listening – take full part in formal and informal discussions/exchanges	discussing work done for Unit 5 in groups
Writing – write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience	writing their responses to the external paper.

Specialist resources

Centres must be able to provide facilities which will enable learners to write their response to the set paper under secure, controlled conditions and add illustrative material without compromising the authenticity of their responses.

Reference material

Textbook

Hartley M – *Edexcel Diploma: Creative and Media Level 1 Foundation Diploma* (Pearson Education, 2008) ISBN 978 0 435500 45 0

Website

www.sharedteaching.com a free website for teachers and learners; has modular courses on aspects of creative and media production which have direct relevance to the Principal Learning for the Diploma in Creative and Media; teachers can self-enrol and share work schemes, ideas and resources.

Appendix to Unit 6

Edexcel Level 1 Diploma in Creative and Media

Unit 6: Skills Report – External Assessment

Instructions to candidates

You have **up to two hours** to write your response to this paper.

Following the instructions given in Sections A, B and C below, you must write about the work you presented to an audience in *Unit 5: Presentation*. You will have created that work in **one** of the following units:

Unit 2: Visual Arts

Unit 3: Performance

Unit 4: Media Production.

You will also be asked to write about your presentation of the work, and the kind of jobs that might use the skills you developed by creating the work.

Write your responses, using correct, formal English, in the boxes below the prompts.

Turn over

Section A	This section is about how you created the work which you presented for Unit 5.
1	<p>Describe as clearly as you can how you created the work which you presented for Unit 5.</p> <ul style="list-style-type: none"> You should describe what you did, the materials or technology you used, and the techniques and skills you used. You should describe what you did in the order in which you did things. <p>If you worked in a group you should describe first what the group as a whole did, and then what you yourself did.</p> <p>[You should aim to write around 200 words for this section]</p> <p>[Maximum marks 12]</p>
Response	
2	<p>Describe some of the things you looked at when you were creating this work and explain how they helped you to create your work.</p> <ul style="list-style-type: none"> These could have been: live or recorded performances of theatre, dance or music; films or TV programmes; paintings, drawings, prints or photographs; sculptures; advertisements; costumes or clothes; computer games; DVDs etc. They might have helped you by giving you ideas, or by showing you how something was done. They might have changed your ideas about what you wanted to do. <p>[You should aim to write around 150 words for this section]</p> <p>[Maximum marks 8]</p>
Response	

Turn over

Section B	This section is about how you presented the work.
1	Describe your preparations for the presentation of your work. <ul style="list-style-type: none"> You should set out your planning process, and show how closely you followed those plans. Your response could include flowcharts and diagrams. <p>If you worked in a group you must describe what the group did and your own contribution to the process.</p> <p>[You should aim to write around 150 words for this section] [Maximum marks 8]</p>
Response	
2	Describe the type of audience your presentation was aimed at. [You should aim to write around 100 words for this section] [Maximum marks 4]
Response	
3	Describe how the audience responded to your presentation – for example, did they respond as you expected, or were you surprised by their responses? [You should aim to write around 150 words for this section] [Maximum marks 8]
Response	
4	Describe one hazard you had to deal with in preparing your presentation and describe how you dealt with this hazard. [You should aim to write around 150 words for this section] [Maximum marks 8]
Response	

Turn over

Section C	This section is about jobs that would use the skills you have started to develop by creating the work you presented in <i>Unit 5: Presentation</i> .
1	<p>Name and describe two jobs that would require the sort of skills you have started to develop by doing the work you presented in Unit 5.</p> <p>You do not have to restrict your choices to jobs that you could apply for at the beginning of a career. One – or both – of them could be the type of job which you might hope to be doing later in your career. You are advised, however, to make realistic choices.</p> <p>[You should aim to write around 200 words for this section]</p> <p>[Maximum marks 12]</p>
Response	

End of paper

Indicative guidance on assessment

Question	Mark band 1	Mark band 2	Mark band 3
A1	<p>Candidates describe very briefly how they created the work giving very little detail.</p> <p>It is not clear what exactly was done, or what materials, technology or techniques they used.</p> <p>It is not clear from the description what the individual candidate did, or what the group did and what the individual candidate did within that group.</p> <p>At the bottom end of the band commentary on skills used is lacking; at the top end of the band one of the skills used may be roughly identified.</p> <p>The order of events is confused and, at the top end of the band, there is little sense of procedure, whilst at the bottom end of the band there is no sense of procedure at all.</p>	<p>Candidates describe how they created the work providing one or two salient details.</p> <p>It is just clear what they did and the main materials, technology or techniques they used have been identified.</p> <p>It is just clear from the description what the individual candidate did, or what the group did and what the individual candidate did within that group.</p> <p>One or two of the skills employed are identified but in little detail.</p> <p>Candidates describe what they did in more or less the correct order but do not fully cover the various stages. They show the beginnings of a sense of procedure.</p>	<p>Candidates describe how they created the work with a good deal of detail.</p> <p>It is generally clear what they did and what materials, technology or techniques they used.</p> <p>It is generally clear from the description what the individual candidate did, or what the group did and what the individual candidate did within that group.</p> <p>The majority of the skills employed are identified in a good deal of detail.</p> <p>Candidates describe what they did in the correct order and cover all the various stages. They show a fairly good sense of procedure.</p>
A2	<p>Candidates identify at least one of the things they looked at. At the top end of the band there is something more than simple identification, but it does not give a very clear idea of what was looked at.</p> <p>At the bottom end of the band there is no indication of how the work looked at helped in the creation of the candidates' own work. At the top end of the band there is at least one rough indication of where own work was affected, but there is no indication of how it was affected.</p>	<p>Candidates identify two or three of the things they looked at, giving a very brief description of each which provides one or two salient details.</p> <p>Candidates give fairly clear indications of two or three instances of where the work they looked at helped in the creation of their own work, with some indication of how their own work was affected.</p>	<p>Candidates describe with a good deal of detail several of the things they looked at.</p> <p>Candidates give clear indications of several instances of where the work they looked at helped in the creation of their own work, saying briefly how their work was affected.</p>

Continued

Question	Mark band 1	Mark band 2	Mark band 3
B1	<p>Candidates give a sketchy and incomplete account of preparations for the presentation of their work. Where a plan is provided it is incomplete, difficult to follow, incorrectly sequenced or any combination of those things.</p> <p>Considerations of how well the plan was followed vary from none at all at the lower end of this band to one generalised assertion which is not clearly referenced to the plan at the upper end of the band.</p> <p>Any diagrammatic or schematic illustrations or representations of the planning process are scrappy and incomplete.</p>	<p>Candidates give a brief account of preparations for the presentation of their work of variable clarity, providing a plan which can just be followed but which is not entirely complete.</p> <p>In the discussion of how well the plan was followed one or two points will be selected, though discussion of them will be brief and mainly assertion.</p> <p>Diagrammatic or schematic illustrations or representations of the planning process are mostly complete and sufficiently well presented to be understandable.</p>	<p>Candidates describe preparations for the presentation of their work with a good deal of detail, providing a plan which is for the most part clear and correctly sequenced.</p> <p>Though the plan is not referenced at every point in the discussion of how well it was followed, there is sufficient detail to show that this question has been considered.</p> <p>Diagrammatic or schematic illustrations or representations of the planning process are for the most part clear and well presented.</p>
B2	<p>The target audience is very sketchily indicated using imprecise terms.</p>	<p>The target audience is indicated with some attempt at using precise terms.</p>	<p>The target audience is briefly identified using some precise terms.</p>
B3	<p>Candidates give a very sketchy and highly generalised account of how the audience responded to the presentation.</p>	<p>Candidates give a brief account of how the audience responded to the presentation with one or two specific details of the reaction.</p>	<p>Candidates give an account of how the audience responded to the presentation with a good deal of detail, showing some discrimination between different reactions.</p>
B4	<p>A hazard is very sketchily identified.</p> <p>At the lower end of the mark band, no description of how it was dealt with is given whilst at the upper end of the mark band, a very sketchy and generalised description is given without any detail.</p>	<p>A hazard is briefly identified.</p> <p>A brief description of how it was dealt with is given with one or two specific details.</p>	<p>A hazard is identified and described in relation to the context in which it was encountered.</p> <p>A description of how it was dealt with is given with a good deal of detail.</p>

Question	Mark band 1	Mark band 2	Mark band 3
C1	Candidates identify two possible jobs but do not describe them. The mark awarded within the range available will depend on the appropriateness of the jobs to the skills used in creating the work and the accuracy of the identification.	Candidates identify two appropriate jobs and describe them briefly, or at length but with some erroneous or irrelevant detail. To enter this band the jobs identified must be reasonably appropriate to the skills used in creating the work. The mark awarded will depend partly on the appropriateness of the jobs identified.	Candidates identify two appropriate jobs and describe them accurately with some relevant detail. To enter this band the jobs identified must be appropriate to the skills used in creating the work.

Note on A1, B1 and B2: wherever a quantity is specified for a band, quantity will be balanced against quality in determining where the work falls in that band.

Note on C1: candidates who identify only one job may not be awarded more than half the marks available within the band appropriate to the standard of the response.

Level 2 units

Unit 1: Scene

Principal Learning unit

Level 2

Guided Learning Hours: 60

Internally assessed

About this unit

Wherever you live, you will not be far from art galleries, theatres, studios, TV and recording studios, performance spaces and venues where events are held on a regular or occasional basis.

You probably already go to cinemas and music venues, but in this unit you will find out more of what is going on in your region, researching all types of creative and media activity.

So that you can learn more about working in the creative and media industries you will need to discover what qualifications are needed to do the types of jobs available.

You will also have the opportunity to be a critic, producing a review of a particular event or activity – for example, a performance or gig that you have attended, a film, an exhibition of paintings or photographs, a community radio broadcast, the work of a local craftsman, or an advertising campaign.

To complete the unit you will produce a guide to the creative and media scene in your region in any format which you and your teachers feel is appropriate.

In this unit you must bring together two or more of the disciplines as defined in *Annexe F* of this document.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the range and types of creative and media activity in a chosen region
 - 2 Understand creative and media employment roles and requirements in a chosen region
 - 3 Be able to develop a personal critical response to a creative or media artefact, activity or event
 - 4 Be able to create a guide to the creative and media scene in a chosen region.
-

What you need to cover

- 1.1 Understand the range and types of creative and media activity in a chosen region**
- For this part of the unit you must investigate what is happening in your region and develop a picture of the overall creative and media scene. You need to explore:
- commercial, public and voluntary organisations which promote creative and media activity
 - production activities
 - facilities for distribution and exhibition.
- You need to look right across the creative and media spectrum – the visual arts, crafts, fashion and clothing, music, dance, theatre, television and video, radio and audio, advertising, interactive media, animation etc.
- You might do this by visiting venues and locations and finding out what exhibitions, performances and events are coming up, visiting relevant places (galleries, shops, arts centres, cinemas, facilities houses etc), or by meeting people involved in these activities.
- Research will also involve reading local papers, checking listings in magazines and publications, doing internet research, and collecting brochures.
- You will present a summary of your findings in a written or oral report.
- 1.2 Understand creative and media employment roles and requirements in a chosen region**
- Although it may be some time before you go into employment, you should get some understanding of the existing jobs and employment possibilities in the creative and media sectors in your region. You will do this by exploring the work of individuals, organisations and companies involved in producing, performing, creating, distributing and exhibiting work in your region. For this part of the unit you must:
- find, meet and talk to people who work in the creative and media sector in your region
 - find out what doing their jobs involves – both the pleasures and the pressures
 - find out how people get jobs in particular areas of the creative and media sector in your region
 - find out what qualifications are needed for the type of jobs available in the creative and media sector in your region
 - explore opportunities for developing a career in the creative and media sector in your region.
- You will present a summary of your findings in a written or oral report. This may be combined with the report you present for learning outcome 1.

1.3 Be able to develop a personal critical response to a creative or media artefact, activity or event

We all make use of creative and media products. We read books, magazines and papers, watch films and TV programmes, listen to the radio and to music, and go to exhibitions, shows, plays and gigs. We also live in an environment designed to a great extent by creative people and filled with their work. We make individual and personal decisions about what we do, what we use, what we like and enjoy. This part of the unit asks you to make a personal critical response to something you have experienced at first hand. You must:

- choose an aspect of creative or media activity which you have a personal interest in or have experienced as part of the audience – this could be an artefact or group of artefacts (photographs, paintings, a collection of jewellery), an event such as a gig or theatrical performance, or an activity such as a visit to a heritage site
- think carefully about your personal response to what you have selected and explore your ideas
- present your response in a chosen form explaining carefully in a well-supported discussion what qualities and aspects were effective, enjoyable or striking, and why you found them so.

1.4 Be able to create a guide to the creative and media scene in a chosen region

For this part of the unit, you will use the information you have collected when working on learning outcome 1 and create a guide to the creative and media activities and events in your region. This could be in the form of a leaflet, booklet, a set of posters, a radio or TV programme, a website or a presentation. To do this you must:

- decide what audience you are going to produce your guide for
- decide on the medium in which you wish to produce your guide
- decide on a suitable form for your guide (bearing your intended audience in mind)
- ensure you have up-to-date information on the creative and media activities and events in your region
- consider how best to present the information for the audience you are aiming at – this will involve things like how you will organise the information you have gathered, how it will be laid out, the language you use, illustrative material etc
- determine a production schedule
- produce your guide.

You may work on your own or in a group to do this.

How you will be assessed

This unit will be assessed by your teachers.

You are likely to do four assignments, one related to each of the four learning outcomes.

You must keep careful notes of all your ideas, plans, and decisions, and records of any meetings you attend, as well as anything you produce and any documentation you create in the process of producing it.

You must also keep a log or journal which contains notes, ideas, reflections on your work, and reasons for decisions taken; this journal will contribute to the assessment of all four learning outcomes.

All this material must be kept in a Process Portfolio which shows all the stages of your work. The portfolio must clearly show your own contribution to the final outcome of any group work you are involved in, and all group activity must be written up or recorded in some way individually by you.

In order to be assessed for the unit you must have in your Process Portfolio:

- your research into creative and media activity in your region and your finished presentation of that research (learning outcome 1)
- your research into employment opportunities in the creative and media industries in your region and your finished presentation of that research (learning outcome 2); a presentation of the research done for learning outcomes 1 and 2 might be combined
- your notes on your response to a creative or media artefact, activity or event and the final presentation of that response – your teacher will tell you or help you to decide what form this should be in (learning outcome 3)
- a finished guide to the creative and media scene in your region in a format and medium agreed with your teachers (learning outcome 4).

Your tutor will give you precise advice about what each section of the Process Portfolio should contain and how you should present it.

Marking grid

NB: there is only one marking grid for this unit.

Assessment focus	Mark band 1	Mark band 2	Mark band 3
<p>LO.1 Understand the range and types of creative and media activity in a chosen region</p> <p>15</p>	<p>Undertakes a limited investigation into creative and media activity in the chosen region.</p> <p>Provides an unelaborated outline summary of creative and media activity in the chosen region making brief reference to a small number of obvious examples.</p> <p>(0–6)</p>	<p>Undertakes a competent investigation into creative and media activity in the chosen region.</p> <p>Provides a competently organised and informative summary of creative and media activity in the chosen region citing a range of examples with some detail.</p> <p>(7–11)</p>	<p>Undertakes a wide-ranging and well-focused investigation into creative and media activity in the chosen region.</p> <p>Provides a well-organised and thorough summary of creative and media activity in the chosen region with substantial and detailed citation of both expected and less predictable examples.</p> <p>(12–15)</p>
<p>LO.2 Understand creative and media employment roles and requirements in a chosen region</p> <p>15</p>	<p>Undertakes a limited investigation into opportunities for employment in the creative and media sector in the chosen region.</p> <p>Provides an unelaborated outline summary of a small number of job roles in the creative and media sector in the chosen region making brief reference to a small number of obvious examples.</p> <p>Shows limited knowledge of qualifications needed for the type of jobs available.</p> <p>(0–6)</p>	<p>Undertakes a careful investigation into opportunities for employment in the creative and media sector in the chosen region.</p> <p>Provides a competently organised and informative summary of a range of job roles in the creative and media sector in the chosen region citing a range of examples with some detail.</p> <p>Shows a moderate knowledge of qualifications needed for the type of jobs available.</p> <p>(7–11)</p>	<p>Undertakes a wide-ranging and well-focused investigation into opportunities for employment in the creative and media sector in the chosen region.</p> <p>Provides a well-organised and thorough summary of a range of job roles in the creative and media sector in the chosen region with substantial and detailed citation of both expected and less predictable examples.</p> <p>Shows a substantial knowledge of qualifications needed for the type of jobs available.</p> <p>(12–15)</p>

Continued

Assessment focus	Mark band 1	Mark band 2	Mark band 3
<p>LO.3 Be able to develop a personal critical response to a creative or media artefact, activity or event 10</p>	<p>Undertakes a limited exploration into an event, artefact or activity. Offers a limited personal response to an event or activity, with a brief attempt to explain what qualities and aspects were effective, enjoyable or striking. (0–4)</p>	<p>Undertakes a careful investigation into an event, artefact or activity. Offers a personal response to an event or activity, describing with some detail what qualities and aspects were effective, enjoyable or striking. (5–7)</p>	<p>Undertakes a wide-ranging and well-focused investigation into an event, artefact or activity. Offers an articulate personal response to an event or activity, explaining in detail what qualities and aspects were effective, enjoyable or striking. (8–10)</p>
<p>LO.4 Be able to create a guide to the creative and media scene in a chosen region 20</p>	<p>Creates a simple guide to creative and media activities in the region. Displays limited abilities in the planning process. Produces basic planning documentation. Shows limited awareness of target audience. (0–8)</p>	<p>Creates a useful and moderately imaginative guide to creative and media activity in the region. Displays a competent approach to the planning process. Produces competent planning documentation with some detail. Shows some awareness of target audience. Works within time constraints. (9–14)</p>	<p>Creates an attractive, imaginative and comprehensive guide to creative and media activity in the region. Displays a disciplined and efficient approach to the planning process. Produces substantial and well-detailed planning documentation. Shows a clear awareness of target audience. Works effectively within time constraints. (15–20)</p>

Guidance for teaching this unit

NB: It is a requirement of the qualification that the work for this unit is contextualised in relation to a minimum of two disciplines. Given the nature of the unit it is highly unlikely that it could be completed without observing that requirement. Please see *Annexe F* of this document for the rules that govern the combination and coverage of disciplines for the Principal Learning in the Level 2 (Higher) Diploma in Creative and Media.

Further guidance on how to contextualise specific disciplines is given in the Indicative Content Statement available in the *Teacher Support Material for the Edexcel Principal Learning in Creative and Media*.

Delivery guidance

This unit is 60 guided learning hours (GLH) in length. Centres should allocate this amount of time within the timetable for its delivery and assessment. Edexcel has identified that within this time learners will probably require 30 GLH in activities which generate evidence for assessment. This may, for example, include time spent in experiential learning, practising skills, research activities and undertaking summative assessment activities. (See sections relating to *Internal assessment* and *Programme design and delivery* in the generic introductory part of the *Guidance and units* document.)

Overview

This unit is about encouraging and leading learners to research, investigate and participate in the creative and media scene in a given region, gaining first-hand experience and meeting people who are part of the local mix of arts, creative and media activity. This might include those involved in running galleries, studios, venues, performance spaces and other less conventional places where events are held. The guide that learners produce must cover a number of disciplines, so could not be limited, for example, to music events alone.

Teaching the unit

In order to achieve learning outcome 1, learners must research the creative and media scene in their region through first-hand contact, reading, internet research, collecting brochures, and checking listings magazines and publications. The object of the exercise is for learners to get a sense of the diversity of the creative and media sector in their region, so they should aim for breadth rather than depth.

It is hoped that every centre will make contact with education officers, liaison staff and 'outreach' teams in all sorts of venues and organisations. Centres should bring practitioners in for talks and discussions, but even more important would be, wherever possible (and bearing in mind the requirements of health and safety law), to encourage learners to get out and see, experience – and ideally eventually be part of – the active arts, performance, creative and media scene in their region.

To achieve learning outcome 2 learners must gain some sense of creative and media employment and employment opportunities in their region – what education and training people doing these jobs have undertaken, the qualifications they have gained, what sort of career structures are open to them, and even what drawbacks and pressures are inherent in the various types of employment.

For this outcome learners will need to balance depth against breadth – they are certainly not expected to explore in detail every opportunity for employment in every one of the organisations and enterprises they have discovered when working on learning outcome 1. They might focus on entry level employment across a range of opportunities, or, if they have an interest in a particular area of employment, they might concentrate on that and cover it in depth.

In order to achieve learning outcome 3, learners must put together a personal critical response to something experienced locally at first hand. This should be something to which they feel personally attracted, and to which they have some sort of personal commitment. It could be anything from a full-scale professional theatrical performance to a local craft studio. Teachers must use their discretion and professional judgement to help learners make appropriate choices. Although the personal response may be in the form of a written review, learners are by no means limited to this. They might produce a short ‘piece to camera,’ an interview with a practitioner in the form of a radio interview, a set of photographs with a commentary or perhaps a website which combines a number of reviews.

In order to achieve learning outcome 4, learners will use the information they have collected to create a guide to the creative and media activities and events in their region. The choice of format is entirely open, dependent on resources and preferred approaches. It could be done in the form of a leaflet, booklet, a set of posters, a website, a piece intended for a slot on local radio or a short insert for a TV programme. The more enterprising might even set up an information kiosk in a shopping centre, or in the foyer or reception area of a building they have access to. This element of the unit need not be done immediately after the research. If this is used as an introductory unit centres might prefer to do this once learners have developed some relevant technical skills.

Learners will need guidance to help them decide how to organise the information they have gathered, and to identify the target audience. They must decide on a suitable method of presentation, taking any relevant time and technical constraints into account.

It is hoped that particular centres and staff will develop contacts locally to enable learners to meet and talk to creative and media practitioners and workers. They should be prepared to ask questions and undertake other research and then make notes about how people get jobs in particular areas of the creative and media sector.

Guidance on assessment of this unit

Designing assessment vehicles

All centre designed assessment vehicles must comply with the controls stated in *Annexe E* of this specification.

Assessment vehicles for assessment foci 1 and 2 will be research briefs – or a single research brief. Research briefs must be clearly focused to enable learners to gather the appropriate data on which to base their work for learning outcome 4 and to ensure that learners can achieve the full range of marks not only for foci 1 and 2, but for 4 as well when they come to do the production work for that.

In order to ensure authenticity with regard to the evidence for foci 1 and 2, both within and across year cohorts, centres should maintain control over the interaction between their learners and the organisations and individuals they will need to access. To this end, centres may wish to set up these interactions rather than allow learners free range, as it were. (Quite apart from authenticity there are also, of course, issues around maintaining goodwill with these organisations and individuals over the years, and of ensuring the safety of learners.)

Assessment vehicles for assessment focus 3 should be research-based briefs which are tightly designed to ensure that learners cover all the requirements of the unit as set out in the *What you need to cover* section. Teachers must also ensure that learners base the response on a suitable event or activity which will provide opportunities to achieve the full range of marks.

Assessment vehicles for assessment focus 4 should be in the form of a production or commission brief setting out fully the requirements of the final product. Teachers should be guided in designing this brief by the *What you need to cover* section of the unit.

Assessment vehicles must be designed in such a way as to ensure that, in the case of group work, each learner produces identifiable individual work that relates to each of the assessment foci.

Evidence for assessment

As this unit might be externally moderated, centres must ensure that all learners' Process Portfolios contain evidence that will enable the moderator to properly evaluate the centre's mark. This means that, for example, assessment of a learner's punctuality or their contributions to group work must be supported by such evidence as attendance records and teacher annotations which authenticate (or otherwise) statements made in the learner's log or journal.

Centres must ensure that learners produce, as a minimum, evidence as follows:

Foci 1 and 2	research notes; presented outcomes
Focus 3	notes on chosen event or activity; presented outcomes
Focus 4	all pre-production, production and post-production documentation; the finished product.

The learner's unit log or journal can contribute to some extent to the assessment of all the foci.

Storage of evidence

All assessment evidence kept in electronic form must be stored in a single folder labelled Process Portfolio/Level 2/Unit 1 – Scene/candidate's name.

All physical evidence must be kept in a clearly labelled and organised Process Portfolio.

Each Process Portfolio must contain an authentication sheet signed by the learner and the person(s) responsible for the assessment, declaring that all work submitted for assessment is the learner's own work, carried out under appropriate supervision. Electronic folders must contain an electronic copy of this form, and paper-based folders must contain a paper copy.

An authentication sheet is provided in *Annexe H* of this document, and an electronic version is available on the Edexcel website, www.edexcel.com.

Using the marking grid

When using this grid the 'best fit' principle should be adopted – that is, assessors should first match the work being assessed to the mark band for the relevant focus which best describes the work overall. Assessors should **not** adopt the 'hurdle' approach in which the assessor cannot award marks from a higher band if one requirement from a lower band has not been satisfied.

If the work matches a band overall but a requirement for that band has not been met then the mark awarded will be from the lower end of the band which is the best fit.

If one aspect of work for an assessment focus matches a requirement in the next band, but overall the work does not fit that higher band, then the mark awarded will be from the higher end of the band which is the best fit.

Assessors should also take into account the quality of the work in relation to expectations for that band at that level. If a learner completes all they are asked to do in a band to the highest quality that could be expected for that band at that level, they should be awarded the full marks for that band.

Grading is completely separate for each assessment focus – that is, a learner can get band 3 on one assessment focus, band 1 on another etc. All band marks are then added together for the unit total. It may be possible, depending on weighting of each assessment focus, for a learner to pass a unit even if no marks have been given for one assessment focus in the unit.

It should be noted that mark band 1 has approximately 40 per cent of the total marks available for a unit and mark bands 2 and 3 together the remaining 60 per cent.

Guidance for allocating marks

At Level 2 learners will be expected to:

- demonstrate a range of skills and applied knowledge
- choose from a range of procedures and operate in a number of contexts, some of which may be non-routine
- interpret available information and make comparisons
- show comprehension in a number of areas
- exercise a degree of autonomy
- demonstrate responsibility and commitment
- achieve outcomes within time constraints working under direction.

Interpretation of comparative terms used within the marking grid should be contextualised within the limits implied by this level description. Terms such as ‘competent’ and ‘thorough’ must be understood in the context of the expectation of achievement at Level 2 as compared to other levels.

Owing to the number and variety of the disciplines covered by the Principal Learning in Creative and Media, it is not possible to give more than generic guidance on the application of the marking grids for each unit. Centres are strongly advised to attend INSET events run by Edexcel on this topic.

Please note that any examples given here of what a learner might say, write or do are not intended to represent complete evidence for the illustrated criterion; they are offered simply to indicate what might be an appropriate response within the mark band.

Assessment focus LO.1

Understand the range and types of creative and media activity in a chosen region

Mark band 1 (0-6)

Learners will undertake research into creative and media activity in the chosen region using a limited range of sources and showing limited or occasional understanding of how to use links between one source and another. They will derive and select some relevant information from these sources though this selection will be done rather uneconomically. The research process will not be organised.

Learners will have gathered sufficient information to provide an unelaborated but generally accurate summary of creative and media activity in the chosen region which covers a good part of that creative and media activity, and, at the top end of the mark band, a good part of the main aspects of that activity. The summary will cite a small number of obvious examples (perhaps only one for each specific area of activity at the lower end of the mark band) by brief reference – for example, by naming a relevant company or organisation.

Mark band 2 (7-11)

Research will still be fairly limited in scope, but links between one source and another will be more fully exploited. Learners will show more ability to select relevant and useful information from their sources. The research process is likely to be more systematic.

Learners will provide a reasonably well-organised summary of creative and media activity in the chosen region. It will be informative in that it covers the main areas of creative and media activity and cites perhaps two examples for each area with some detail – for example, naming relevant companies or organisations and briefly stating what each company or organisation does. Inadequacies in coverage of the main areas may be compensated for by coverage of some of the less obvious areas.

Mark band 3 (12-15)

Learners will show some initiative in research and will approach the research process systematically. They will show some ability to focus the research more precisely. They will use a wide range of sources which will produce more useful and relevant information. Learners will show some ability to compare and assess information gathered and will begin to make connections between elements of this information.

The summary of creative and media activity in the chosen region will be well-organised and thorough, covering nearly the full range of activity, with substantial and detailed citation of both expected and less predictable examples (that is, citing two or three relevant companies or organisations working in each area and describing in some detail what each particular company or organisation does). Inadequacies in coverage of some areas may be compensated for by fuller coverage of others.

Assessment focus LO.2

Understand creative and media employment roles and requirements in a chosen region

Mark band 1 (0-6)

Learners will undertake research into opportunities for employment in the creative and media sector in the chosen region using a limited range of sources and showing limited or occasional understanding of how to use links between one source and another. They will derive and select some relevant information from these sources though this selection will be done rather uneconomically.

Learners will have gathered sufficient information to provide an unelaborated but generally accurate outline of a small number of job roles in the creative and media sector in the chosen region. As learners may select an area of the creative and media industries for this task, ‘a small number’ needs to be interpreted sensibly within the context of the area chosen, but generally speaking might be understood to indicate two or three.

At the lower end of the mark band the jobs will be simply identified by name; at the upper end there will be some very brief indication of what the jobs involve.

Similarly, detail about the qualifications needed for individual jobs will be limited to very generalised statements such as, ‘You could get this job with a few GCSEs.’

Mark band 2 (7-11)

Research into opportunities for employment in the creative and media sector in the chosen region will still be fairly limited in scope, but links between one source and another will be more fully exploited. Learners will show more ability to select relevant and useful information from their sources.

Learners will have gathered a moderate amount of information to provide a reasonably well-detailed description of a number of job roles in the creative and media sector in the chosen region which will be presented in a fairly well-organised manner. As already noted, ‘a number’ needs to be interpreted sensibly within the context of the area chosen, but generally speaking, for this mark band, might be understood to indicate three or four.

Detail about the qualifications needed for individual jobs will be reasonably precise, specifying, for example, not just the level of qualifications needed but the relevant subject areas as well.

Mark band 3 (12-15)

Learners will show some initiative in researching opportunities for employment in the creative and media sector in the chosen region, in particular showing some ability to focus the research more precisely. They will use a wide range of sources which will produce more useful and relevant information. Learners will show some ability to compare and assess information gathered and will begin to make connections between elements of this information.

Learners will have gathered a good amount of information, and will provide a detailed description of a number of job roles in the creative and media sector in the chosen region which will be presented clearly. As already noted, ‘a number’ needs to be interpreted sensibly within the context of the area chosen, but generally speaking, for this mark band, might be understood to indicate five or six. Learners working within this mark band will also be differentiated by their citation of both expected and less obvious examples of jobs.

Detail about the qualifications needed for individual jobs will be precise, specifying, for example, the level of qualifications needed, the relevant subject areas, and other considerations such as experience and aptitude.

Assessment focus LO.3

Be able to develop a personal critical response to a creative or media artefact, activity or event

Mark band 1 (0-4)

Learners will choose a creative or media event, artefact or activity and investigate it in such a way as to be able to identify and describe its main aspects and give an accurate but very generalised idea of them.

Personal responses will briefly address the qualities and aspects of the event, artefact or activity that were effective, enjoyable or striking but will be limited to generalised assertions with only limited and very broad reference to what is being written or spoken about.

Mark band 2 (5-7)

Learners will choose a creative or media event, artefact or activity and investigate it with some care so that they are able to describe it accurately and with some detail.

Personal responses will clearly address the qualities and aspects of the event, artefact or activity that were effective, enjoyable or striking. There will still be a tendency to be assertive rather than discursive, but responses will be more expansive and with more detailed reference to what is being written or spoken about.

Mark band 3 (8-10)

Learners will choose a creative or media event, artefact or activity and, having conducted a focused investigation, describe it in detail.

Personal responses will be articulate and will clearly address the qualities and aspects of the event, artefact or activity that were effective, enjoyable or striking. Learners will take a predominantly discursive approach, making frequent and detailed reference to what is being written or spoken about.

Assessment focus LO.4**Be able to create a guide to the creative and media scene in a chosen region****Mark band 1 (0-8)**

The guide will provide only partial coverage of the creative and media activity in the region.

It will be in a simple format employing a limited range of technology, materials and techniques with limited skill. It will be basic and formulaic but satisfactory. It will show that some notice has been taken of the target audience – for example, some attempt will have been made to use an appropriate linguistic register.

Learners will follow straightforward procedures in the planning or production of work and will produce rudimentary, not very well-organised records documenting their work.

Mark band 2 (9-14)

The guide will provide fairly good coverage of the creative and media activity in the region

It will be conventional, not merely formulaic – that is, there will be a degree of imagination in the deployment of the conventions used. It will be quite well executed, employing a fair range of technology, materials and techniques, and some thought will have been put into its production. It will be in an appropriate format for its target audience and there will be some success in using appropriate conventions to address that audience.

Learners will be able to follow straightforward procedures in the planning or production of work with some consistency and they will work within time constraints.

They will produce records documenting their work which have some detail.

Mark band 3 (15-20)

The guide to creative and media activity in the region will be comprehensive.

It will be attractive, imaginative and well executed, employing a broad range of technology, materials and techniques, and will show a degree of proficiency in the application of skills. The format will have been carefully chosen and there will be considerable success in using appropriate conventions to address the target audience.

Learners will be able to follow procedures in the planning or production of work with consistency and exactness and they will work within time constraints.

They will produce organised records documenting their work which have a good level of detail.

Support and accountability

The degree of support given to individual learners and the extent of accountability they demonstrate is not simply a matter of level. However, because they will sometimes be working in unfamiliar territory, all Level 2 learners may be expected to need occasional support. The National Qualification Framework level description therefore expects them to exercise a degree of autonomy and demonstrate responsibility and commitment.

Learners following a Diploma in Creative and Media at Level 2 should, however, develop the ability to manage their own learning and to act effectively with increasing autonomy. When determining their mark for certain criteria, the degree to which they require support, demonstrate accountability for their work and work within time constraints should be assessed within the general expectation that all learners will sometimes need support at this level.

For further guidance about setting and running internal assessment, please see *Annexe E – Internal Assessment of Principal Learning Units: Controls for Task Setting, Task Taking and Task Marking – for Principal Learning in Construction and the Built Environment, Creative and Media, Engineering, Information Technology and Society, Health and Development*.

Personal, learning and thinking skills

Opportunities to develop personal, learning and thinking skills are inherent in this qualification as the activities which learners will undertake all require, to varying degrees, research, creativity, teamwork, self-management, self-reflection and consideration of the social context and impact of what they do and produce. The development of these skills should be at the centre of any pedagogic approach to this qualification.

The QCF unit summary references the personal, learning and thinking skills which are embedded in specific assessment criteria for this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skill.

Each unit, however, also provides opportunities to address other elements of personal, learning and thinking skills. These are referenced in the table below. Teachers should ensure that these opportunities are fully grasped in the teaching of the unit.

The full range of personal, learning and thinking skills relevant to each unit is mapped in *Annexe B* of this document.

Learning outcome	Skill	
1.3	Independent enquirers	1 identify questions to answer and problems to resolve 3 explore issues, events or problems from different perspectives 4 analyse and evaluate information, judging its relevance and value
1.4	Creative thinkers	5 try out alternatives or new solutions and follow ideas through 6 adapt ideas as circumstances change
	Self-managers	2 work towards goals, showing initiative, commitment and perseverance 5 deal with competing pressures, including personal and work-related demands

Functional skills – Level 2

This unit provides opportunities for the development of functional skills at Level 2 as follows.

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching local creative and media activity on the internet
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	
Follow and understand the need for safety and security practices	
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching local creative and media activity on the internet
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	designing a website to promote local creative and media activity with a group
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	transferring files around the group

Skill	When learners are ...
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	devising a web or brochure page, and considering shape, size, symmetry and layout
Identify the situation or problem and the mathematical methods needed to tackle it	collecting, analysing and representing information about the local creative and media scene – eg, proportion of art shops to galleries in a town, or cinema to theatre auditorium capacities
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing careers opportunities in the region with people who work in the creative and media industries
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading brochures produced by various creative and media organisations in the region
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing copy for their own website or brochure about creative and media activities in the region.

Work experience

Examples of sector-specific work experience placements appropriate to this unit would be: a craft or art supplies shop, a souvenir shop, a cinema, a theatre, an arts centre, a local paper, a local radio station, a local TV station, an audio or video studio facility, a games development company, a graphic design studio.

Specialist resources

Resources required by learners for the completion of this unit will be dependent on the disciplines within which they are working.

Reference material

Textbooks

Baylis P, Holmes P, Holmes S and Jewers S – *Level 2 Higher Diploma in Creative and Media, Assessment and Delivery Resource* (Heinemann, 2008) ISBN 9780435499297

Baylis P, Holmes P, Holmes S and Jewers S – *Level 2 Higher Diploma in Creative and Media, Student Book* (Heinemann, 2008) ISBN 9780435499280

Websites

www.lonsas.org.uk Website of the London Schools Arts Service; from March 2008 will have applied learning assignments for Edexcel Creative and Media units developed by Arts Inform in partnership with the Ambassador Theatre Group, English National Opera, the National Portrait Gallery, Sadler’s Wells, Royal Academy of Arts, Royal Albert Hall and others.

www.sharedteaching.com a free website for teachers and learners; has modular courses on aspects of creative and media production which have direct relevance to the Principal Learning for the Diploma in Creative and Media; teachers can self-enrol and share work schemes, ideas and resources.

Unit 2: Performance

Principal Learning unit

Level 2

Guided Learning Hours: 60

Internally assessed

About this unit

A performance can involve a wide variety of activities such as acting, dancing, singing, playing an instrument, stand-up comedy or circus skills. Performances can involve a single performer or a group, and might be live or recorded.

You don't actually have to be on the stage to be part of a performance. Performers work with people who take on other jobs such as directing, choreography, operating lighting and sound equipment, designing or stage management.

Others will provide front-of-house services such as selling tickets or crowd control. Another group of people will be involved in producing publicity and promotional material for the event.

In this unit you will study a form of performance, looking at the way it has developed over time and what sort of audience it appeals to. You will then help to plan, produce and present a performance. Throughout your work, you will review and monitor the processes you undertake.

In this unit you must bring together two or more of the disciplines as defined in *Annexe F* of this document.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the development of a form of performance over a specified period of time
 - 2 Be able to contribute to the planning of a performance
 - 3 Be able to contribute to the production of a performance
 - 4 Be able to monitor own contribution to a performance.
-

What you need to cover

- 2.1 Understand the development of a form of performance over a specified period of time**
- You will need to gain an understanding of the history of a performance type. You will do this by investigating a specific form of performance such as radio drama, the musical, contemporary dance or situation comedy.
- You will need to investigate:
- how the form originated
 - how and why the form has changed over time.
- In considering how and why the form has changed you should take account of such factors as changing social conditions and the impact of developing technologies.
- You will need to make reference to examples of your chosen form of performance.
- 2.2 Be able to contribute to the planning of a performance**
- You will need to take on a defined role in the performance you are involved in. Whatever role you adopt, you must be involved in the planning of the performance, helping to make sure everyone is fully prepared.
- You must, with reference to your specific role:
- research and generate appropriate ideas
 - select and develop ideas with others
 - select appropriate materials to carry out your plans.
- Whilst operating as part of a team you must:
- collaborate with others to work towards the achievement of your group's aims
 - keep in mind the need to work safely at all times
 - consider relevant legal and ethical requirements.
- 2.3 Be able to contribute to the production of a performance**
- Along with the rest of your team you will need to put your plans into practice. You need to:
- gather the resources you and others have planned to use
 - carry out your role and responsibilities
 - work to deadlines and time constraints
 - follow safe working practices.

2.4 Be able to monitor own contribution to a performance

Throughout the process of planning and production you must regularly monitor your own progress and examine your achievements and aims, reflecting on these matters in relation to what you are producing and actively using your reflections to inform, shape or modify your work as you think appropriate. You should consider this in light of your individual contribution as well as the progress of the team as a whole.

You will need to:

- examine where you succeed and where you do not succeed
- consider areas for improvement
- alter intentions or plans where necessary in order to achieve your aims.

At the end of the process you should think about what you have learnt, and how you can put this learning to good use in your next project.

How you will be assessed

This unit will be assessed by your teachers.

In order to be assessed for this unit you are likely to do one or two assignments. One of these assignments will require you to participate in a live performance in a specified role (not necessarily as a performer) on a specified date. Performers and those engaged in the performance during its enactment will be assessed during the performance (or over the course of the run of performances if there is more than one). Those not performing will be assessed on their final products (sets, props, costumes etc).

You must keep all the documentation you produce for the unit in a Process Portfolio which shows all the stages of your work. That is:

- your research into a form of performance (research plan and all research notes) and your finished presentation of that research (learning outcome 1)
- your log or journal recording your ideas about and planning for your performance or, in the case of those not actually performing, documentation such as preliminary drawings of sets, props, costumes etc (learning outcome 2)
- a recording of the final performance or, in the case of those not actually performing, the final products (or photographs of final products) – finished sets, props, costumes etc (learning outcome 3)
- a journal or log recording your reflections on what you have done (learning outcome 4).

Your tutor will give you precise advice about what each section of the Process Portfolio should contain and how you should present it.

On completion of all your work for the unit you will be given two marks: Mark A and Mark B.

Mark A will be awarded on the basis of your Process Portfolio and Mark B will be awarded on the basis of your teachers' observation of how you have worked. The two marks will be added together to provide your final mark for the unit.

There are 50 marks available for Mark A and 10 for Mark B.

Marking grid – Mark A

Assessment focus	Mark band 1	Mark band 2	Mark band 3
LO.1 Understand the development of a form of performance over a specified period of time 10	Undertakes a limited investigation which produces a small amount of relevant material. Provides an unelaborated outline which covers limited aspects of the development of a form of performance over the specified period of time and makes limited reference to factors which have influenced change. (0–4)	Undertakes a competent investigation which produces a moderate amount of useful material. Provides a description which covers the development of a form of performance over the specified period of time with some attention to detail and makes reference to the main factors which have influenced change. (5–7)	Undertakes a well-focused and wide-ranging investigation which produces a good quantity of highly relevant material. Provides a detailed description which substantially covers the development of a form of performance over the specified period of time, taking an explanatory approach to factors which have influenced change. (8–10)
LO.2 Be able to contribute to the planning of a performance 10	Makes limited contributions to the planning of a performance in a defined role. Puts forward ideas of variable quality, exploring them to a limited extent. (0–4)	Makes a competent contribution to the planning of a performance in a defined role. Puts forward viable ideas exploring them to some extent. (5–7)	Makes a consistently effective and imaginative contribution to the planning of a performance in a defined role. Puts forward imaginative ideas exploring them thoughtfully. (8–10)
LO.3 Be able to contribute to the production of a performance 20	Carries out responsibilities for own role within the production team with limited success. Shows a limited ability to manage time and work to schedules. (0–8)	Carries out responsibilities for own role within the production team competently. Shows some ability to manage time and works to schedules most of the time. (9–14)	Carries out responsibilities for own role within the production team with confidence and skill. Manages time efficiently and works to schedules at all times. (15–20)

Continued

Assessment focus	Mark band 1	Mark band 2	Mark band 3
<p>LO.4 Be able to monitor own contribution to a performance</p> <p>10</p>	<p>Monitors progress throughout the planning and production of a performance infrequently and irregularly.</p> <p>Makes limited use of the results to refine ideas and outcomes, showing limited understanding of strengths and weaknesses.</p> <p>(0–4)</p>	<p>Monitors progress throughout the planning and production of a performance with some regularity.</p> <p>Makes fairly effective use of the results to refine ideas and outcomes, showing some understanding of strengths and weaknesses.</p> <p>(5–7)</p>	<p>Monitors progress throughout the planning and production of a performance with regularity and care.</p> <p>Makes consistently effective use of the results to refine ideas and outcomes, showing good understanding of strengths and weaknesses.</p> <p>(8–10)</p>

Marking grid – Mark B

Assessment focus	Mark band 1	Mark band 2	Mark band 3
<p>LO.2 Be able to contribute to the planning of a performance</p> <p>LO.3 Be able to contribute to the production of a performance</p> <p>10</p>	<p>Makes a limited effort to collaborate with others.</p> <p>Shows a limited ability to follow safe working practices.</p> <p>Requires considerable support and guidance.</p> <p>(0–4)</p>	<p>Makes an effort to collaborate with others.</p> <p>Follows safe working practices with some care.</p> <p>Requires occasional support and guidance.</p> <p>(5–7)</p>	<p>Consistently collaborates positively with others.</p> <p>Follows safe working practices carefully and efficiently.</p> <p>Requires very occasional support and guidance.</p> <p>(8–10)</p>

Guidance for teaching this unit

NB: It is a requirement of the qualification that the work for this unit is contextualised in relation to a minimum of two disciplines. Guidance on how this can be done is given below. Please see *Annexe F* of this document for the rules that govern the combination and coverage of disciplines for the Principal Learning in the Level 2 (Higher) Diploma in Creative and Media.

Edexcel provides an exemplar assignment for this unit in the *Teacher Support Material for the Edexcel Principal Learning in Creative and Media*. Further guidance on how to contextualise specific disciplines is given in the Indicative Content Statement available in the same document.

Delivery guidance

This unit is 60 guided learning hours (GLH) in length. Centres should allocate this amount of time within the timetable for its delivery and assessment. Edexcel has identified that within this time learners will probably require 45 GLH in activities which generate evidence for assessment. This may, for example, include time spent in experiential learning, practising skills, research activities and undertaking summative assessment activities. (See sections relating to *Internal assessment* and *Programme design and delivery* in the generic introductory part of the *Guidance and units* document.)

Overview

The focus of this unit is on the planning, development and eventual production of a performance. Learners must all be involved in this activity, although the nature of their involvement will be dictated by the disciplines they choose to work within.

To fulfil the requirements of the unit, learners will need defined roles and responsibilities. Teachers may find it useful to guide learners carefully in the allocation of roles to ensure that the assessment requirements, along with the need for learners to work across two disciplines, are covered by their proposed activities. Those learners who are not actually performing will, of course, automatically be covering two disciplines – that of the form of performance and the one that is being applied in the performance context (for example, 2D visual art for scene painting, or footwear design for costume). Those who are performing will need to take on an additional role such as collaborating in set or costume design, assisting with the publicity campaign or producing publicity material. The vital point to grasp is that whatever non-performance disciplines are employed, they must be brought to bear in a performance context, whilst those who are directly involved in performing must also understand the ways in which other creative and media disciplines interact with and affect their activity on the stage. To give perhaps the most obvious example, performers in a soap opera need to develop an understanding of the ways in which three-camera studio recording makes different demands on actors and requires different ways of acting than single-camera recording or live theatre.

Teaching the unit

Skills development in this unit will depend on the forms of performance and disciplines that the centres offer or which learners select. It will also be, as is the nature of this type of teaching, coincident with the preparation for the performance. Centres must therefore devise their skills teaching programme in relation to the assignments which they create (or which they develop with learners) for the assessment of the unit.

In order to achieve learning outcome 1 learners must investigate the nature of a specific form of performance over a specified period of time. Learners will need to investigate the ways in which the form was conceived, the changes in practice that have occurred and the impact of developing technologies on its evolution. Learners should also be encouraged to relate specific examples from their findings to the political, social and cultural climate within which these examples occurred, though it is understood that not all learners will be able to achieve such a sophisticated level of understanding.

The selected form of performance and the specified period of time could be chosen by the teacher and could – ideally should – relate to the nature of the eventual performance. For example, learners could take part in the filming of a short television drama in a studio setting, allowing the subject of the investigation (television drama from the beginning of broadcast television to the present) to be common to all learners involved.

In order to achieve learning outcome 2 learners must address the process of planning and preparing for involvement in a performance activity. The nature of this work will vary depending on the role that the learner has chosen. Evidencing this process is an essential part of the unit and is also vital to enable assessment. Depending on the discipline within which a learner is working, teachers may need to provide guidance and documentation reflecting accepted practice. For instance, evidence of planning meetings and other collaborative activities could be in the form of minutes, whilst those planning publicity materials may need to produce layout sheets. This will also link with the work that will be done in relation to learning outcome 4.

In relation to the work to be done towards achieving learning outcome 3 it is important to note that the term ‘production of a performance’ is intended to cover the practical application of all ideas developed in the planning stages – for example, the building of sets, the production of publicity material as well as, of course, the eventual performance itself. Dependent on learners’ choice of discipline, the amount of activity involved in the planning and production stages may vary.

In order to achieve learning outcome 4 learners must regularly monitor progress and reflect on their achievement. This needs to be built into practice throughout the coverage of this unit, rather than approached as a summative activity and teachers are strongly advised to ensure that learners contribute evidence towards this outcome continuously throughout their work on the unit, rather than merely completing their responses after the performance activity. Evidence for the achievement of this learning outcome could take the form of a planning and production diary or log, a video diary or an illustrated blog.

Finally, it should be noted that the work learners complete for this unit should differ from the work they do for *Unit 4: Record*. Care should be taken, therefore, to ensure that learners who combine camera-work with performance for this unit should not simply repeat such an activity for Unit 4, and vice versa.

Guidance on assessment of this unit

Centres must provide two marks for this unit: Mark A and Mark B.

The total mark for the unit will be the total of marks A and B.

The evidence required for the two marks is detailed below but, in essence, Mark B is a mark derived solely from teacher observation. Mark B will not, therefore, require separate assignments from Mark A. Assignments for this unit must be designed to produce evidence that will enable assessors to arrive at both marks.

Designing assessment vehicles

All centre designed assessment vehicles must comply with the controls stated in *Annexe E* of this specification.

The assessment vehicle for this unit could be a single assignment which requires a preliminary investigation of the form of performance which the learners will eventually create. It could, however, be done through two separate assignments – one which covers assessment focus 1 and another which covers the remaining three foci.

In either case, assessment focus 1 should be assessed in such a way that learners are able to produce evidence that they have:

- set up and followed through a research plan
- understood the development of a form of performance in terms of how the form originated, and how and why the form has changed over time.

The assessment vehicle for assessment foci 2, 3 and 4 should be an assignment which enables learners to:

- participate in a defined role in a final performance
- consider two creative and media disciplines through their role.

Learners must also keep a log or journal throughout the course of the assignment in which they record their reflections on their work, decisions taken and reasons for taking them, changes to plans and reasons for making them etc.

Assessment vehicles must be designed in such a way as to ensure that, in the case of group work, each learner produces identifiable individual work that relates to each of the assessment foci.

Each Process Portfolio must contain an authentication sheet signed by the learner and the person(s) responsible for the assessment, declaring that all work submitted for assessment is the learner's own work, carried out under appropriate supervision.

An authentication sheet is provided in *Annexe H* of this document, and an electronic version is available on the Edexcel website, www.edexcel.com.

Evidence for assessment

As this unit might be externally moderated, centres must ensure that all learners' Process Portfolios contain evidence that will enable the moderator to properly evaluate the centre's Mark A. This means that, for example, assessment of a learner's punctuality or their contributions to group work must be supported by such evidence as attendance records and teacher annotations which authenticate (or otherwise) statements made in the learner's log or journal.

For **Mark A**, centres must ensure that each learner produces, as a minimum, evidence as follows:

- | | |
|---------|---|
| Focus 1 | the learner's research plans and notes; the finished presentation of the results (oral presentations must be recorded and a recording included in the process portfolio) |
| Focus 2 | the learner's unit log or journal; attendance and punctuality records; in the case of those performing, rehearsal and preparation notes (these may be in the learner's unit log or journal); in the case of those not performing, documentation such as preliminary drawings of sets, props, costumes etc, as appropriate to their role |
| Focus 3 | the final performance (arrangements must be made to record the performance in some suitable form and all learners must have a copy of the recording in their portfolios); attendance and punctuality records; in the case of those not performing, finished sets, props, costumes etc (or photographs of them) |
| Focus 4 | recorded evidence of the review process (this might be in the learner's log or journal for the unit). |

For **Mark B**, teachers must keep an assessment record for each learner, noting how learners conduct themselves when working on the assignment, and recording any notes relevant to the learners' self-monitoring and the development of their personal, learning and thinking skills.

An assessment record for recording evidence for Mark B and the mark awarded is provided in *Annexe G* of this document, and an electronic version is available on the Edexcel website, www.edexcel.com.

Storage of evidence

All assessment evidence kept in electronic form must be stored in a single folder labelled Process Portfolio/Level 2/Unit 2 – Performance/candidate’s name.

All physical evidence must be kept in a clearly labelled and organised Process Portfolio.

Copies of teacher assessment records, whether paper or electronic, should be given to learners to put in their Process Portfolios.

Each Process Portfolio must contain an authentication sheet signed by the learner and the person(s) responsible for the assessment, declaring that all work submitted for assessment is the learner’s own work, carried out under appropriate supervision. Electronic folders must contain an electronic copy of this form, and paper-based folders must contain a paper copy.

An authentication sheet is provided in *Annexe H* of this document, and an electronic version is available on the Edexcel website, www.edexcel.com.

Using the marking grids

When using this grid the ‘best fit’ principle should be adopted – that is, assessors should first match the work being assessed to the mark band for the relevant focus which best describes the work overall. Assessors should **not** adopt the ‘hurdle’ approach in which the assessor cannot award marks from a higher band if one requirement from a lower band has not been satisfied.

If the work matches a band overall but a requirement for that band has not been met then the mark awarded will be from the lower end of the band which is the best fit.

If one aspect of work for an assessment focus matches a requirement in the next band, but overall the work does not fit that higher band, then the mark awarded will be from the higher end of the band which is the best fit.

Assessors should also take into account the quality of the work in relation to expectations for that band at that level. If a learner completes all they are asked to do in a band to the highest quality that could be expected for that band at that level, they should be awarded the full marks for that band.

Grading is completely separate for each assessment focus – that is, a learner can get band 3 on one assessment focus, band 1 on another etc. All band marks are then added together for the unit total. It may be possible, depending on weighting of each assessment focus, for a learner to pass a unit even if no marks have been given for one assessment focus in the unit.

It should be noted that mark band 1 has approximately 40 per cent of the total marks available for a unit and mark bands 2 and 3 together the remaining 60 per cent.

Guidance for allocating marks

At Level 2 learners will be expected to:

- demonstrate a range of skills and applied knowledge
- choose from a range of procedures and operate in a number of contexts, some of which may be non-routine
- interpret available information and make comparisons
- show comprehension in a number of areas
- exercise a degree of autonomy
- demonstrate responsibility and commitment
- achieve outcomes within time constraints working under direction.

Interpretation of comparative terms used within the marking grid should be contextualised within the limits implied by this level description. Terms such as ‘competent’ and ‘thorough’ must be understood in the context of the expectation of achievement at Level 2 as compared to other levels.

Owing to the number and variety of the disciplines covered by the Principal Learning in Creative and Media, it is not possible to give more than generic guidance on the application of the marking grids for each unit. Centres are strongly advised to attend INSET events run by Edexcel on this topic.

Please note that any examples given here of what a learner might say, write or do are not intended to represent complete evidence for the illustrated criterion; they are offered simply to indicate what might be an appropriate response within the mark band.

NB: assessment of this Level 2 unit will differ from assessment of *Level 1, Unit 3: Performance Arts* in that the Level 1 unit assesses general skills and understanding, whereas in the Level 2 unit there is a greater emphasis on the learner’s skills and understanding in carrying out a specific defined role.

Marking grid – Mark A

Assessment focus LO.1

Understand the development of a form of performance over a specified period of time

Mark band 1 (0-4)

Learners will undertake research into a form of performance over a specified period of time using a limited range of sources and showing limited or occasional understanding of how to use links between one source and another. They will derive and select some relevant information from these sources though this selection will be done rather uneconomically. The research process will not be well organised.

Learners will have gathered sufficient information to provide an unelaborated but generally accurate summary of the form of performance over the specified period of time. The summary will note one or two obvious factors which have influenced change (perhaps none at the lower end of the mark band) and will refer to practitioners or companies which exemplify the changes without describing them in detail.

Mark band 2 (5-7)

Research will still be fairly limited in scope, but links between one source and another will be more fully exploited. Learners will show more ability to select relevant and useful information from their sources. The research process is likely to be more systematic.

Learners will provide a reasonably well-organised summary of the form of performance over the specified period of time. This will cover the main areas of change and describe two or three (perhaps four) factors which have influenced change. They will cite examples of relevant practitioners or companies which exemplify these changes and will show where their work has demonstrated such development but without much detail. Inadequacies in number may be compensated for by the level of detail in the examples cited.

Mark band 3 (8-10)

Learners will show some initiative in research and will be well organised. They will show some ability to focus the research more precisely. They will use a wide range of sources which will produce more useful and relevant information. Learners will show some ability to compare and assess information gathered and will begin to make connections between elements of this information.

The summary of the form of performance over the specified period of time will be well organised and thorough, with substantial and detailed descriptions of both obvious and less obvious factors which have influenced change. Learners working in this mark band will not necessarily indicate more factors than those working in the middle band, but will discuss the factors in more detail or in such a way that they begin to explain how or why the changes occurred.

Assessment focus LO.2**Be able to contribute to the planning of a performance****Mark band 1 (0-4)**

Contributions in the learner's defined role to the planning of a performance will be limited though they will not be overtly obstructive or negative.

Learners will generate some ideas for their own role, of which a small number will be viable. They will show a limited ability or willingness to explore or develop these ideas, being able to identify only the more obvious strengths and weaknesses of some of them.

Mark band 2 (5-7)

Contributions in the learner's defined role to the planning of a performance will be competent.

Learners will be able to generate a number of ideas for their role, some of which will be relevant and viable. They will be able to develop some of these ideas, and identify the more obvious strengths and weaknesses of most of them.

Mark band 3 (8-10)

Contributions in the learner's defined role to the planning of a performance will be consistently effective and imaginative.

Learners will be able to generate a number of ideas for their role, most of which will show some imagination, as well as being relevant and viable. They will be able to develop these ideas imaginatively, identifying and describing the more obvious strengths and weaknesses of each idea.

**Assessment
focus LO.3**

**Be able to
contribute to the
production of a
performance**

Mark band 1 (0-8)

Learners working within this mark band will apply a limited range of skills, materials and techniques to the execution of their defined role and will do so with a limited degree of success. Standards achieved will be basic but satisfactory.

In matters such as punctuality, working to deadlines and reliability learners will be weak.

Mark band 2 (9-14)

Learners will apply a fair range of skills, materials and techniques to the execution of their defined role and will do so with some success. Standards achieved will be competent.

In matters such as punctuality and working to deadlines learners will be generally reliable

Mark band 3 (15-20)

Learners will apply a broad range of skills, materials and techniques to the execution of their defined role and will do so with confidence, showing, in terms of standards achieved, imagination in conception and a degree of proficiency in the application of skills.

In matters such as punctuality and working to deadlines learners will be consistently reliable

**Assessment
focus LO.4**

**Be able to
monitor own
contribution to a
performance**

Mark band 1 (0-4)

When reviewing and reflecting on their own work learners will be able to identify a few relevant aspects of the work for consideration and will provide a mainly historical account of the way they dealt with a given situation, though there will be some generalised references to strengths and weaknesses of the work considered.

Such reflection will be infrequent and variable, and evidence will show that it has had only a very occasional impact on the work in progress.

Mark band 2 (5-7)

When reviewing and reflecting on their own work learners will be able to describe relevant aspects of the work considered, providing an account of the way they dealt with a given situation which will still be largely historical but will show some clear awareness of strengths and weaknesses.

Such reflection will be fairly frequent and there will be evidence that it has often had a positive impact on the work in progress.

Mark band 3 (8-10)

When reviewing and reflecting on their own work learners will be able to describe in some detail relevant aspects of the work considered and provide an explanatory account of the way they dealt with a given situation, clearly acknowledging strengths and weaknesses.

Such reflection will be consistent and purposeful, and there will be evidence that it has frequently had a positive impact on the work in progress.

Marking grid – Mark B**Assessment focus LO.2****Be able to contribute to the planning of a performance****Mark band 1 (0-4)**

Efforts to collaborate with others will be limited and the learner will take a mainly passive part in proceedings.

Learners will be able to follow some straightforward procedures in relation to safe working practices, but it will sometimes be necessary to intervene to ensure that health and safety requirements are properly observed.

Assessment focus LO.3**Be able to contribute to the production of a performance**

Learners are likely to require considerable support and guidance throughout the period of the performance.

Mark band 2 (5-7)

Collaboration with others will be more active and on the whole successful and the learner will take a more active part in the proceedings, though there may well be occasional difficulties connected to, for example, rather rough interpersonal skills.

Learners will be able to follow most procedures in relation to safe working practices with some consistency. It will not be necessary to intervene to ensure that health and safety requirements are properly observed.

Learners will work with some sense of purpose, though they are likely to require occasional support and guidance throughout the period of the performance.

Mark band 3 (8-10)

Learners will take a fully active part in the proceedings, collaborating positively with others at all times.

Learners will be able to follow all procedures in relation to safe working practices with consistency, care and exactness.

Learners will work with a clear sense of purpose, being likely to require only very occasional support and guidance throughout the period of the performance.

Support and accountability

The degree of support given to individual learners and the extent of accountability they demonstrate is not simply a matter of level. However, because they will sometimes be working in unfamiliar territory, all Level 2 learners may be expected to need occasional support. The National Qualification Framework level description therefore expects them to exercise a degree of autonomy and demonstrate responsibility and commitment.

Learners following a Diploma in Creative and Media at Level 2 should, however, develop the ability to manage their own learning and to act effectively with increasing autonomy. When determining their mark for certain criteria, the degree to which they require support, demonstrate accountability for their work and work within time constraints should be assessed within the general expectation that all learners will sometimes need support at this level.

For further guidance about setting and running internal assessment, please see *Annexe E – Internal Assessment of Principal Learning Units: Controls for Task Setting, Task Taking and Task Marking – for Principal Learning in Construction and the Built Environment, Creative and Media, Engineering, Information Technology and Society, Health and Development*.

Personal, learning and thinking skills – Level 2

Opportunities to develop personal, learning and thinking skills are inherent in this qualification as the activities which learners will undertake all require, to varying degrees, research, creativity, teamwork, self-management, self-reflection and consideration of the social context and impact of what they do and produce. The development of these skills should be at the centre of any pedagogic approach to this qualification.

The QCF unit summary references the personal, learning and thinking skills which are embedded in specific assessment criteria for this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skill.

Each unit, however, also provides opportunities to address other elements of personal, learning and thinking skills. These are referenced in the table below. Teachers should ensure that these opportunities are fully grasped in the teaching of the unit.

The full range of personal, learning and thinking skills relevant to each unit is mapped in *Annexe B* of this document.

Learning outcome	Skill	
2.1	Independent enquirers	1 identify questions to answer and problems to resolve 6 support conclusions, using reasoned arguments and evidence
2.2	Creative thinkers	3 connect their own and others' ideas and experiences in inventive ways 6 adapt ideas as circumstances change
	Team workers	4 show fairness and consideration to others
2.3	Team workers	6 provide constructive support and feedback to others
2.4	Reflective learners	4 invite feedback and deal positively with praise, setbacks and criticism

Functional skills – Level 2

This unit provides opportunities for the development of functional skills at Level 2 as follows.

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching the history of a form of performance
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	organising and filing information found
Follow and understand the need for safety and security practices	
Troubleshoot	recovering lost or inadvertently deleted files
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching the history of a form of performance
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	presenting results of research in the form of an illustrated PowerPoint presentation
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	

Skill	When learners are ...
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	communicating with other members of a group engaged in the same research activity
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	working out a budget for a performance based on projected income from ticket sales
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	rehearsing for a performance
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching a form of performance and presenting results in a written report.
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	

Work experience

Examples of sector-specific work experience placements appropriate to this unit would be: a local arts centre or theatre.

Specialist resources

Resources required by learners for the completion of this unit will be dependent on the disciplines within which they are working.

Reference material

Textbooks

Baylis P, Holmes P, Holmes S and Jewers S – *Level 2 Higher Diploma in Creative and Media, Assessment and Delivery Resource* (Heinemann, 2008) ISBN 9780435499297

Baylis P, Holmes P, Holmes S and Jewers S – *Level 2 Higher Diploma in Creative and Media, Student Book* (Heinemann, 2008) ISBN 9780435499280

Websites

- www.lonsas.org.uk website of the London Schools Arts Service; from March 2008 will have applied learning assignments for Edexcel Creative and Media units developed by Arts Inform in partnership with the Ambassador Theatre Group, English National Opera, the National Portrait Gallery, Sadler’s Wells, Royal Academy of Arts, Royal Albert Hall and others.
- www.sharedteaching.com a free website for teachers and learners; has modular courses on aspects of creative and media production which have direct relevance to the Principal Learning for the Diploma in Creative and Media; teachers can self-enrol and share work schemes, ideas and resources.

Unit 3: Artefact

Principal Learning unit

Level 2

Guided Learning Hours: 60

Internally assessed

About this unit

People make things for all sorts of reasons. It might be to express an idea or as an act of religious faith. It might be because the objects will be useful or it might simply be because looking at them will give people pleasure. A set or costume designer will make things that will be part of a drama or dance performance, and will design them so that they help to communicate the ideas carried by the performance. A potter will make things that are both useful and good to look at or handle.

All these things can be described as ‘artefacts’ – made objects that exist in both time and space – and their creation will be influenced by many different factors and circumstances.

In this unit you will explore the nature of artefacts, looking at how and why they were created. You will then plan and produce an artefact of your own.

In this unit you must bring together two or more of the disciplines as defined in *Annexe F* of this document.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the process of creating artefacts
 - 2 Be able to plan the creation of an artefact
 - 3 Be able to create an artefact
 - 4 Be able to monitor own creative activity.
-

What you need to cover

3.1 Understand the process of creating artefacts

The way in which an artefact is created and the technologies used has a major impact on the eventual product. In this unit you will examine particular artefacts and the ways in which they are created. If the artefact has been created for a particular purpose (for example, a performance) then you must also consider how it would be used in performance, as this will affect the way that it is made.

You will do this by investigating:

- the materials used
- the processes used
- the possible impact of developing technologies
- the purposes of their creator.

The situation within which an artefact is created also influences many different aspects of its nature. Looking at the circumstances surrounding the creation of an item can help us understand the decisions made by the creator.

You will, therefore, consider when and where these artefacts were produced and the backgrounds of their creators, and think about how those factors impact on:

- the materials and processes used
- the way the artefacts look or operate.

3.2 Be able to plan the creation of an artefact

Detailed planning is important for the successful and safe creation of an artefact.

In the planning process you will need to:

- generate appropriate ideas
- select and develop a chosen idea
- select appropriate materials
- select your production process
- consider budgeting and time implications.

You will need to produce records of this planning process in a format suitable for the discipline you are working in.

In your planning you should make sure you are fully prepared at all times to observe safe working practices. You may need to investigate legal and ethical issues relating to your discipline – for example, if you are planning to use copyright material you may need to apply for permission to use it.

3.3 Be able to create an artefact

The production of your artefact will involve putting your plans into practice.

You will need to:

- collect the materials you have identified in your planning
- prepare your work area in line with health and safety considerations
- carry out the processes you have planned for in the creation of your proposed artefact.

3.4 Be able to monitor own creative activity

Throughout the process of planning and creating your artefact you must regularly monitor your own activity and examine your achievements and aims.

You must constantly ask yourself if you are achieving what you set out to achieve, and if not, why not – and then you should ask what you need to do to get nearer to creating what you intend to create.

You must actively use your reflections to inform, shape or modify your work as you think appropriate.

You will need to:

- examine where you succeed and where you do not succeed
- consider areas for improvement
- alter intentions or plans where necessary in order to achieve your aims.

At the end of the process you should think about what you have learnt, and how you can put this learning to good use in your next project.

How you will be assessed

This unit will be assessed by your teachers.

You must:

- undertake an investigation into the process of creating artefacts, and present the results of your investigation (learning outcome 1)
- generate and explore ideas for creating your own artefact, and plan the project (learning outcome 2)
- explore and experiment with your idea, and complete your project (learning outcome 3)
- monitor and reflect on the process (learning outcome 4).

Whether you have worked on your own or in a group for this unit, you must produce an individual Process Portfolio which shows all the stages of your work. All group activity must be written up or recorded in some way individually by you.

Your unit portfolio must contain:

- all research
- all planning
- all pre-production and production documentation
- the final piece of work
- the monitoring and review process.

Depending on the nature of the artefact and on whether your portfolio is physical or electronic, you may need to put a photograph (or some other form of accurate representation of your finished work) in your portfolio.

Your teachers will give you further advice on how you should organise and present your Process Portfolio.

On completion of all your work for the unit you will be given two marks: Mark A and Mark B.

Mark A will be awarded on the basis of your Process Portfolio and Mark B will be awarded on the basis of your teachers' observation of how you have worked. The two marks will be added together to provide your final mark for the unit.

There are 50 marks available for Mark A and 10 for Mark B.

Marking grid – Mark A

Assessment focus	Mark band 1	Mark band 2	Mark band 3
LO.1 Understand the process of creating artefacts 10	Undertakes a limited investigation which produces a small amount of relevant material. Identifies some of the processes involved in the creation of identified artefacts. Demonstrates limited understanding of the way a limited range of factors influence the production of specific artefacts. (0–4)	Undertakes a competent investigation which produces a moderate amount of useful material. Describes a number of the processes involved in the creation of identified artefacts citing examples with some detail. Demonstrates a moderate understanding of the way a range of factors influence the production of specific artefacts. (5–7)	Undertakes a well-focused and wide-ranging investigation which produces a good quantity of highly relevant material. Explains a good number of the processes involved in the creation of identified artefacts citing a wide range of well-detailed examples. Demonstrates a good understanding of the way a range of factors influence the production of specific artefacts. (8–10)
LO.2 Be able to plan the creation of an artefact 15	Displays limited abilities in the planning process. Produces basic planning documentation. Generates ideas of variable quality, exploring them to a limited extent. (0–6)	Displays a competent approach to the planning process. Produces competent planning documentation with some detail. Generates viable ideas exploring them to some extent. (7–11)	Displays a disciplined approach to the planning process. Produces substantial and well-detailed planning documentation. Generates imaginative ideas exploring them thoughtfully. (12–15)
LO.3 Be able to create an artefact 15	Displays limited abilities in gathering necessary resources and materials. Uses limited skills and techniques to create an artefact to a basic standard. (0–6)	Displays competence in gathering necessary resources and materials. Uses a moderate range of skills and techniques competently and with some imagination to create an artefact to a competent standard. (7–11)	Displays efficiency in gathering necessary resources and materials. Uses a wide range of skills and techniques with imagination and confidence to create an artefact to a good standard. (12–15)

Assessment focus	Mark band 1	Mark band 2	Mark band 3
<p>LO.4 Be able to monitor own creative activity</p> <p>10</p>	<p>Monitors progress throughout the planning and creation of an artefact infrequently and irregularly.</p> <p>Makes limited use of the results to refine ideas and outcomes, showing limited understanding of strengths and weaknesses.</p> <p>(0–4)</p>	<p>Monitors progress throughout the planning and creation of an artefact with some regularity.</p> <p>Makes fairly effective use of the results to refine ideas and outcomes, showing some understanding of strengths and weaknesses.</p> <p>(5–7)</p>	<p>Monitors progress throughout the planning and creation of an artefact with regularity and care.</p> <p>Makes consistently effective use of the results to refine ideas and outcomes, showing good understanding of strengths and weaknesses.</p> <p>(8–10)</p>

Marking grid – Mark B

Assessment focus	Mark band 1	Mark band 2	Mark band 3
<p>LO.3 Be able to create an artefact</p> <p>10</p>	<p>Shows a limited ability to follow safe working practices. Requires considerable support and guidance. Shows a limited ability to work within given time constraints.</p> <p>(0–4)</p>	<p>Follows safe working practices with some care. Requires occasional support and guidance. Works for the most part within given time constraints.</p> <p>(5–7)</p>	<p>Follows safe working practices carefully and efficiently. Requires very occasional support and guidance. Works consistently within given time constraints.</p> <p>(8–10)</p>

Guidance for teaching this unit

NB: It is a requirement of the qualification that the work for this unit is contextualised in relation to a minimum of two disciplines. Guidance on how this can be done is given below. Please see *Annexe F* of this document for the rules that govern the combination and coverage of disciplines for the Principal Learning in the Level 2 (Higher) Diploma in Creative and Media.

Edexcel provides an exemplar assignment for this unit in the *Teacher Support Material for the Edexcel Principal Learning in Creative and Media*. Further guidance on how to contextualise specific disciplines is given in the Indicative Content Statement available in the same document.

Delivery guidance

This unit is 60 guided learning hours (GLH) in length. Centres should allocate this amount of time within the timetable for its delivery and assessment. Edexcel has identified that within this time learners will probably require 45 GLH in activities which generate evidence for assessment. This may, for example, include time spent in experiential learning, practising skills, research activities and undertaking summative assessment activities. (See sections relating to *Internal assessment* and *Programme design and delivery* in the generic introductory part of the *Guidance and units* document.)

Overview

In this unit the term ‘artefact’ is understood to mean a made object existing in both time and space created either for its own sake or for a given purpose. In the latter case, the purpose might be something to do with the use of the object created – a piece of pottery, a stage prop or a musical instrument would all have a specific use and could all be the intended artefact for this unit. Alternatively, the purpose might be promotional: a CD, a DVD or an audio book might be created in such a way as to make it an attractive object in its own right, though there would also be a marketing or promotional element to the design, perhaps involving the branding of the object in some way.

In order to ensure the coverage of at least two different disciplines in this unit it may be of benefit to provide learners with a focus for their work, possibly in the form of a project or theme. For example, in order to relate 3D visual arts work to drama or dance, learners might work on the theme of ‘masks’, investigating the use of masks in performance work, and exploring historical and contemporary contextual influences, before they plan and produce masks of their own.

In the examples given above, the creation of a CD, DVD or audio book would involve advertising, understanding of the market for the product, and an understanding of its content, whilst the making of a musical instrument would require both the craft skills to create the instrument and an understanding of music.

Teachers should encourage their learners to be imaginative in what they aim to do for this unit, but must also be careful to ensure that this does not result in duplication of work done for other units.

Teaching the unit

In order to achieve learning outcome 1 learners must develop the ability to recognise and understand the materials and processes used in the creation of specific existing artefacts. This could be introduced through group discussion and analysis of a range of examples. This could be followed by active learner investigations in the form of visits to museums and galleries, interviews with practitioners or by using libraries and the internet.

Learners will also need to be introduced to the concept of contextualising the creation of an artefact. They will be required to consider the external factors that influence the creative decisions made by practitioners in their work. This could include historical, social, cultural, industrial and even political influences. It is advisable to approach this requirement by introducing learners to clear examples of contextual influence on artefact development (for example, looking at how working in wartime could affect the work of a painter or photographer).

Achievement of learning outcome 2 requires learners to generate and select ideas. This could be implemented through structured group discussions or mind-mapping. Teachers should guide learners in developing ideas which are achievable within the confines of the unit and available resources.

Planning the production of an artefact should be a structured activity and teachers will need to ensure that learners have completed relevant planning activities prior to creation of their artefact.

Learners are likely to require guidance and support in investigating the relevant legal and ethical issues surrounding their chosen idea. They may well also need guidance in relation to safe working practices.

In order to achieve learning outcome 3 learners will need to be provided with opportunities and resources to realise the plans they have made. Teachers will need to ensure that the health and safety considerations which were included in the learners' planning work is put in to practice at this stage.

Guidance on assessment of this unit

Centres must provide two marks for this unit: Mark A and Mark B.

The total mark for the unit will be the total of marks A and B.

The evidence required for the two marks is detailed below but, in essence, Mark B is a mark derived solely from teacher observation. Mark B will not, therefore, require separate assignments from Mark A. Assignments for this unit must be designed to produce evidence that will enable assessors to arrive at both marks.

Designing assessment vehicles

All centre designed assessment vehicles must comply with the controls stated in *Annexe E* of this specification.

Assessment vehicles for assessment focus 1 should be a research brief. Research briefs must be clearly focused to ensure that learners can fully address the contents of the *What you need to cover* section of the unit and achieve the full range of marks.

The assessment vehicle for the remaining foci should be a production brief which is carefully designed to ensure that learners cover all the requirements of the unit as set out in the relevant *What you need to cover* sections and setting out clearly the requirements for the final product. Teachers should be guided in designing this brief by the *What you need to cover* section of the unit.

All assessment vehicles must be designed in such a way as to ensure that, in the case of group work, each learner produces identifiable individual work that relates to each of the assessment foci.

Evidence for assessment

As this unit might be externally moderated, centres must ensure that all learners' Process Portfolios contain evidence that will enable the moderator to properly evaluate the centre's Mark A. This means that, for example, assessment of a learner's punctuality or their contributions to group work must be supported by such evidence as attendance records and teacher annotations which authenticate (or otherwise) statements made in the learner's log or journal.

For **Mark A**, centres must ensure that each learner produces, as a minimum, evidence as follows:

- Focus 1 research logs and notes; the presentation of the results of the investigation in an appropriate form
- Focus 2 notes on ideas; rough work (drafts, sketches, ideas boards etc); notes on research; a production plan
- Focus 3 all experimentation work; the final product; the learner's unit log or journal
- Focus 4 recorded evidence of the review process (this might be in the learner's log or journal for the unit).

For **Mark B**, teachers must keep an assessment record for each learner, noting how learners conduct themselves when working on the assignment, and recording any notes relevant to the learners' self-monitoring and the development of their personal, learning and thinking skills.

An assessment record for recording evidence for Mark B and the mark awarded is provided in *Annexe G* of this document, and an electronic version is available on the Edexcel website, www.edexcel.com.

Storage of evidence

All assessment evidence kept in electronic form must be stored in a single folder labelled Process Portfolio/Level 2/Unit 3 – Artefact/candidate's name.

All physical evidence must be kept in a clearly labelled and organised Process Portfolio.

Depending on the nature of the artefact and on whether the portfolio is physical or electronic, learners may need to put a photograph (or some other form of accurate representation of the finished work) in their portfolio.

Copies of teacher assessment records, whether paper or electronic, should be given to learners to put in their Process Portfolios.

Each Process Portfolio must contain an authentication sheet signed by the learner and the person(s) responsible for the assessment, declaring that all work submitted for assessment is the learner's own work, carried out under appropriate supervision. Electronic folders must contain an electronic copy of this form, and paper-based folders must contain a paper copy.

An authentication sheet is provided in *Annexe H* of this document, and an electronic version is available on the Edexcel website, www.edexcel.com.

Using the marking grid

When using this grid the ‘best fit’ principle should be adopted – that is, assessors should first match the work being assessed to the mark band for the relevant focus which best describes the work overall. Assessors should **not** adopt the ‘hurdle’ approach in which the assessor cannot award marks from a higher band if one requirement from a lower band has not been satisfied.

If the work matches a band overall but a requirement for that band has not been met then the mark awarded will be from the lower end of the band which is the best fit.

If one aspect of work for an assessment focus matches a requirement in the next band, but overall the work does not fit that higher band, then the mark awarded will be from the higher end of the band which is the best fit.

Assessors should also take into account the quality of the work in relation to expectations for that band at that level. If a learner completes all they are asked to do in a band to the highest quality that could be expected for that band at that level, they should be awarded the full marks for that band.

Grading is completely separate for each assessment focus – that is, a learner can get band 3 on one assessment focus, band 1 on another etc. All band marks are then added together for the unit total. It may be possible, depending on weighting of each assessment focus, for a learner to pass a unit even if no marks have been given for one assessment focus in the unit.

It should be noted that mark band 1 has approximately 40 per cent of the total marks available for a unit and mark bands 2 and 3 together the remaining 60 per cent.

Guidance for allocating marks

At Level 2 learners will be expected to:

- demonstrate a range of skills and applied knowledge
- choose from a range of procedures and operate in a number of contexts, some of which may be non-routine
- interpret available information and make comparisons
- show comprehension in a number of areas
- exercise a degree of autonomy
- demonstrate responsibility and commitment
- achieve outcomes within time constraints working under direction.

Interpretation of comparative terms used within the marking grid should be contextualised within the limits implied by this level description. Terms such as ‘competent’ and ‘thorough’ must be understood in the context of the expectation of achievement at Level 2 as compared to other levels.

Owing to the number and variety of the disciplines covered by the Principal Learning in Creative and Media, it is not possible to give more than generic guidance on the application of the marking grids for each unit. Centres are strongly advised to attend INSET events run by Edexcel on this topic.

Please note that any examples given here of what a learner might say, write or do are not intended to represent complete evidence for the illustrated criterion; they are offered simply to indicate what might be an appropriate response within the mark band.

NB: assessment of this Level 2 unit will differ from assessment of *Level 1, Unit 2: Visual Arts* in that the Level 1 unit assesses general skills and understanding, whereas in the Level 2 unit there is a greater emphasis on the learner’s skills and understanding in the two (or more) chosen disciplines.

Marking grid – Mark A**Assessment focus LO.1****Understand the process of creating artefacts****Mark band 1 (0-4)**

Learners will undertake research into the processes involved in the creation of identified artefacts and the factors which influence the production of those artefacts, using a limited range of sources and showing limited or occasional understanding of how to use links between one source and another. They will derive and select some relevant information from these sources though this selection will be done rather uneconomically. The research process will not be well-organised.

Learners will have gathered sufficient information to provide an unelaborated but generally accurate summary of some of the processes involved in the creation of the identified artefacts and the factors which have influenced their production. The summary will note one or two obvious processes and one or two obvious factors (or one of each, or two of one and none of the other – but number must not be applied too rigidly in assessment and quantity must be weighed against quality). Learners will reference artefacts which employ the processes or exemplify the influences, but they will not describe them in any detail.

Mark band 2 (5-7)

Research will still be fairly limited in scope, but links between one source and another will be more fully exploited. Learners will show more ability to select relevant and useful information from their sources. The research process is likely to be more systematic.

Learners will provide a reasonably well-organised and well-detailed summary of a number of the processes involved in the creation of the identified artefacts and the factors which have influenced their production. This will cover three or four of the main processes and describe two or three factors which have influenced their production. They will demonstrate a fairly good understanding of both the processes and the influences which bear upon production by describing in moderately good detail artefacts which employ the processes or exemplify the influences, though the way in which the influence has affected the artefact will not be explained. Inadequacies in number may be compensated for by the level of detail in the examples cited.

Mark band 3 (8-10)

Learners will show some initiative in research and will approach the research process systematically. They will show some ability to focus the research more precisely. They will use a wide range of sources which will produce more useful and relevant information. Learners will show some ability to compare and assess information gathered and will begin to make connections between elements of this information.

The summary of the processes involved in the creation of the identified artefacts and the factors which have influenced their production will be well-organised and thorough. There will be well-detailed descriptions of both obvious and less obvious processes and factors which have influenced production. Learners working in this mark band will not necessarily indicate more processes or factors than those working in the middle band, but will discuss them in more detail or in such a way that they begin to explain how a given factor has actually influenced the creation of the artefact referenced.

**Assessment
focus LO.2****Be able to plan
the creation of
an artefact****Mark band 1 (0-6)**

Learners will be able to follow straightforward procedures in the planning of work and will produce rudimentary, not very well-organised records documenting their work.

Learners will generate some ideas for the creation of an artefact, of which a small number will be viable. They will show a limited ability or willingness to explore or develop these ideas, being able to identify only the more obvious strengths and weaknesses of some of them.

Mark band 2 (7-11)

Learners will be able to follow straightforward procedures in the planning of work with some consistency and they will produce records documenting their work which have some detail. They will be able to recognise when they might need to depart from routine procedures.

Learners will be able to generate a number of ideas for the creation of an artefact, some of which will be relevant and viable. They will be able to develop some of these ideas, and identify the more obvious strengths and weaknesses of most of them.

Mark band 3 (12-15)

Learners will be able to follow straightforward procedures in the planning of work with consistency and exactness and they will produce records documenting their work which have a good level of detail. They will occasionally be able to depart from routine procedures with some assistance.

Learners will be able to generate a number of ideas for the creation of an artefact most of which are imaginative, relevant and viable. They will be able to develop these ideas imaginatively, identifying and describing the more obvious strengths and weaknesses of each idea.

**Assessment
focus LO.3****Be able to
create an
artefact****Mark band 1 (0-6)**

Learners will show limited efficiency in gathering resources and materials, often either forgetting them or simply failing to find or obtain them, with the result that work is delayed or not properly completed.

Learners working within this mark band will apply a limited range of skills, materials and techniques to the creation of their artefact and will do so with a limited degree of success. At the top end of this mark band standards achieved will be basic but satisfactory.

Mark band 2 (7-11)

Learners will generally show competence in gathering resources and materials, but the final piece of work will bear indications that not everything that was defined as necessary in the planning stage was obtained and that some compromises therefore had to be made.

Learners will apply a fair range of skills, materials and techniques to the creation of their artefact and will do so with some success and some imagination. Standards achieved will be competent.

Mark band 3 (12-15)

Learners will show efficiency in gathering resources and materials, so that the final piece will be completed with all that was defined as necessary in the planning stage.

Learners will apply a broad range of skills, materials and techniques to the creation of their artefact and will do so with confidence, showing, in terms of standards achieved, imagination in conception and a considerable degree of proficiency in the application of skills.

Assessment focus LO.4

Be able to monitor own creative activity

Mark band 1 (0-4)

When reviewing and reflecting on their own work learners will be able to identify a few relevant aspects of the work for consideration and will provide a mainly historical account of the way they dealt with a given situation, though there will be some generalised references to strengths and weaknesses of the work considered.

Evidence will show that such reflection was infrequent and variable, and had only a very occasional impact on the work in progress.

Mark band 2 (5-7)

When reviewing and reflecting on their own work learners will be able to describe relevant aspects of the work considered, providing an account of the way they dealt with a given situation which will still be largely historical but will show some clear awareness of strengths and weaknesses.

Evidence will show that such reflection was fairly frequent and often had a positive impact on the work in progress.

Mark band 3 (8-10)

When reviewing and reflecting on their own work learners will be able to describe in some detail relevant aspects of the work considered and provide an explanatory account of the way they dealt with a given situation, clearly acknowledging strengths and weaknesses.

Evidence will show that such reflection was consistent and purposeful, and more often than not had a positive impact on the work in progress.

Marking grid – Mark B**Assessment focus LO.3****Be able to create an artefact****Mark band 1 (0-4)**

Learners will be able to follow straightforward procedures, including safe working practices, but they will have difficulty in working to deadlines and are likely to require considerable support and guidance throughout the process.

Mark band 2 (5-7)

Learners will be able to follow straightforward procedures, including safe working practices, with some consistency.

They will work with some sense of purpose and will generally be able to work to deadlines though they are likely to require occasional support and guidance throughout the process.

Mark band 3 (8-10)

Learners will be able to follow straightforward procedures, including safe working practices, with consistency, care and exactness.

They will work with a sense of purpose and will consistently work to deadlines, being likely to require only very occasional support and guidance throughout the process.

Support and accountability

The degree of support given to individual learners and the extent of accountability they demonstrate is not simply a matter of level. However, because they will sometimes be working in unfamiliar territory, all Level 2 learners may be expected to need occasional support. The National Qualification Framework level description therefore expects them to exercise a degree of autonomy and demonstrate responsibility and commitment.

Learners following a Diploma in Creative and Media at Level 2 should, however, develop the ability to manage their own learning and to act effectively with increasing autonomy. When determining their mark for certain criteria, the degree to which they require support, demonstrate accountability for their work and work within time constraints should be assessed within the general expectation that all learners will sometimes need support at this level.

For further guidance about setting and running internal assessment, please see *Annexe E – Internal Assessment of Principal Learning Units: Controls for Task Setting, Task Taking and Task Marking – for Principal Learning in Construction and the Built Environment, Creative and Media, Engineering, Information Technology and Society, Health and Development*.

Personal, learning and thinking skills – Level 2

Opportunities to develop personal, learning and thinking skills are inherent in this qualification as the activities which learners will undertake all require, to varying degrees, research, creativity, teamwork, self-management, self-reflection and consideration of the social context and impact of what they do and produce. The development of these skills should be at the centre of any pedagogic approach to this qualification.

The QCF unit summary references the personal, learning and thinking skills which are embedded in specific assessment criteria for this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skill.

Each unit, however, also provides opportunities to address other elements of personal, learning and thinking skills. These are referenced in the table below. Teachers should ensure that these opportunities are fully grasped in the teaching of the unit.

The full range of personal, learning and thinking skills relevant to each unit is mapped in *Annexe B* of this document.

Learning outcome	Skill	
3.1	Independent enquirers	1 identify questions to answer and problems to resolve 6 support conclusions, using reasoned arguments and evidence
3.2	Creative thinkers	2 ask questions to extend their thinking
3.3	Creative thinkers	5 try out alternatives or new solutions and follow ideas through 6 adapt ideas as circumstances change
3.4	Reflective learners	4 invite feedback and deal positively with praise, setbacks and criticism 5 evaluate experiences and learning to inform future progress

Functional skills – Level 2

This unit provides opportunities for the development of functional skills at Level 2 as follows.

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching processes and materials used in the past for the creation of a type of artefact
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	
Follow and understand the need for safety and security practices	
Troubleshoot	dealing with minor or local system failures
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching processes and materials used in the past for the creation of a type of artefact
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	preparing a PowerPoint presentation on the process used in the creation of a type of artefact
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	

Skill	When learners are ...
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	planning, identifying and calculating limitations on costs, materials and time using effective processes
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	reporting on limitations on costs, materials and time, justifying their choices
Draw conclusions and provide mathematical justifications	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing a group project to create an artefact
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading about techniques used in the creation of a type of artefact in the past
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing a report on processes used in the creation of a type of artefact.

Work experience

Examples of sector-specific work experience placements appropriate to this unit would be: a graphic design studio, an artists' supply shop, a potter's studio, a high-street photographer's studio, a framer's workshop.

Specialist resources

Resources required by learners for the completion of this unit will be dependent on the disciplines within which they are working.

Reference material

Textbooks

Baylis P, Holmes P, Holmes S and Jewers S – *Level 2 Higher Diploma in Creative and Media, Assessment and Delivery Resource* (Heinemann, 2008) ISBN 9780435499297

Baylis P, Holmes P, Holmes S and Jewers S – *Level 2 Higher Diploma in Creative and Media, Student Book* (Heinemann, 2008) ISBN 9780435499280

Websites

www.lonsas.org.uk website of the London Schools Arts Service; from March 2008 will have applied learning assignments for Edexcel Creative and Media units developed by Arts Inform in partnership with the Ambassador Theatre Group, English National Opera, the National Portrait Gallery, Sadler's Wells, Royal Academy of Arts, Royal Albert Hall and others.

www.sharedteaching.com a free website for teachers and learners; has modular courses on aspects of creative and media production which have direct relevance to the Principal Learning for the Diploma in Creative and Media; teachers can self-enrol and share work schemes, ideas and resources.

Unit 4: Record

Principal Learning unit

Level 2

Guided Learning Hours: 60

Internally assessed

About this unit

This unit is about making a record of something. That something could be a performance, an event or a process.

You may be involved in the process of recording, or you may be involved in the creation of something that is recorded.

If you decide to create what is going to be recorded you must develop something especially for this unit. If you are a performer you will work closely at all times with the person or people involved in making the recording.

You may decide to work on your own to make a record of an event, place or situation. This will still allow you to meet all the requirements of the unit.

In this unit you must bring together two or more of the disciplines as defined in *Annexe F* of this document. You may do this by either recording something produced through another discipline, or by combining two or more recording disciplines.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand how a specified medium can be used to create a record
 - 2 Be able to plan the creation of a record in a chosen medium
 - 3 Be able to take part in or complete the creation of a record in a chosen medium
 - 4 Be able to monitor the creation of the record.
-

What you need to cover

- 4.1 Understand how a specified medium can be used to create a record**
- You must first consider how you will combine two or more of the creative and media disciplines in order to create your record. Your teachers will give you advice on how to do this.
- You need to understand the medium you intend to employ for the making of your record, and you need to know how it can be used. This means first looking closely at:
- a range of examples of recordings made in the medium that you have chosen to use
 - examples of work from different periods in time, not just the present
 - recent developments in the medium you have selected.
- If you are working in a group for this unit you should do this exploration and development with the other members of your group.
- You may already be familiar with the technologies of this medium, but, whether you have used it before or are new to it, you should think about any additional skills you will need to or would like to develop. You might, for example, need to improve your skills in using a camera, or in recording sound, or in using a particular type of paint or drawing medium.
- You might, of course, choose to combine two mediums in creating your record.
- 4.2 Be able to plan the creation of a record in a chosen medium**
- Once you know what medium you will be working with (and, if you are working in a group, have decided whom you will be working with) you can start developing ideas. It is worth bearing in mind at this stage that some things will suit the recording process better than others, and that some will suit your chosen medium better than others.
- You need to:
- develop several ideas
 - do some basic research on these ideas to see which are workable
 - decide which one will be the most suitable for you and your group (if you are working in a group)
 - plan carefully how you will record whatever it is that you are recording (for example, if you are recording the making of something, you need to be sure that you can record each stage of the making process)
 - prepare a schedule showing all the stages of your procedure, and who and what will be needed when
 - make contingency plans
 - check whether anything you want to do requires copyright permission before you start
 - keep records of all meetings and discussions, reviewing and evaluating your progress as you work.

If you are involved in the creation of something to be recorded (such as a dance, or a film, television or radio drama) you might need to practise the skills you will be using. Any such practice should be done as much as possible with whoever is doing the recording so that both the recorder and the recorded will better understand each other's contribution when creating the final piece of work.

4.3 Be able to take part in or complete the creation of a record in a chosen medium

When you create your record you will need to:

- ensure you have the resources needed to create your record
- manage those resources to complete the recording process and realise your intentions
- communicate, co-operate and interact with everyone involved on both sides of the process
- work within health and safety guidelines.

4.4 Be able to monitor the creation of the record

Throughout the process of planning and producing your record you must regularly monitor your own activity and examine your achievements and aims.

You must constantly ask yourself if you are achieving what you set out to achieve. If you are not achieving what you want to achieve you should ask yourself why not and what you need to do to get nearer to your intentions.

You must actively use your reflections to inform, shape or modify your work as you think appropriate.

You will need to:

- examine where you succeed and where you do not succeed
- consider areas for improvement
- alter intentions or plans where necessary in order to achieve your aims.

At the end of the process you should think about what you have learnt, and how you can put this learning to good use in your next project.

How you will be assessed

This unit will be assessed by your teachers.

You must:

- undertake an investigation into a recording process and present the results of your investigation (learning outcome 1)
- generate and explore ideas for creating your own record, and plan the project (learning outcome 2)
- explore and experiment with your idea, and complete your record (learning outcome 3)
- monitor and reflect on the process (learning outcome 4).

Whether you have worked on your own or in a group for this unit, you must produce an individual Process Portfolio which shows all the stages of your work. All group activity must be written up or recorded in some way individually by you.

Your unit portfolio must contain:

- all research and research outcomes
- all planning
- all pre-production, production and post-production documentation
- the final piece of work
- the monitoring and review process.

Your teachers will give you further advice on how you should organise and present your Process Portfolio.

On completion of all your work for the unit you will be given two marks: Mark A and Mark B.

Mark A will be awarded on the basis of your Process Portfolio and Mark B will be awarded on the basis of your teachers' observation of how you have worked. The two marks will be added together to provide your final mark for the unit.

There are 50 marks available for Mark A and 10 for Mark B.

Marking grid – Mark A

Assessment focus	Mark band 1	Mark band 2	Mark band 3
LO.1 Understand how a specified medium can be used to create a record 10	Undertakes a limited investigation which produces a small amount of relevant material. Describes briefly how records can be produced with reference to a small number of examples. Identifies recent developments in the medium selected. (0–4)	Undertakes a competent investigation which produces a moderate amount of useful material. Describes in some detail how records can be produced with reference to a range of examples. Describes recent developments in the medium selected citing examples with some detail. (5–7)	Undertakes a well-focused and wide-ranging investigation which produces a good quantity of highly relevant material. Explains how records can be produced with reference to a wide range of examples. Explains recent developments in the medium selected with substantial and well-detailed citation of examples. (8–10)
LO.2 Be able to plan the creation of a record in a chosen medium 15	Displays limited abilities in the planning process. Generates ideas of variable quality, exploring them to a limited extent. Produces basic planning documentation. (0–6)	Displays a competent approach to the planning process. Generates viable ideas exploring them to some extent. Produces competent planning documentation with some detail. (7–11)	Displays a disciplined approach to the planning process. Generates inventive ideas exploring them thoughtfully. Produces substantial and well-detailed planning documentation. (12–15)
LO.3 Be able to take part in or complete the creation of a record in a chosen medium 15	Displays limited abilities in production management. Contributes to or completes the creation of a record in a chosen medium applying a limited range of skills and techniques to a basic standard. (0–6)	Displays competence in production management. Contributes to or completes the creation of a record in a chosen medium applying a moderate range of skills and techniques to a competent standard and with a degree of imagination. (7–11)	Displays efficiency in production management. Contributes to or completes the creation of a record in a chosen medium confidently applying a wide range of skills and techniques to a good standard and with imagination. (12–15)

Continued

Assessment focus	Mark band 1	Mark band 2	Mark band 3
<p>LO.4 Be able to monitor the creation of the record</p> <p>10</p>	<p>Monitors progress throughout the planning and production of the record infrequently and irregularly.</p> <p>Makes limited use of the results to refine ideas and outcomes, showing limited understanding of strengths and weaknesses.</p> <p>(0–4)</p>	<p>Monitors progress throughout the planning and production of the record with some regularity.</p> <p>Makes fairly effective use of the results to refine ideas and outcomes, showing some understanding of strengths and weaknesses.</p> <p>(5–7)</p>	<p>Monitors progress throughout the planning and production of the record with regularity and care.</p> <p>Makes consistently effective use of the results to refine ideas and outcomes, showing good understanding of strengths and weaknesses.</p> <p>(8–10)</p>

Marking grid – Mark B

Assessment focus	Mark band 1	Mark band 2	Mark band 3
LO.3 Be able to take part in or complete the creation of a record in a chosen medium 10	Shows a limited ability to follow safe working practices. Shows a limited ability to work to schedules. Requires considerable support and guidance. (0–4)	Follows safe working practices with some care. Shows some ability to work to schedules. Requires occasional support and guidance. (5–7)	Follows safe working practices carefully and efficiently. Works efficiently to schedules. Requires very occasional support and guidance. (8–10)

Guidance for teaching this unit

NB: It is a requirement of the qualification that the work for this unit is contextualised in relation to a minimum of two disciplines. Guidance on how this can be done is given below. Please see *Annexe F* of this document for the rules that govern the combination and coverage of disciplines for the Principal Learning in the Level 2 (Higher) Diploma in Creative and Media.

Edexcel provides an exemplar assignment for this unit in the *Teacher Support Material for the Edexcel Principal Learning in Creative and Media*. Further guidance on how to contextualise specific disciplines is given in the Indicative Content Statement available in the same document.

Delivery guidance

This unit is 60 guided learning hours (GLH) in length. Centres should allocate this amount of time within the timetable for its delivery and assessment. Edexcel has identified that within this time learners will probably require 40 GLH in activities which generate evidence for assessment. This may, for example, include time spent in experiential learning, practising skills, research activities and undertaking summative assessment activities. (See sections relating to *Internal assessment* and *Programme design and delivery* in the generic introductory part of the *Guidance and units* document.)

Overview

The emphasis for this unit is on the recording process, but consideration should be given to both the process of recording and the process of being recorded in the teaching and assessment of this unit.

The unit allows for individual or group record-making. For group activity and projects the structure for teaching of this unit allows and encourages interaction and planning that can involve all members of the group.

Whilst the unit has been written to embrace the widest range of possible activity, there are basic common principles and assessment requirements that apply equally to both group and individual work, and to the work of both the record-maker and the subject or performer being recorded.

This unit offers many possibilities for combining disciplines. For example:

- a fashion show and the creation of a video of the process from initial designs on paper through to the catwalk show
- the creation of a dance for video and the use of post-production to create the final product
- creating a live webcast of a theatre show that is uploaded to the centre's website
- working with a group of musicians to develop, plan and produce a music video
- the production of artwork using a paint medium and photographs to record the artist's response to an event, place or person
- video records of sports fixtures combined with audio interviews with the centre's sports teams to produce a downloadable podcast.

Teaching the unit

The first stage of teaching must be to determine what sort of skills the learners might need in order to achieve the unit. What these skills are will depend on such factors as:

- what range of mediums the centre can offer the learners
- whether the centre is determining the nature of the record to be made or allowing learners some choice in what kind of medium they work in and the nature of the record they create
- the levels of skills individual learners bring with them in the various possible mediums that they can work in.

All this requires decisions to be made that can be made only by the centre.

Once decisions along those lines have been made, a programme of skills development can be planned, and tutors can decide where within that programme they can start to work on the learning outcomes of the unit.

At some stage – perhaps towards the end of the skills development programme – learners should start thinking about what sort of record they are going to create. At that point, if they are working in a group, identification of roles is vital and learners should begin to think carefully about what their roles involve. Regular meetings, monitored and indeed facilitated by teaching staff will be the key to success here. In order for all learners to gain evidence for assessment, a sustained sense of shared purpose must be established. The assessment criteria apply to everyone involved, whichever side of the process they might be working on.

Individual work is equally possible in this unit, and teachers will need to adopt different approaches to monitoring and assessing individual learners, depending on the nature of their work.

It is suggested that learning outcome 1 is covered first, and with all learners in the cohort. Regardless of any intention expressed by learners as to the precise role they will take in this unit there is a need to establish knowledge and understanding of the process of developing work for recording, as well as the recording process itself.

This is an opportunity to encourage learners to research and study work beyond their current experience. Work studied must include examples from different periods in time, should encompass different cultures and should include examples that show how the selected medium has developed stylistically and technically over time. Learners who are going to be performing must develop an understanding of the very different demands inherent in creating performance work for the chosen form of record rather than for live performance.

The making of any sort of record requires careful and thorough planning, and in order to address learning outcome 2 teachers must ensure that all learners understand how to develop and apply planning strategies, whether as individuals or in teams and groups. It cannot be assumed that learners know how to do this. It may be useful to develop in-house forms so that decisions are made in a managed and documented manner. One such form might be used, for example, to identify any copyright issues that could arise. Teachers should ensure that there is a full and detailed record of the research and planning paperwork of every learner, in order that there is valid and sufficient assessment evidence.

Achievement of learning outcome 3 is as much about the quality of organisation as technical process, and about individual action as well as group interaction, so it should be borne in mind that learning outcomes 2 and 3 will overlap with one another considerably. At this stage of the unit, teachers will take a role as production supervisors in many cases in order to help and support learners and facilitate their productions.

Again, for learning outcome 3, a detailed account must be kept of the production stages, and of the discussions, meetings and decisions that arise along the way.

Centres are reminded that each learner in a group must keep individual records and documentation – photocopied group notes and documents are not acceptable for assessment purposes.

In order to achieve learning outcome 4, learners must regularly monitor their own or their group's progress and must examine their achievements and aims throughout the process of planning and production from the very outset of the unit. This evaluative approach needs careful management and support from teachers. Again, a form or checklist might be useful to ensure that all learners, regardless of their role, can achieve all of the assessment criteria.

Guidance on assessment of this unit

Centres must provide two marks for this unit: Mark A and Mark B.

The total mark for the unit will be the total of marks A and B.

The evidence required for the two marks is detailed below but, in essence, Mark B is a mark derived solely from teacher observation. Mark B will not, therefore, require separate assignments from Mark A. Assignments for this unit must be designed to produce evidence that will enable assessors to arrive at both marks.

Designing assessment vehicles

All centre designed assessment vehicles must comply with the controls stated in *Annexe E* of this specification.

Assessment vehicles for assessment focus 1 should be a research brief. Research briefs must be clearly focused to ensure that learners can fully address the contents of the *What you need to cover* section of the unit and achieve the full range of marks.

The assessment vehicle for the remaining foci should be a production brief which is carefully designed to ensure that learners cover all the requirements of the unit as set out in the relevant *What you need to cover* sections and setting out clearly the requirements for the final product. Teachers should be guided in designing this brief by the *What you need to cover* section of the unit.

All assessment vehicles must be designed in such a way as to ensure that, in the case of group work, each learner produces identifiable individual work that relates to each of the assessment foci.

Evidence for assessment

As this unit might be externally moderated, centres must ensure that all learners' Process Portfolios contain evidence that will enable the moderator to properly evaluate the centre's Mark A. This means that, for example, assessment of a learner's punctuality or their contributions to group work must be supported by such evidence as attendance records and teacher annotations which authenticate (or otherwise) statements made in the learner's log or journal.

For **Mark A**, centres must ensure that each learner produces, as a minimum, evidence as follows:

- Focus 1 research notes; research logs; the presentation of the results of the investigation in an appropriate form
- Focus 2 notes on ideas and on ideas research; rough work (drafts, rough storyboards etc); a production plan
- Focus 3 the finished product; all pre-production, production and post-production planning
- Focus 4 recorded evidence of the review process (this might be in the learner's log or journal for the unit).

The learner's unit log or journal, suitably annotated by teachers, can contribute to the assessment of all four foci.

For **Mark B**, teachers must keep an assessment record for each learner, noting how learners conduct themselves when working on the assignment, and recording any notes relevant to the learners' self-monitoring and the development of their personal, learning and thinking skills.

An assessment record for recording evidence for Mark B and the mark awarded is provided in *Annexe G* of this document, and an electronic version is available on the Edexcel website, www.edexcel.com.

Storage of evidence

All assessment evidence kept in electronic form must be stored in a single folder labelled Process Portfolio/Level 2/Unit 4 – Record/candidate's name.

All physical evidence must be kept in a clearly labelled and organised Process Portfolio.

Copies of teacher assessment records, whether paper or electronic, should be given to learners to put in their Process Portfolios.

Each Process Portfolio must contain an authentication sheet signed by the learner and the person(s) responsible for the assessment, declaring that all work submitted for assessment is the learner's own work, carried out under appropriate supervision. Electronic folders must contain an electronic copy of this form, and paper-based folders must contain a paper copy.

An authentication sheet is provided in *Annexe H* of this document, and an electronic version is available on the Edexcel website, www.edexcel.com.

Using the marking grid

When using this grid the 'best fit' principle should be adopted – that is, assessors should first match the work being assessed to the mark band for the relevant focus which best describes the work overall. Assessors should **not** adopt the 'hurdle' approach in which the assessor cannot award marks from a higher band if one requirement from a lower band has not been satisfied.

If the work matches a band overall but a requirement for that band has not been met then the mark awarded will be from the lower end of the band which is the best fit.

If one aspect of work for an assessment focus matches a requirement in the next band, but overall the work does not fit that higher band, then the mark awarded will be from the higher end of the band which is the best fit.

Assessors should also take into account the quality of the work in relation to expectations for that band at that level. If a learner completes all they are asked to do in a band to the highest quality that could be expected for that band at that level, they should be awarded the full marks for that band.

Grading is completely separate for each assessment focus – that is, a learner can get band 3 on one assessment focus, band 1 on another etc. All band marks are then added together for the unit total. It may be possible, depending on weighting of each assessment focus, for a learner to pass a unit even if no marks have been given for one assessment focus in the unit.

It should be noted that mark band 1 has approximately 40 per cent of the total marks available for a unit and mark bands 2 and 3 together the remaining 60 per cent.

Guidance for allocating marks

At Level 2 learners will be expected to:

- demonstrate a range of skills and applied knowledge
- choose from a range of procedures and operate in a number of contexts, some of which may be non-routine
- interpret available information and make comparisons
- show comprehension in a number of areas
- exercise a degree of autonomy
- demonstrate responsibility and commitment
- achieve outcomes within time constraints working under direction.

Interpretation of comparative terms used within the marking grid should be contextualised within the limits implied by this level description. Terms such as ‘competent’ and ‘thorough’ must be understood in the context of the expectation of achievement at Level 2 as compared to other levels.

Owing to the number and variety of the disciplines covered by the Principal Learning in Creative and Media, it is not possible to give more than generic guidance on the application of the marking grids for each unit. Centres are strongly advised to attend INSET events run by Edexcel on this topic.

Please note that any examples given here of what a learner might say, write or do are not intended to represent complete evidence for the illustrated criterion; they are offered simply to indicate what might be an appropriate response within the mark band.

NB: assessment of this Level 2 unit will differ from assessment of *Level 1, Unit 4: Media Production* in that the Level 1 unit assesses general skills and understanding, whereas in the Level 2 unit there is a greater emphasis on applying the learner’s skills and understanding to a clearly defined task.

Marking grid – Mark A

Assessment focus LO.1

Understand how a specified medium can be used to create a record

Mark band 1 (0-4)

Learners will undertake research into a specified recording medium using a limited range of sources and showing limited or occasional understanding of how to use links between one source and another. They will derive and select some relevant information from these sources though this selection will be done rather uneconomically. The research process will not be well-organised.

Learners will have gathered sufficient information to provide an unelaborated but generally accurate account of how the recording medium has been used to create a small number of records (one at the lower end of the mark band and perhaps three very similar examples at the upper end). This account will be heavily dependent on describing the records, but the descriptions will indicate how they were produced.

The account will note one or two obvious recent developments in the process and will refer to examples of these developments without describing them in any detail.

Number must not be applied too rigidly in assessment and quantity of response must be weighed against quality.

Mark band 2 (5-7)

Research will still be fairly limited in scope, but links between one source and another will be more fully exploited. Learners will show more ability to select relevant and useful information from their sources. The research process is likely to be more systematic.

Learners will provide a reasonably well-organised account of how the recording medium has been used to create a number of records (three to four examples, which will show some variety, or perhaps more which show very little variety). This account will still be descriptive, but will give some clear attention to how the chosen examples were produced.

The account will note two or three recent developments in the process and will describe, in moderate detail, examples which illustrate these developments.

Inadequacies in number may be compensated for by the level of detail in the examples cited.

Mark band 3 (8-10)

Learners will show some initiative in research and will be well organised. They will show some ability to focus the research more precisely. They will use a wide range of sources which will produce more useful and relevant information. Learners will show some ability to compare and assess information gathered and will begin to make connections between elements of this information.

The account of how the recording medium has been used to create records will be well organised, thorough and will provide a good range of examples which show some variety. The account will clearly address how the examples were produced and so will be explanatory in nature.

There will be substantial and detailed descriptions of both obvious and less obvious recent developments. Learners working in this mark band will not necessarily note more developments than those working in the middle band, but will discuss them in such a way that they begin to explain how or why the developments occurred.

Assessment focus LO.2

Be able to plan the creation of a record in a chosen medium

Mark band 1 (0-6)

Learners will be able to follow straightforward procedures in the planning of work and will produce rudimentary, not very well-organised records documenting their work.

Learners will generate some ideas for the creation of a record, of which a small number will be viable. They will show a limited ability or willingness to explore or develop these ideas, being able to identify only the more obvious strengths and weaknesses of some of them.

Mark band 2 (7-11)

Learners will be able to follow straightforward procedures in the planning of work with some consistency and they will produce records documenting their work which have some detail. They will be able to recognise when they might need to depart from routine procedures.

Learners will be able to generate a number of ideas for the creation of a record, some of which will be relevant and viable. They will be able to develop some of these ideas, and identify the more obvious strengths and weaknesses of most of them.

Mark band 3 (12-15)

Learners will be able to follow straightforward procedures in the planning of work with consistency and exactness and they will produce records documenting their work which have a good level of detail. They will occasionally be able to depart from routine procedures with some assistance.

Learners will be able to generate a number of ideas for the creation of a record most of which are imaginative, relevant and viable. They will be able to develop these ideas imaginatively, identifying and describing the more obvious strengths and weaknesses of each idea.

Assessment focus LO.3

Be able to take part in or complete the creation of a record in a chosen medium

Mark band 1 (0-6)

Learners will show limited efficiency in production management, with a consequent impact on the quality of the final product. Typically there will be evidence of poor record keeping and poor communication with others.

Learners working within this mark band will apply a limited range of skills, materials and techniques to the execution of their specified role or the completion of their record and will do so with a limited degree of success.

At the top end of this mark band standards achieved will be basic but satisfactory.

Mark band 2 (7-11)

Learners will generally show competence in production management, but the final piece of work will bear indications that not everything that was prepared for in the planning stage was actually done and that some compromises therefore had to be made which affected the quality of the final product. There will be some evidence of this in the records kept.

Learners will apply a fair range of skills, materials and techniques to the execution of their specified role or the completion of their record and will do so with some success and some imagination. Standards achieved will be competent.

Mark band 3 (12-15)

Learners will show efficiency in production management, so that the final piece will be completed very much as intended. Record keeping will be good.

Learners will apply a broad range of skills, materials and techniques to the execution of their specified role or the completion of their record and will do so with confidence, showing, in terms of standards achieved, imagination in conception and a considerable degree of proficiency in the application of skills.

Assessment focus LO.4**Be able to monitor the creation of the record****Mark band 1 (0-4)**

When reviewing and reflecting on their own work learners will be able to identify a few relevant aspects of the work for consideration and will provide a mainly historical account of the way they dealt with a given situation, though there will be some generalised references to strengths and weaknesses of the work considered.

Evidence will show that such reflection was infrequent and variable, and had only a very occasional impact on the work in progress.

Mark band 2 (5-7)

When reviewing and reflecting on their own work learners will be able to describe relevant aspects of the work considered, providing an account of the way they dealt with a given situation which will still be largely historical but will show some clear awareness of strengths and weaknesses.

Evidence will show that such reflection was fairly frequent and often had a positive impact on the work in progress.

Mark band 3 (8-10)

When reviewing and reflecting on their own work learners will be able to describe in some detail relevant aspects of the work considered and provide an explanatory account of the way they dealt with a given situation, clearly acknowledging strengths and weaknesses.

Evidence will show that such reflection was consistent and purposeful, and more often than not had a positive impact on the work in progress.

Marking grid – Mark B

Assessment focus LO.3

Be able to take part in or complete the creation of a record in a chosen medium

Mark band 1 (0-4)

Learners will need help in following straightforward procedures, including safe working practices. They will have difficulty in working to deadlines and are likely to require considerable support and guidance throughout the process.

Mark band 2 (5-7)

Learners will be able to follow straightforward procedures, including safe working practices, with some consistency.

They will work with some sense of purpose and will generally be able to work to deadlines though they are likely to require occasional support and guidance throughout the process.

Mark band 3 (8-10)

Learners will be able to follow straightforward procedures, including safe working practices, with consistency, care and exactness.

They will work with a sense of purpose and will consistently work to deadlines, being likely to require only very occasional support and guidance throughout the process.

Support and accountability

The degree of support given to individual learners and the extent of accountability they demonstrate is not simply a matter of level. However, because they will sometimes be working in unfamiliar territory, all Level 2 learners may be expected to need occasional support. The National Qualification Framework level description therefore expects them to exercise a degree of autonomy and demonstrate responsibility and commitment.

Learners following a Diploma in Creative and Media at Level 2 should, however, develop the ability to manage their own learning and to act effectively with increasing autonomy. When determining their mark for certain criteria, the degree to which they require support, demonstrate accountability for their work and work within time constraints should be assessed within the general expectation that all learners will sometimes need support at this level.

For further guidance about setting and running internal assessment, please see *Annexe E – Internal Assessment of Principal Learning Units: Controls for Task Setting, Task Taking and Task Marking – for Principal Learning in Construction and the Built Environment, Creative and Media, Engineering, Information Technology and Society, Health and Development*.

Personal, learning and thinking skills – Level 2

Opportunities to develop personal, learning and thinking skills are inherent in this qualification as the activities which learners will undertake all require, to varying degrees, research, creativity, teamwork, self-management, self-reflection and consideration of the social context and impact of what they do and produce. The development of these skills should be at the centre of any pedagogic approach to this qualification.

The QCF unit summary references the personal, learning and thinking skills which are embedded in specific assessment criteria for this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skill.

Each unit, however, also provides opportunities to address other elements of personal, learning and thinking skills. These are referenced in the table below. Teachers should ensure that these opportunities are fully grasped in the teaching of the unit.

The full range of personal, learning and thinking skills relevant to each unit is mapped in *Annexe B* of this document.

Learning outcome	Skill	
4.1	Independent enquirers	1 identify questions to answer and problems to resolve 6 support conclusions, using reasoned arguments and evidence
4.2	Creative thinkers	2 ask questions to extend their thinking
4.3	Creative thinkers	5 try out alternatives or new solutions and follow ideas through 6 adapt ideas as circumstances change
4.4	Reflective learners	4 invite feedback and deal positively with praise, setbacks and criticism

Functional skills – Level 2

This unit provides opportunities for the development of functional skills at Level 2 as follows.

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching the history of a particular type of record
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	organising information gathered from research into files and folders
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	using research information to prepare a PowerPoint presentation on a chosen type of record
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	using research information to prepare a PowerPoint presentation on a chosen type of record
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	monitoring and reviewing presentation work

Skill	When learners are ...
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	using estimation and calculation to plan for the scheduling of the production process
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	contributing in group planning meetings when organising the creation of a record
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing a final report for monitoring purposes.

Work experience

Examples of sector-specific work experience placements appropriate to this unit would be: an artists' supply shop, a graphic design studio, a media facility studio, a high-street photographer's studio, a local radio or TV station.

Specialist resources

Resources required by learners for the completion of this unit will be dependent on the disciplines within which they are working.

Reference material

Textbooks

Baylis P, Holmes P, Holmes S and Jewers S – *Level 2 Higher Diploma in Creative and Media, Assessment and Delivery Resource* (Heinemann, 2008) ISBN 9780435499297

Baylis P, Holmes P, Holmes S and Jewers S – *Level 2 Higher Diploma in Creative and Media, Student Book* (Heinemann, 2008) ISBN 9780435499280

Websites

- www.lonsas.org.uk Website of the London Schools Arts Service; from March 2008 will have applied learning assignments for Edexcel Creative and Media units developed by Arts Inform in partnership with the Ambassador Theatre Group, English National Opera, the National Portrait Gallery, Sadler's Wells, Royal Academy of Arts, Royal Albert Hall and others.
- www.sharedteaching.com a free website for teachers and learners; has modular courses on aspects of creative and media production which have direct relevance to the Principal Learning for the Diploma in Creative and Media; teachers can self-enrol and share work schemes, ideas and resources.

Unit 5: Campaign

Principal Learning unit

Level 2

Guided Learning Hours: 60

Internally assessed

About this unit

In this unit, the word ‘campaign’ refers to the practice of using creative and media techniques and products to promote ideas and raise awareness of specific issues as well as the practice of promoting products and services.

Campaigns focus on communicating information to an audience. Charities, commercial organisations, political parties and pressure groups all use campaigns to promote a message. Campaigns may consist of printed products such as posters and leaflets, video material such as adverts and public information broadcasts, audio material like radio programmes or podcasts, electronic materials such as web content or a combination of different formats in events or publicity ‘stunts’.

You will investigate campaigns to see how they work and how they are planned.

You will then plan, prepare and conduct a campaign promoting a chosen issue, message, product or service. You will monitor and review your progress throughout this process, finding out how well your campaign has worked.

You are likely to work in a group for this unit, but if you do work on your own you will be expected to demonstrate your abilities to enlist the support of others in your campaign.

In this unit you must bring together two or more of the disciplines as defined in *Annexe F* of this document.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the nature and purpose of campaigns
 - 2 Be able to prepare a campaign
 - 3 Be able to conduct a campaign
 - 4 Be able to monitor the preparation and conduct of a campaign.
-

What you need to cover

- 5.1 Understand the nature and purpose of campaigns**
- Campaigns aim to promote a message. You will need to investigate an existing campaign and discover:
- the main messages or ideas behind the campaign
 - the target audience of the campaign
 - the strategy of the campaign and the methods used to reach the target audience
 - the success of the campaign in achieving its aims.
- 5.2 Be able to prepare a campaign**
- In order to conduct a successful campaign you need to be clear about the message or idea you are aiming to promote. You need to establish this at the outset of your activity.
- Using your findings from investigating the work of others you need to begin planning your strategy and the methods you will use to conduct your own small-scale campaign.
- You will need to consider:
- who your target audience will be
 - how you will persuade your target audience to take notice of your campaign and its message
 - how you will distribute or broadcast your campaign
 - what materials and equipment you will need to promote your message
 - how you plan to measure the success of your campaign.
- You will then need to produce the materials you propose to use in a campaign. This could include designing posters or leaflets, devising a short piece of theatre or creating a radio advert.
- 5.3 Be able to conduct a campaign**
- Once you have formulated a campaign you need to put it into action.
- You will need to:
- organise your resources in preparation for launching your campaign
 - contact individuals or organisations who will be involved in broadcasting or distributing your campaign or who might be able to help in other ways
 - enlist their support
 - broadcast or distribute your campaign materials.

5.4 Be able to monitor the preparation and conduct of a campaign

Throughout the process of planning and conducting your campaign you must regularly monitor your progress and examine your achievements and aims.

You must constantly ask yourself if you are achieving what you set out to achieve and if not, why not – and then you should ask what you need to do to get nearer to achieving your intentions.

You must actively use your reflections to inform, shape or modify your work as you think appropriate.

When the campaign is over you should also include an investigation into the effectiveness of your campaign. This could be carried out by gathering feedback from your target audience using methods such as questionnaires or focus groups.

You will need to:

- examine where you succeed and where you do not succeed
- consider areas for improvement
- alter intentions or plans where necessary in order to achieve your aims.

At the end of the process you should think about what you have learnt, and how you can put this learning to good use in your next project.

How you will be assessed

This unit will be assessed by your teachers.

You will be assessed on everything you do for this unit. You must, therefore, keep careful notes of all your ideas, plans, decisions and records of all meetings you attend, as well as anything you produce and any documentation you create in the process of producing it.

You must also keep a log or journal which contains notes, ideas, reflections on your work, and reasons for decisions you have taken; this journal will contribute to the assessment of all four learning outcomes.

All this material must be kept in a Process Portfolio which shows all the stages of your work. The portfolio must clearly show your own contribution to the final outcome of any group work you are involved in, and all group activity must be written up or recorded in some way individually by you.

In order to be assessed for the unit you must have in your Process Portfolio:

- your investigations into the nature and purpose of campaigns (learning outcome 1)
- the planning of your campaign (learning outcome 2)
- documentation of the running of your campaign (learning outcome 3)
- the monitoring and review process (learning outcome 4).

Your teachers will tell you precisely what work you must complete and what each section of the Process Portfolio should contain.

On completion of all your work for the unit you will be given two marks: Mark A and Mark B.

Mark A will be awarded on the basis of your Process Portfolio and Mark B will be awarded on the basis of your teachers' observation of how you have worked. The two marks will be added together to provide your final mark for the unit.

There are 45 marks available for Mark A and 15 for Mark B.

Marking grid – Mark A

Assessment focus	Mark band 1	Mark band 2	Mark band 3
LO.1 Understand the nature and purpose of campaigns 15	Undertakes a limited investigation which produces a small amount of relevant material. Identifies some aspects of the nature and purposes of campaigns with reference to a limited number of generalised examples. (0–6)	Undertakes a competent investigation which produces a moderate amount of useful material. Describes the nature and purposes of campaigns citing a range of examples with some detail. (7–11)	Undertakes a well-focused and wide-ranging investigation which produces a good quantity of highly relevant material. Compares the nature and purposes of campaigns citing a range of well-detailed examples. (12–15)
LO.2 Be able to prepare a campaign 20	Generates ideas of variable quality, exploring them to a limited extent. Displays limited abilities in the planning process. Produces basic planning documentation. Demonstrates limited organisational abilities in gathering resources. Produces campaign materials to a basic standard. (0–8)	Generates viable ideas exploring them to some extent. Displays a competent approach to the planning process with some awareness of time constraints. Produces competent planning documentation with some detail. Demonstrates competence in gathering resources. Produces campaign materials which show some imagination and some skill. (9–14)	Generates inventive ideas exploring them thoughtfully. Displays a disciplined approach to the planning process with clear awareness of time constraints. Produces substantial and well-detailed planning documentation. Demonstrates efficiency in gathering resources. Produces imaginative campaign materials to a good standard. (15–20)

Continued

Assessment focus	Mark band 1	Mark band 2	Mark band 3
<p>LO.4 Be able to monitor the preparation and conduct of a campaign</p> <p>10</p>	<p>Monitors progress throughout the development and management of the campaign infrequently and irregularly.</p> <p>Makes limited use of the results to refine ideas and outcomes, showing limited understanding of strengths and weaknesses.</p> <p>(0–4)</p>	<p>Monitors progress throughout the development and management of the campaign with some regularity.</p> <p>Makes fairly effective use of the results to refine ideas and outcomes, showing some understanding of strengths and weaknesses.</p> <p>(5–7)</p>	<p>Monitors progress throughout the development and management of the campaign with regularity and care.</p> <p>Makes consistently effective use of the results to refine ideas and outcomes, showing good understanding of strengths and weaknesses.</p> <p>(8–10)</p>

Marking grid – Mark B

Assessment focus	Mark band 1	Mark band 2	Mark band 3
<p>LO.3 Be able to conduct a campaign</p>	<p>Manages or contributes to the management of a campaign with limited success. Makes a limited effort to collaborate with others. Requires considerable support and guidance.</p> <p>(0–6)</p>	<p>Manages or contributes to the management of a campaign with some success working within time constraints. Makes an effort to collaborate with others. Requires occasional support and guidance.</p> <p>(7–11)</p>	<p>Manages or contributes to the management of a campaign efficiently, fulfilling objectives and working effectively within time constraints. Consistently collaborates positively with others. Requires very occasional support and guidance.</p> <p>(12–15)</p>
15			

Guidance for teaching this unit

NB: It is a requirement of the qualification that the work for this unit is contextualised in relation to a minimum of two disciplines. Guidance on how this can be done is given below. Please see *Annexe F* of this document for the rules that govern the combination and coverage of disciplines for the Principal Learning in the Level 2 (Higher) Diploma in Creative and Media.

Edexcel provides an exemplar assignment for this unit in the *Teacher Support Material for the Edexcel Principal Learning in Creative and Media*. Further guidance on how to contextualise specific disciplines is given in the Indicative Content Statement available in the same document.

Delivery guidance

This unit is 60 guided learning hours (GLH) in length. Centres should allocate this amount of time within the timetable for its delivery and assessment. Edexcel has identified that within this time learners will probably require 45 GLH in activities which generate evidence for assessment. This may, for example, include time spent in experiential learning, practising skills, research activities and undertaking summative assessment activities. (See sections relating to *Internal assessment* and *Programme design and delivery* in the generic introductory part of the *Guidance and units* document.)

Overview

The primary focus of this unit is to give learners a broad understanding of the purposes and methods of campaign activity. Whilst this unit has a focus on advertising, teachers should be aware that it has been designed to allow incorporation of elements of other disciplines, including the less obvious ones such as music, drama and dance. For example, learners could devise a short Theatre in Education or physical theatre piece incorporating both dance and music on the theme of railway trespass as part of a campaign to raise awareness of that issue.

Teaching the unit

To achieve learning outcome 1 learners will need to gain an understanding of the nature and purpose of campaigns. Teachers should provide learners with as much information as possible about a recent major campaign and use the content guidance for this outcome to lead them through the process of investigation. Learners could then choose a campaign for themselves and explore it as fully as they can. Teachers may find the production of structured guidance helpful to learners in this process.

Learners are most likely to prepare and run a campaign working in groups. Where this is the case, assessment of foci 2 and 3 should be based on the individual learners' contributions to the process. However, some learners may wish to work on their own. Where this is the case, care must be taken to ensure that they involve others – in supporting the campaign actively in some way, for example – in order to ensure that they can fully achieve assessment focus 3.

Work towards achievement of learning outcome 2 will consist of deciding what to run a campaign on, generating ideas, developing a strategy and planning and producing campaign materials (for example, if learners are planning a campaign featuring radio advertising they would, in addition to planning how to conduct their campaign, need to produce the audio content they will need).

Planning a campaign is a structured activity. Learners will first need to generate and select ideas. This could be implemented through group discussions or mind-mapping. At this stage learners may well need to be guided towards selecting plans which are achievable within the confines of the available time and resources.

Learners should also consider at this stage the relevant legal and ethical issues surrounding their chosen idea – for example, in broadcasting there are restrictions on advertising that must be followed, whereas podcasts are at present unregulated.

In order to address learning outcome 3 learners will most likely choose to conduct their campaign on a small scale, and probably with a local focus. However, some approaches, such as web-based work or Restricted Service Licence radio, may allow for a somewhat broader distribution. Feedback from that sort of a campaign would, though, be more difficult to obtain. Learners would reflect this in their monitoring and review activity.

Achievement of learning outcome 4 requires a regular monitoring of progress and reflection on achievement by the learner. This should be built into the coverage of the unit, rather than approached as a final summary activity. Teachers should ensure that learners contribute evidence towards achievement of this outcome throughout their work on the unit.

Evidence of monitoring and review could take the form of a written planning and production log, a video or audio diary or an illustrated blog. Learners also need to incorporate audience feedback into their responses to meet this outcome.

Guidance on assessment of this unit

Centres must provide two marks for this unit: Mark A and Mark B.

The total mark for the unit will be the total of marks A and B.

The evidence required for the two marks is detailed below but, in essence, Mark B is a mark derived solely from teacher observation. Mark B will not, therefore, require separate assignments from Mark A. Assignments for this unit must be designed to produce evidence that will enable assessors to arrive at both marks.

Designing assessment vehicles

All centre designed assessment vehicles must comply with the controls stated in *Annexe E* of this specification.

To a great extent the assessment vehicle for this unit is the unit itself. By following the requirements of the unit learners should automatically produce the necessary evidence for assessment.

A recommended procedure, therefore, would be to construct a skeleton assignment which begins with requiring learners to decide what type of campaign they wish to create and sets out a schedule which will ensure that they produce all the appropriate evidence to cover the assessment requirements of the unit.

The work for assessment focus 1 should be related to the type of campaign the learner intends to create and, to ensure that it is done in such a way as to form a solid basis for the later work, centres should require that learners produce a written report or oral presentation as evidence for that focus.

Assessment vehicles must be designed in such a way as to ensure that, in the case of group work, each learner produces identifiable individual work that relates to each of the assessment foci.

Centres must ensure that any project that learners set up for themselves enables them to create the necessary evidence and to achieve the full range of marks.

Evidence for assessment

As this unit might be externally moderated, centres must ensure that all learners' Process Portfolios contain evidence that will enable the moderator to properly evaluate the centre's Mark A. This means that, for example, assessment of a learner's punctuality or their contributions to group work must be supported by such evidence as attendance records and teacher annotations which authenticate (or otherwise) statements made in the learner's log or journal.

For **Mark A**, centres must ensure that each learner produces, as a minimum, evidence as follows:

- Focus 1 research notes; research logs; the presentation of the results of the investigation in an appropriate form
- Focus 2 a campaign production plan; notes on ideas; rough work (drafts, sketches, ideas boards etc); materials produced for the campaign; notes on meetings
- Focus 4 recorded evidence of the review process (this might be in the learner's log or journal for the unit).

The learner's unit log or journal, suitably annotated by teachers, can contribute to the assessment of these three foci.

For **Mark B** (that is, for assessment focus 3) teachers must keep an assessment record for each learner, noting how learners conduct themselves when working on the assignment, and recording any notes relevant to the learners' self-monitoring and the development of their personal, learning and thinking skills.

The learner's unit log or journal can also contribute to the awarding of Mark B.

An assessment record for recording evidence for Mark B and the mark awarded is provided in *Annexe G* of this document, and an electronic version is available on the Edexcel website, www.edexcel.com.

Storage of evidence

All assessment evidence kept in electronic form must be stored in a single folder labelled Process Portfolio/Level 2/Unit 5 – Campaign/candidate's name.

All physical evidence must be kept in a clearly labelled and organised Process Portfolio.

Copies of teacher assessment records, whether paper or electronic, should be given to learners to put in their Process Portfolios.

Each Process Portfolio must contain an authentication sheet signed by the learner and the person(s) responsible for the assessment, declaring that all work submitted for assessment is the learner's own work, carried out under appropriate supervision. Electronic folders must contain an electronic copy of this form, and paper-based folders must contain a paper copy.

An authentication sheet is provided in *Annexe H* of this document, and an electronic version is available on the Edexcel website, www.edexcel.com.

Using the marking grid

When using this grid the 'best fit' principle should be adopted – that is, assessors should first match the work being assessed to the mark band for the relevant focus which best describes the work overall. Assessors should **not** adopt the 'hurdle' approach in which the assessor cannot award marks from a higher band if one requirement from a lower band has not been satisfied.

If the work matches a band overall but a requirement for that band has not been met then the mark awarded will be from the lower end of the band which is the best fit.

If one aspect of work for an assessment focus matches a requirement in the next band, but overall the work does not fit that higher band, then the mark awarded will be from the higher end of the band which is the best fit.

Assessors should also take into account the quality of the work in relation to expectations for that band at that level. If a learner completes all they are asked to do in a band to the highest quality that could be expected for that band at that level, they should be awarded the full marks for that band.

Grading is completely separate for each assessment focus – that is, a learner can get band 3 on one assessment focus, band 1 on another etc. All band marks are then added together for the unit total. It may be possible, depending on weighting of each assessment focus, for a learner to pass a unit even if no marks have been given for one assessment focus in the unit.

It should be noted that mark band 1 has approximately 40 per cent of the total marks available for a unit and mark bands 2 and 3 together the remaining 60 per cent.

Guidance for allocating marks

At Level 2 learners will be expected to:

- demonstrate a range of skills and applied knowledge
- choose from a range of procedures and operate in a number of contexts, some of which may be non-routine
- interpret available information and make comparisons
- show comprehension in a number of areas
- exercise a degree of autonomy
- demonstrate responsibility and commitment
- achieve outcomes within time constraints working under direction.

Interpretation of comparative terms used within the marking grid should be contextualised within the limits implied by this level description. Terms such as ‘competent’ and ‘thorough’ must be understood in the context of the expectation of achievement at Level 2 as compared to other levels.

Owing to the number and variety of the disciplines covered by the Principal Learning in Creative and Media, it is not possible to give more than generic guidance on the application of the marking grids for each unit. Centres are strongly advised to attend INSET events run by Edexcel on this topic.

Please note that any examples given here of what a learner might say, write or do are not intended to represent complete evidence for the illustrated criterion; they are offered simply to indicate what might be an appropriate response within the mark band.

Marking grid – Mark A

Assessment focus LO.1

Understand the nature and purpose of campaigns

Mark band 1 (0-6)

Learners will undertake research into a small number of campaigns (one at the lower end of the mark band and perhaps three very similar examples at the upper end) using a limited range of sources and showing limited or occasional understanding of how to use links between one source and another. They will derive and select some relevant information from these sources though this selection will be done rather uneconomically. The research process will not be well organised.

Learners will have gathered sufficient information about the campaigns they have researched to provide undetailed but generally accurate descriptions, indicating the purposes of the campaigns and identifying one or two general aspects of their nature.

Number must not be applied too rigidly in assessment and quantity of response must be weighed against quality.

Mark band 2 (7-11)

Research will still be fairly limited in scope, but links between one source and another will be more fully exploited. Learners will show more ability to select relevant and useful information from their sources. The research process is likely to be more systematic.

Learners will provide reasonably well-organised and moderately well-detailed descriptions of the campaigns they have researched (three to four examples, which will show some variety, or perhaps more which show very little variety) identifying the purpose of these campaigns and describing in moderate detail the distinctive aspects of each one.

Inadequacies in number may be compensated for by the level of detail in the examples cited.

Mark band 3 (12-15)

Learners will show some initiative in research and will be well-organised. They will show some ability to focus the research more precisely. They will use a wide range of sources which will produce more useful and relevant information.

Learners will show some ability to compare and assess information gathered and will begin to make connections between elements of this information.

Learners will provide well-organised and detailed descriptions of the campaigns they have researched (typically around four examples which will show some variety, or perhaps more which show little variety). Learners working in this mark band will not necessarily study more campaigns than those working in the middle band but will discuss them in such a way that they clearly describe the purpose of each campaign, and show clearly what is distinctive about each one by comparing them with one another.

NB: for this assessment focus learners who have worked in groups should be assessed on the basis of their individual contributions to the preparation of the campaign.

Assessment focus LO.2

Be able to prepare a campaign

Mark band 1 (0-8)

Learners will generate some ideas for a campaign, of which a small number will be viable. They will show a limited ability or willingness to explore or develop these ideas, being able to identify only the more obvious strengths and weaknesses of some of them.

Learners will be able to follow straightforward procedures in the planning of work and will produce rudimentary, not very well-organised records documenting their work.

Organisational skills, including self-management skills, will be weak – for example, resources needed will often be in the wrong place or not procured at all, punctuality will be poor and learners will have difficulty in meeting deadlines.

Learners working within this mark band will apply a limited range of skills, materials and techniques to the creation of campaign materials and will do so with a limited degree of success. Standards achieved will be basic but satisfactory.

Learners are likely to require considerable support and guidance throughout the process.

Mark band 2 (9-14)

Learners will be able to generate a number of ideas for a campaign, some of which will be relevant and viable. They will be able to develop some of these ideas, and identify the more obvious strengths and weaknesses of most of them.

Learners will be able to follow straightforward procedures in the planning of work with some consistency and they will produce records documenting their work which have some detail.

Organisational skills, including self-management skills, will be moderately good and learners will work with some sense of purpose – for example, resources needed will as often as not be in the right place at the right time, punctuality will on the whole be good and learners will generally meet deadlines. They will be able to recognise when they might need to depart from routine procedures.

Learners will apply a fair range of skills, materials and techniques to the creation of campaign materials and will do so with some success. Standards achieved will be competent.

Learners are likely to require occasional support and guidance.

Mark band 3 (15-20)

Learners will be able to generate a number of ideas for a campaign most of which are imaginative, relevant and viable. They will be able to develop these ideas imaginatively, identifying and describing the more obvious strengths and weaknesses of each one.

Learners will be able to follow straightforward procedures in the planning of work with consistency and exactness and they will produce records documenting their work which have a good level of detail.

Organisational skills, including self-management skills, will be good and learners will work with a sense of purpose – for example, resources needed will nearly always be in the right place at the right time, punctuality will be good and learners will consistently meet deadlines. They will occasionally be able to depart from routine procedures with some assistance.

Learners will apply a broad range of skills, materials and techniques to the creation of their campaign materials and will do so with confidence, showing, in terms of standards achieved, imagination in conception and a degree of proficiency in the application of skills.

Learners are likely to require only very occasional support and guidance throughout the process.

Assessment focus LO.4

Be able to monitor the preparation and conduct of a campaign

Mark band 1 (0-4)

When reviewing and reflecting on their own work learners will be able to identify a few relevant aspects of the work for consideration and will provide a mainly historical account of the way they dealt with a given situation, though there will be some generalised references to strengths and weaknesses of the work considered.

Evidence will show that such reflection was infrequent and variable, and had only a very occasional impact on the work in progress.

Mark band 2 (5-7)

When reviewing and reflecting on their own work learners will be able to describe relevant aspects of the work considered, providing an account of the way they dealt with a given situation which will still be largely historical but will show some clear awareness of strengths and weaknesses.

Evidence will show that such reflection was fairly frequent and often had a positive impact on the work in progress.

Mark band 3 (8-10)

When reviewing and reflecting on their own work learners will be able to describe in some detail relevant aspects of the work considered and provide an explanatory account of the way they dealt with a given situation, clearly acknowledging strengths and weaknesses.

Evidence will show that such reflection was consistent and purposeful, and more often than not had a positive impact on the work in progress.

Marking grid – Mark B

NB: for this assessment focus learners who have worked in groups should be assessed on the basis of their individual contributions to the conduct of the campaign.

Assessment focus LO.3

Be able to conduct a campaign

Mark band 1 (0-6)

Learners will demonstrate a limited ability to manage the conduct of the campaign – for example, materials will often be in the wrong place at the wrong time, the target audience will not be effectively reached or only a small part of that audience will get the opportunity to notice or react to the campaign, problems will not be noticed or, if noticed, not acted upon in such a way as to resolve them. There will be a lack of urgency in the way work is done.

Efforts to collaborate with others will be limited, the overall tendency being towards passivity rather than activity. Learners working on their own will show a reluctance to seek out the assistance of others.

Learners are likely to require considerable support and guidance.

Mark band 2 (7-11)

Learners will demonstrate some ability to manage the conduct of the campaign – for example, materials will as often as not be in the right place at the right time, a good part of the target audience will get the opportunity to notice or react to the campaign, problems will be noted and some attempt will be made to resolve them. Learners will generally work with some sense of purpose and will, for the most part, be able to work to deadlines.

Collaboration with others will be more active and on the whole successful, though there may well be occasional difficulties connected to, for example, rather rough interpersonal skills.

Learners are likely to require occasional support and guidance.

Mark band 3 (12-15)

Learners will manage the conduct of the campaign efficiently – for example, materials will be in the right place at the right time, a very substantial part of the target audience will be effectively reached thereby fulfilling one of the major objectives of the campaign, problems will be noted and resolved. Learners will work with a clear sense of purpose and will consistently work to deadlines.

Learners will collaborate positively with others at all times and give them their full support.

Learners are likely to require only very occasional support and guidance throughout the process.

Support and accountability

The degree of support given to individual learners and the extent of accountability they demonstrate is not simply a matter of level. However, because they will sometimes be working in unfamiliar territory, all Level 2 learners may be expected to need occasional support. The National Qualification Framework level description therefore expects them to exercise a degree of autonomy and demonstrate responsibility and commitment.

Learners following a Diploma in Creative and Media at Level 2 should, however, develop the ability to manage their own learning and to act effectively with increasing autonomy. When determining their mark for certain criteria, the degree to which they require support, demonstrate accountability for their work and work within time constraints should be assessed within the general expectation that all learners will sometimes need support at this level.

For further guidance about setting and running internal assessment, please see *Annexe E – Internal Assessment of Principal Learning Units: Controls for Task Setting, Task Taking and Task Marking — for Principal Learning in Construction and the Built Environment, Creative and Media, Engineering, Information Technology and Society, Health and Development*.

Personal, learning and thinking skills

Opportunities to develop personal, learning and thinking skills are inherent in this qualification as the activities which learners will undertake all require, to varying degrees, research, creativity, teamwork, self-management, self-reflection and consideration of the social context and impact of what they do and produce. The development of these skills should be at the centre of any pedagogic approach to this qualification.

The QCF unit summary references the personal, learning and thinking skills which are embedded in specific assessment criteria for this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skill.

Each unit, however, also provides opportunities to address other elements of personal, learning and thinking skills. These are referenced in the table below. Teachers should ensure that these opportunities are fully grasped in the teaching of the unit.

The full range of personal, learning and thinking skills relevant to each unit is mapped in *Annexe B* of this document.

Learning outcome	Skill	
5.1	Independent enquirers	1 identify questions to answer and problems to resolve 5 consider the influence of circumstances, beliefs and feelings on decisions and events
5.2	Creative thinkers	2 ask questions to extend their thinking 3 connect their own and others' ideas and experiences in inventive ways
	Self-managers	3 organise time and resources, prioritising actions
5.3	Team workers	2 reach agreements, managing discussions to achieve results 3 adapt behaviour to suit different roles and situations 5 take responsibility, showing confidence in themselves and their contribution
	Self-managers	2 work towards goals, showing initiative, commitment and perseverance
	Effective participators	5 try to influence others, negotiating and balancing diverse views to reach workable solutions
5.4	Reflective learners	4 invite feedback and deal positively with praise, setbacks and criticism

Functional skills – Level 2

This unit provides opportunities for the development of functional skills at Level 2 as follows.

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	creating promotional materials for a campaign, finding illustrative materials and adapting them for use
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	
Follow and understand the need for safety and security practices	
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	searching for content for campaign materials
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	building a campaign website, bringing together a variety of materials gathered through research
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	

Skill	When learners are ...
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	using estimation and calculation to plan the layout of flyers or website pages
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	attending campaign planning meetings
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading up on background to a campaign and history of similar campaigns
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing copy for campaign materials.

Work experience

Examples of sector-specific work experience placements appropriate to this unit would be: an advertising company, a public relations company or department.

Specialist resources

Resources required by learners for the completion of this unit will be dependent on the disciplines within which they are working.

Reference material

Textbooks

Baylis P, Holmes P, Holmes S and Jewers S – *Level 2 Higher Diploma in Creative and Media, Assessment and Delivery Resource* (Heinemann, 2008) ISBN 9780435499297

Baylis P, Holmes P, Holmes S and Jewers S – *Level 2 Higher Diploma in Creative and Media, Student Book* (Heinemann, 2008) ISBN 9780435499280

Websites

www.lonsas.org.uk Website of the London Schools Arts Service; from March 2008 will have applied learning assignments for Edexcel Creative and Media units developed by Arts Inform in partnership with the Ambassador Theatre Group, English National Opera, the National Portrait Gallery, Sadler’s Wells, Royal Academy of Arts, Royal Albert Hall and others.

www.sharedteaching.com a free website for teachers and learners; has modular courses on aspects of creative and media production which have direct relevance to the Principal Learning for the Diploma in Creative and Media; teachers can self-enrol and share work schemes, ideas and resources.

Unit 6: Festival

Principal Learning unit

Level 2

Guided Learning Hours: 60

Internally assessed

About this unit

Festivals are a way of presenting and celebrating creative and media work that could include many different types of content.

For example, the Glastonbury Festival focuses on music, whilst the month-long Edinburgh International Festival celebrates work in theatre, comedy, dance and classical music, as well as providing an opportunity for visual artists to put on special exhibitions linked to the festival.

There are major arts festivals in London, Bradford, Brighton and Bristol, funded in a range of ways, and towns such as Reading and Leeds host commercial rock music festivals.

The Mela is a type of festival that celebrates Asian beliefs and cultures, music, dance and crafts. Folk music and dance festivals are a feature of villages and towns right across the UK and eisteddfods are a major part of the cultural year in Wales.

At a local level, a school or college may present a festival of learners' creative and media work to celebrate artistic achievements. This might be a public event, or might be an end-of-year event for the centre itself.

This unit provides an opportunity for you to use work you have developed and produced during the course to present as part of an existing festival or as the basis for a festival of your own.

In this unit you must bring together two or more of the disciplines as defined in *Annexe F* of this document.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the nature of festivals in the creative and media industries
 - 2 Be able to contribute to the planning of a festival
 - 3 Be able to contribute to the promotion of a festival
 - 4 Be able to contribute to the running of a festival.
-

What you need to cover

- | | |
|--|--|
| 6.1 Understand the nature of festivals in the creative and media industries | <p>To understand the nature of festivals you need to:</p> <ul style="list-style-type: none"> • identify as wide as possible a range of different arts and media festivals • establish the target audiences for these festivals • establish how the festivals are funded • find out as much as you can about the artistic policy of these festivals and match it to the programme content. |
| 6.2 Be able to contribute to the planning of a festival | <p>To plan a festival your group will need to:</p> <ul style="list-style-type: none"> • decide what kind of products, artefacts or performances are required for your festival and select suitable work • know what resources are available to you to set up and run your festival • establish who does what and who is accountable to whom within the organisation of the festival • establish a schedule of activities showing the order and timing of tasks and procedures • produce plans and designs as appropriate. |
| 6.3 Be able to contribute to the promotion of a festival | <p>To promote the festival your group will need to:</p> <ul style="list-style-type: none"> • identify the target audience for different elements of the festival • devise a publicity campaign for the festival • produce publicity material for that campaign • set up and take part in promotional events or activities. |
| 6.4 Be able to contribute to the running of a festival | <p>To run the festival your group will need to:</p> <ul style="list-style-type: none"> • ensure that all products, artefacts or performances required for your festival are established in the correct spaces or venues • ensure that everybody involved knows, works to and meets timings, deadlines and other constraints • respond to and carry out instructions as required • communicate with others. |
-

How you will be assessed

This unit will be assessed by your teachers.

You will be assessed on everything you do for this unit. You must, therefore, keep careful notes of all your ideas, plans, and decisions, and records of all meetings you attend, as well as anything you produce and any documentation you create in the process of producing it.

You must also keep a log or journal which contains notes, ideas, reflections on your work, and reasons for decisions you have taken; this journal will contribute to the assessment of all learning outcomes.

All this material must be kept in a Process Portfolio which shows every stage of your work. The portfolio must clearly show your own contribution to the final outcome of all group work you are involved in, and all group activity must be written up or recorded in some way individually by you.

In order to be assessed for the unit you must have in your Process Portfolio:

- research notes about different festivals and the presentation of the results (learning outcome 1)
- plans and schedules to show how you have taken part in the planning process for the festival (learning outcome 2)
- plans and schedules to show how you have taken part in the planning of the publicity campaign for the festival (learning outcome 3)
- any materials you helped to create for the publicity campaign, along with notes, rough work, drafts etc (learning outcome 3)
- the log or journal of your activity during the running of the festival (learning outcome 4).

Your teachers will give you further advice on how you should organise and present your Process Portfolio.

On completion of all your work for the unit you will be given two marks: Mark A and Mark B.

Mark A will be awarded on the basis of your Process Portfolio and Mark B will be awarded on the basis of your teachers' observation of how you have worked. The two marks will be added together to provide your final mark for the unit.

There are 45 marks available for Mark A and 15 for Mark B.

Marking grid – Mark A

Assessment focus	Mark band 1	Mark band 2	Mark band 3
LO.1 Understand the nature of festivals in the creative and media industries 15	Produces outline descriptions of a small number of festivals with limited reference to: <ul style="list-style-type: none"> the artistic policy of the festivals their programme content their target audiences how they are funded. (0–6)	Produces descriptions of several festivals, identifying their main features with reference to: <ul style="list-style-type: none"> the artistic policy of the festivals their programme content their target audiences how they are funded. (7–11)	Produces substantial descriptions of several festivals, identifying their main features and making some comparisons between them, with reference to: <ul style="list-style-type: none"> the artistic policy of the festivals their programme content their target audiences how they are funded. (12–15)
LO.2 Be able to contribute to the planning of a festival 15	Makes limited contributions to the planning of a festival. Puts forward ideas of variable quality, exploring them to a limited extent. Produces basic, unorganised records. (0–6)	Makes a competent and mainly positive contribution to the planning of a festival. Puts forward viable ideas exploring them to some extent. Produces competently organised records with some detail. (7–11)	Makes a consistently effective and imaginative contribution to the planning of a festival. Puts forward inventive ideas exploring them thoughtfully. Produces substantial, clearly organised and well-detailed records. (12–15)
LO.3 Be able to contribute to the promotion of a festival 15	Makes a limited contribution to planning the promotion of a festival. Makes a limited contribution to the production of promotional materials. (0–6)	Makes a competent contribution to planning the promotion of a festival. Makes a competent contribution to the production of promotional materials. (7–11)	Makes a consistently effective and imaginative contribution to planning the promotion of a festival. Makes a consistently effective and imaginative contribution to the production of imaginative promotional materials. (12–15)

Marking grid – Mark B

Assessment focus	Mark band 1	Mark band 2	Mark band 3
<p>LO.4 Be able to contribute to the running of a festival</p>	<p>Carries out responsibilities for own role in the running of a festival with limited success. Shows a limited ability to manage time and work to schedules. Makes a limited effort to collaborate with others. Shows a limited ability to follow safe working practices. Requires considerable support and guidance. (0–6)</p>	<p>Carries out responsibilities for own role in the running of a festival competently. Shows some ability to manage time and works to schedules most of the time. Makes an effort to collaborate with others. Follows safe working practices with some care. Requires occasional support and guidance. (7–11)</p>	<p>Carries out responsibilities for own role in the running of a festival with confidence and high levels of efficiency. Manages time efficiently and works to schedules at all times. Collaborates positively with others at all times. Consistently follows safe working practices carefully and efficiently. Requires very occasional support and guidance. (12–15)</p>
15			

Guidance for teaching this unit

NB: It is a requirement of the qualification that the work for this unit is contextualised in relation to a minimum of two disciplines. As this unit will use work done in other units, this requirement should be automatically observed. Centres must, however, ensure that this is the case for all learners. Please see *Annexe F* of this document for the rules that govern the combination and coverage of disciplines for the Principal Learning in the Level 2 (Higher) Diploma in Creative and Media.

Further guidance on how to contextualise specific disciplines is given in the Indicative Content Statement available in the *Teacher Support Material for the Edexcel Principal Learning in Creative and Media*.

Delivery guidance

This unit is 60 guided learning hours (GLH) in length. Centres should allocate this amount of time within the timetable for its delivery and assessment. Edexcel has identified that within this time learners will probably require 55 GLH in activities which generate evidence for assessment. This may, for example, include time spent in experiential learning, practising skills, research activities and undertaking summative assessment activities. (See sections relating to *Internal assessment* and *Programme design and delivery* in the generic introductory part of the *Guidance and units* document.)

Overview

At an early stage in the course planning process, centres will need to decide on the kind of festival learners will work towards. It may be that there is an annual regional festival in which they can participate, or the centre may prefer to make the festival a purely internal affair and use it as a kind of ‘finals’ show for their learners. Whatever the decision, some considerable planning will have to be done by the centre a long time in advance of the actual event to provide the ‘mould’ into which learners will pour their efforts. It is therefore likely that teachers will have to identify at least the location of suitable spaces and venues and take a major responsibility for determining overall aims, if not the artistic policy, for the festival.

As promotion is a large part of the work for this unit, advertising will inevitably be one of the disciplines covered by the unit. However, centres should try to give as many disciplines as possible the opportunity to be represented, thereby ensuring that the development of the details of the artistic policy and the planning of the festival will enable learners to get to grips with a good number of disciplines in this unit.

That said, tightly focused festivals – such as, say, a festival of fashion – should also give opportunities to combine the main discipline with several others such as 2D and 3D visual arts, music, audio, film and photo-imaging, all of which could be employed in creating scenes, backgrounds and ambience for such a festival.

Teaching the unit

In order to achieve learning outcome 1 learners will need access to information about a wide range of different types of festival. They should be encouraged to think about ‘festival’ as a concept, what different types of festival have to offer to their audiences, and how they function as a means for those involved in the creative and media industries to present work. Teachers might set this as a research task and require learners to bring their findings to a group discussion.

Learning outcome 2 is about identifying a purpose and policy for a festival and planning how work may be submitted for it. Centres will need to consider whether there is a suitable local festival in which they could take part or whether they might create their own festival within the centre. Either way, learners will need to review work they have produced to date and consider its suitability for presentation in the festival. If necessary, or if wished, work produced elsewhere in the course can be adapted, modified, revised or re-rehearsed to fit in with the requirements of the festival.

Part of the planning process will involve determining and designing the festival space, as well as full consideration of all resource issues and implications. For all aspects of the planning stage it may be useful to develop a planning checklist. This will also help to identify where assessment criteria have been addressed and met.

In order to achieve learning outcome 3, learners will need to contribute to the promotion of the event. It will be necessary to establish the overall structure and objectives of the publicity campaign. Learners will then need to produce, or organise the production of, the necessary materials. They will also have to decide how and where to distribute publicity material and information. They might also have to take part in photoshoots, media interviews, producing press releases or providing copy for leaflets and posters.

Learning outcome 4 is addressed by organising, exhibiting, presenting or performing work as part of the festival, as well as taking part in the day-to-day operation of events such as front-of-house activities and guiding visitors. Teachers will need to monitor and record the individual learner's contribution to these aspects of the festival closely throughout the event.

It should go without saying that health and safety considerations must be addressed throughout the teaching of this unit and in the actual running and management of the festival. Health and safety procedures are implicit in the requirements relating to planning and running a festival, and are inherent in any constraints.

Guidance on assessment of this unit

Centres must provide two marks for this unit: Mark A and Mark B.

The total mark for the unit will be the total of marks A and B.

The evidence required for the two marks is detailed below but, in essence, Mark B is a mark derived solely from teacher observation. Mark B will not, therefore, require separate assignments from Mark A. Assignments for this unit must be designed to produce evidence that will enable assessors to arrive at both marks.

Designing assessment vehicles

All centre designed assessment vehicles must comply with the controls stated in *Annexe E* of this specification.

To a great extent the assessment vehicle for this unit is the unit itself. By following the requirements of the unit learners should automatically produce the necessary evidence for assessment. Learners should, however, be given clear written guidance on what is expected of them at each stage of the process.

The work for assessment focus 1 should be a research brief designed to enable learners to gather the appropriate data to cover the content as described in the *What you need to cover* section of the unit.

Once an understanding of the nature of festivals has been established, a recommended procedure would be to construct a skeleton brief which sets out a procedure which will ensure that learners produce all the appropriate evidence to cover the assessment requirements of the unit.

Centres may wish to give their learners the opportunity to decide what kind of a festival they want to run, but given the need for forward planning of this unit, it is likely that the type of festival will be determined by the centre.

As this unit must be covered by group work, clearly any brief must be designed in such a way as to ensure that each learner produces identifiable individual work that relates to each of the assessment foci.

Centres must ensure that any project that learners become involved in enables them to create the necessary evidence and to achieve the full range of marks.

Evidence for assessment

As this unit might be externally moderated, centres must ensure that all learners' Process Portfolios contain evidence that will enable the moderator to properly evaluate the centre's Mark A. This means that, for example, assessment of a learner's punctuality or their contributions to group work must be supported by such evidence as attendance records and teacher annotations which authenticate (or otherwise) statements made in the learner's log or journal.

For **Mark A**, centres must ensure that each learner produces, as a minimum, evidence as follows:

- Focus 1 research notes; research logs; the presentation of the results of the investigation in an appropriate form
- Focus 2 notes on meetings; a festival production plan; notes on ideas for materials; rough work (drafts, sketches, ideas boards etc)
- Focus 3 notes on meetings; a festival publicity campaign plan; materials produced for the publicity campaign.

The learner's unit log or journal, suitably annotated by teachers, can contribute to the assessment of these three foci.

For **Mark B** (that is, for assessment focus 4) teachers must keep an assessment record for each learner, noting how learners conduct themselves when working on the assignment, and recording any notes relevant to the learners' self-monitoring and the development of their personal, learning and thinking skills.

The learner's unit log or journal can also contribute to the awarding of Mark B.

An assessment record for recording evidence for Mark B and the mark awarded is provided in *Annexe G* of this document, and an electronic version is available on the Edexcel website, www.edexcel.com.

Storage of evidence

All assessment evidence kept in electronic form must be stored in a single folder labelled Process Portfolio/Level 2/Unit 6 – Festival/candidate's name.

All physical evidence must be kept in a clearly labelled and organised Process Portfolio.

Copies of teacher assessment records, whether paper or electronic, should be given to learners to put in their Process Portfolios.

Each Process Portfolio must contain an authentication sheet signed by the learner and the person(s) responsible for the assessment, declaring that all work submitted for assessment is the learner's own work, carried out under appropriate supervision. Electronic folders must contain an electronic copy of this form, and paper-based folders must contain a paper copy.

An authentication sheet is provided in *Annexe H* of this document, and an electronic version is available on the Edexcel website, www.edexcel.com.

Using the marking grid

When using this grid the ‘best fit’ principle should be adopted – that is, assessors should first match the work being assessed to the mark band for the relevant focus which best describes the work overall. Assessors should **not** adopt the ‘hurdle’ approach in which the assessor cannot award marks from a higher band if one requirement from a lower band has not been satisfied.

If the work matches a band overall but a requirement for that band has not been met then the mark awarded will be from the lower end of the band which is the best fit.

If one aspect of work for an assessment focus matches a requirement in the next band, but overall the work does not fit that higher band, then the mark awarded will be from the higher end of the band which is the best fit.

Assessors should also take into account the quality of the work in relation to expectations for that band at that level. If a learner completes all they are asked to do in a band to the highest quality that could be expected for that band at that level, they should be awarded the full marks for that band.

Grading is completely separate for each assessment focus – that is, a learner can get band 3 on one assessment focus, band 1 on another etc. All band marks are then added together for the unit total. It may be possible, depending on weighting of each assessment focus, for a learner to pass a unit even if no marks have been given for one assessment focus in the unit.

It should be noted that mark band 1 has approximately 40 per cent of the total marks available for a unit and mark bands 2 and 3 together the remaining 60 per cent.

Guidance for allocating marks

At Level 2 learners will be expected to:

- demonstrate a range of skills and applied knowledge
- choose from a range of procedures and operate in a number of contexts, some of which may be non-routine
- interpret available information and make comparisons
- show comprehension in a number of areas
- exercise a degree of autonomy
- demonstrate responsibility and commitment
- achieve outcomes within time constraints working under direction.

Interpretation of comparative terms used within the marking grid should be contextualised within the limits implied by this level description. Terms such as ‘competent’ and ‘thorough’ must be understood in the context of the expectation of achievement at Level 2 as compared to other levels.

Owing to the number and variety of the disciplines covered by the Principal Learning in Creative and Media, it is not possible to give more than generic guidance on the application of the marking grids for each unit. Centres are strongly advised to attend INSET events run by Edexcel on this topic.

Please note that any examples given here of what a learner might say, write or do are not intended to represent complete evidence for the illustrated criterion; they are offered simply to indicate what might be an appropriate response within the mark band.

Marking grid – Mark A

Assessment focus LO.1

Understand the nature of festivals in the creative and media industries

Mark band 1 (0-6)

Learners will provide unelaborated and brief but generally accurate descriptions of two or three creative and media festivals with limited reference to the four bullet points in the marking grid.

At the top end of the mark band most of the bullet points will be addressed briefly; at the lower end only one might be addressed but with a little detail. In assessing this focus, care must be taken to weigh the number of festivals dealt with against the quality of the descriptions and the extent to which the bullet points are addressed.

Mark band 2 (7-11)

Learners will provide informative descriptions of four or five creative and media festivals, identifying in fair detail the main features and addressing most, if not all, the four bullet points in the marking grid in moderate detail.

In assessing this focus, care must be taken to weigh the number of festivals dealt with against the quality of the descriptions and the extent to which the bullet points are addressed.

Mark band 3 (12-15)

Learners will provide substantial, well-detailed descriptions of five or more creative and media festivals, identifying clearly the main features and making some comparisons between them with reference to most, if not all, the four bullet points in the marking grid.

Learners working in this mark band will not necessarily study more festivals than those working in the middle band but will discuss them in such a way that they show clearly what is distinctive about each one by comparing them with one another.

In assessing this focus, number should not be the sole consideration. Care must be taken to weigh the quantity against the quality of the descriptions and the extent to which the bullet points are addressed.

Assessment focus LO.2

Be able to contribute to the planning of a festival

Mark band 1 (0-6)

Learners will make a small and occasionally helpful contribution to the process of thinking about and planning a festival but will show a limited ability or willingness to explore ideas or consider their strengths and weaknesses.

Efforts to collaborate with others will be limited, the overall tendency being towards passivity rather than activity.

Learners will be able to follow straightforward procedures in the planning of work and will produce rudimentary, not very well-organised records documenting their work.

Learners are likely to require considerable support and guidance.

Mark band 2 (7-11)

Learners will make a helpful contribution to the process of thinking about and planning a festival. They will be willing to develop some of these ideas, and will be able to identify their more obvious strengths and weaknesses.

Collaboration with others will be more active and on the whole successful.

Learners will be able to follow straightforward procedures in the planning of work with some consistency and they will produce records documenting their work which have some detail.

Learners are likely to require occasional support and guidance.

Mark band 3 (12-15)

Learners will make a consistently positive and imaginative contribution to the process of thinking about and planning a festival. They will be able to develop ideas inventively, and identify the strengths and weaknesses of each one.

Learners will collaborate positively with others at all times and give them their full support.

Learners will be able to follow straightforward procedures in the planning of work with consistency and exactness and they will produce records documenting their work which have a good level of detail.

Learners are likely to require only very occasional support and guidance.

Assessment focus LO.3**Be able to contribute to the promotion of a festival****Mark band 1 (0-6)**

Learners will make a small and occasionally helpful contribution to the process of thinking about and planning the promotion of a festival but will show a limited ability or willingness to explore ideas or consider their strengths and weaknesses.

Learners working within this mark band will apply a limited range of skills, materials and techniques to the creation of festival publicity materials and will do so with a limited degree of success. Standards achieved will be basic but satisfactory.

Learners are likely to require considerable support and guidance.

Mark band 2 (7-11)

Learners will make a helpful contribution to the process of thinking about and planning the promotion of a festival. They will be willing to develop some of these ideas, and will be able to identify their more obvious strengths and weaknesses.

Learners will apply a fair range of skills, materials and techniques to the creation of festival publicity materials and will do so with some success. Standards achieved will be competent.

Learners are likely to require occasional support and guidance.

Mark band 3 (12-15)

Learners will make a consistently positive and imaginative contribution to the process of thinking about and planning the promotion of a festival. They will be able to develop ideas inventively, and identify the strengths and weaknesses of each one.

Learners will apply a broad range of skills, materials and techniques to the creation of their festival publicity materials and will do so with confidence, showing, in terms of standards achieved, imagination in conception and a degree of proficiency in the application of skills.

Learners are likely to require only very occasional support and guidance.

Marking grid – Mark B

Assessment focus LO.4

Be able to contribute to the running of a festival

Mark band 1 (0-6)

Self-management skills will be weak, and learners will have difficulties in doing what they have committed themselves to doing. For example, learners will often be in the wrong place, or in the right place at the wrong time. Punctuality will generally be poor and learners will have difficulty in meeting deadlines when there are deadlines. Learners will need help in following straightforward procedures, including safe working practices.

Efforts to collaborate with others will be limited, the overall tendency being towards passivity rather than activity.

Learners are likely to require considerable support and guidance.

Mark band 2 (7-11)

Self-management skills will be moderately good and learners will work with some sense of purpose, being generally able to carry out the activities to which they have committed themselves. For example, punctuality will on the whole be good and learners will usually meet deadlines. They will be able to recognise when they might need to depart from routine procedures, though they will not be able to deal with such situations themselves. Learners will be able to follow straightforward procedures, including safe working practices, with some consistency.

Collaboration with others will be more active and on the whole successful.

Learners are likely to require occasional support and guidance.

Mark band 3 (12-15)

Self-management skills will be good and learners will work with a sense of purpose, being able to carry out the activities to which they have committed themselves with confidence and high levels of efficiency. For example, punctuality will be good and learners will consistently meet deadlines. They will occasionally be able to depart from routine procedures with some assistance.

Learners will be able to follow straightforward procedures, including safe working practices, with consistency, care and exactness.

Learners will collaborate positively with others at all times and give them their full support.

Learners are likely to require only very occasional support and guidance.

Support and accountability

The degree of support given to individual learners and the extent of accountability they demonstrate is not simply a matter of level. However, because they will sometimes be working in unfamiliar territory, all Level 2 learners may be expected to need occasional support. The National Qualification Framework level description therefore expects them to exercise a degree of autonomy and demonstrate responsibility and commitment.

Learners following a Diploma in Creative and Media at Level 2 should, however, develop the ability to manage their own learning and to act effectively with increasing autonomy. When determining their mark for certain criteria, the degree to which they require support, demonstrate accountability for their work and work within time constraints should be assessed within the general expectation that all learners will sometimes need support at this level.

For further guidance about setting and running internal assessment, please see *Annexe E – Internal Assessment of Principal Learning Units: Controls for Task Setting, Task Taking and Task Marking – for Principal Learning in Construction and the Built Environment, Creative and Media, Engineering, Information Technology and Society, Health and Development*.

Personal, learning and thinking skills

Opportunities to develop personal, learning and thinking skills are inherent in this qualification as the activities which learners will undertake all require, to varying degrees, research, creativity, teamwork, self-management, self-reflection and consideration of the social context and impact of what they do and produce. The development of these skills should be at the centre of any pedagogic approach to this qualification.

The QCF unit summary references the personal, learning and thinking skills which are embedded in specific assessment criteria for this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skill.

Each unit, however, also provides opportunities to address other elements of personal, learning and thinking skills. These are referenced in the table below. Teachers should ensure that these opportunities are fully grasped in the teaching of the unit.

The full range of personal, learning and thinking skills relevant to each unit is mapped in *Annexe B* of this document.

Learning outcome	Skill	
6.2	Creative thinkers	2 ask questions to extend their thinking
	Team workers	2 reach agreements, managing discussions to achieve results
6.3	Creative thinkers	3 connect their own and others' ideas and experiences in inventive ways
		5 try out alternatives or new solutions and follow ideas through
		6 adapt ideas as circumstances change
	Team workers	2 reach agreements, managing discussions to achieve results
		5 take responsibility, showing confidence in themselves and their contribution
6.4	Team workers	6 provide constructive support and feedback to others
	Self-managers	4 anticipate, take and manage risks

Functional skills – Level 2

This unit provides opportunities for the development of functional skills at Level 2 as follows.

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching festivals
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching festivals
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	developing a website for own festival
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	

Skill	When learners are ...
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	using estimation and calculation to work out expected income from various festival events
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	attending planning meetings
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading websites and brochures for other festivals
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing copy for promotional materials.

Work experience

Examples of sector-specific work experience placements appropriate to this unit would be: an events company, a local arts centre.

Specialist resources

Resources required by learners for the completion of this unit will be dependent on the disciplines within which they are working.

Reference material

Textbooks

Baylis P, Holmes P, Holmes S and Jewers S – *Level 2 Higher Diploma in Creative and Media, Assessment and Delivery Resource* (Heinemann, 2008) ISBN 9780435499297

Baylis P, Holmes P, Holmes S and Jewers S – *Level 2 Higher Diploma in Creative and Media, Student Book* (Heinemann, 2008) ISBN 9780435499280

Websites

www.lonsas.org.uk Website of the London Schools Arts Service; from March 2008 will have applied learning assignments for Edexcel Creative and Media units developed by Arts Inform in partnership with the Ambassador Theatre Group, English National Opera, the National Portrait Gallery, Sadler's Wells, Royal Academy of Arts, Royal Albert Hall and others.

www.sharedteaching.com a free website for teachers and learners; has modular courses on aspects of creative and media production which have direct relevance to the Principal Learning for the Diploma in Creative and Media; teachers can self-enrol and share work schemes, ideas and resources.

Unit 7: Project Report

Principal Learning unit

Level 2

Guided Learning Hours: 60

Externally assessed

(External assessment of this unit will take a maximum of three hours)

About this unit

You may have thought your last piece of work was brilliant – but what did your audience think?

In the creative and media areas you should be able to look at your own work as others see it and make an informed judgment about the success of what you have done.

This is how you learn what works and what doesn't, and where you need to improve skills or perhaps develop new ones. This process is called evaluation and in the creative and media industries this sort of evaluation is usually produced in the form of a project report.

Sometimes the evaluation will be just for yourself, but if you have been working for a client you need to know if your work has 'done the job' and check if it was done in the way the client expected.

For this unit you will produce a report on one of the projects that you have completed in one of the other units, working to a set paper and under exam conditions.

Before writing your report you will learn how to get feedback on your work and then how to use that feedback to help you develop realistic and useful evaluations.

In this unit you will bring together two or more of the disciplines as defined in *Annexe F* of this document.

Learning outcomes

On completion of this unit a learner should:

- 1 Be able to gather information about and responses to own work
 - 2 Be able to evaluate own work
 - 3 Be able to present an evaluation of own work in a project report.
-

What you need to cover

7.1 Be able to gather information about and responses to own work

First you must decide which of your projects you are going to report on. It **must** be a project you completed for **one** of the following units:

- Unit 2: Performance
- Unit 3: Artefact
- Unit 4: Record.

Your report may refer to your own individually produced work, or to that done in a group.

Once you have decided on your project you must, individually, gather and measure the responses of audiences, clients and customers (as relevant) to that project. You must use the information you obtain to help decide how successful the project has been.

You must be able to:

- design and conduct meaningful surveys where relevant
- gather responses from audiences, clients and customers as appropriate
- collate material gathered and summarise findings
- draw conclusions about your work from those findings.

7.2 Be able to evaluate own work

The report you produce must be an honest and informed piece of work, which identifies the strengths and weaknesses of project work in which you have been involved.

Using your research you must:

- interpret the responses, information and data you have gathered
- use it to help you evaluate your chosen project
- identify and explain strengths and weaknesses in different aspects of the work
- suggest ways in which the work could have been improved.

You should consider how well you developed your ideas, the quality of your planning and organisational skills, how well you used your materials and techniques, how well you have interacted with others and, if relevant, how effectively the project was finally presented, shown or exhibited.

7.3 Be able to present an evaluation of own work in a project report

The effectiveness of your report will depend not only on your skills in analysing data and opinion, but also in presenting your material in a form that communicates clearly.

Compiling and presenting a readable and meaningful report is a skill in itself. You will need to develop and apply skills in organising and structuring information, applying relevant report writing conventions.

You must be able to:

- organise the material for your report into a coherent and easily followed structure
 - use supporting visual material (for example, graphs, pie charts and other graphic aids)
 - work to a defined word limit.
-

Learning outcomes and assessment criteria

Learning outcome number	Learning outcome The learner should:	Assessment criteria The learner can:
7.1	be able to gather information about and responses to own work	<ul style="list-style-type: none"> • gather information about and responses to own work from a variety of sources by conducting surveys • develop supported conclusions from the data collected
7.2	be able to evaluate own work	<p>report on the strengths and weaknesses of own work in the light of the research conducted, considering:</p> <ul style="list-style-type: none"> • development of ideas • planning and organisational skills • use of materials and techniques • interaction with others • how the project was finally presented, shown or exhibited (if relevant)
7.3	be able to present an evaluation of own work in a project report.	<p>compile and present a report which:</p> <ul style="list-style-type: none"> • collects and assembles supporting material into a coherent and well-organised whole to communicate information, data and opinion • combines written and graphic material to present findings • is of a defined length.

How you will be assessed

This unit will be externally assessed through your response to a preset paper which requires you to write a report on a piece of work you produced, or were involved in the production of, in **one** of the following units:

- Unit 2: Performance
- Unit 3: Artefact
- Unit 4: Record.

Your report will be written in electronic form working under controlled conditions. You will be allowed access to your records and notes when writing. You will not be allowed access to the internet.

You will be allowed up to three hours to complete your report. This time may be spread over more than one session.

Your report should show that you are able to:

- collect, collate, summarise and draw conclusions from responses, information and data about your work from a variety of sources (learning outcome 1)
- use the responses, information and data you have collected, and your conclusions about it, to evaluate your work (learning outcome 2)
- organise information clearly using supporting visual materials where appropriate (learning outcome 3)
- work to a defined size and word limit (learning outcome 3).

You must attach to your report a file containing an example of the work you are reporting on.

You may also attach examples of materials you used to gather responses, information and data (for example, questionnaires) as additional files.

All these files will be produced and added to your folder outside the assessment time.

Further information about appropriate formats for the files you may attach and how to attach them will be given to you by your teachers.

Guidance for teaching this unit

NB: It is a requirement of the qualification that the work for this unit is contextualised in relation to a minimum of two disciplines. As the work for this unit consists of a response to work done in a unit which itself requires the combination of two or more disciplines, this requirement should be automatically observed. Please see *Annexe F* of this document for the rules that govern the combination and coverage of disciplines for the Principal Learning in the Level 2 (Higher) Diploma in Creative and Media.

Further guidance on how to contextualise specific disciplines is given in the Indicative Content Statement available in the *Teacher Support Material for the Edexcel Principal Learning in Creative and Media*.

Overview

In order to complete this unit learners will produce a report on one of the projects completed in one of:

- Unit 2: Performance
- Unit 3: Artefact
- Unit 4: Record.

Teaching the unit

To achieve learning outcome 1 learners need to understand and apply the skills needed to gather responses, information and data about their work from audiences and clients. Teachers should introduce learners to such procedures as designing and distributing questionnaires, interpreting the results, running focus groups, one-to-one interviewing, gathering data electronically etc.

Learners should also be taught how and where to use graphical representational techniques (such as pie charts and graphs) to summarise the material they have collected.

Ideally this teaching should be embedded throughout the course, so that learners have more than one opportunity to develop the skills and produce the evidence required to meet the assessment criteria for this unit.

To achieve learning outcome 2 learners must reflect objectively on their own work (whether it be work produced in a group or on their own) and consider their progress in a given project, using and analysing surveys in order to eventually compile a report. They should have practised skills in monitoring and reviewing their work and working practices in other units, so again should approach this unit with an already considerable experience of these processes.

To achieve learning outcome 3 learners will have to be taught the skills required for successful report writing. They should be given opportunities to develop and practise presentation skills that support the compilation of well-structured and informative reports as well as the development of suitable writing styles and relevant ICT skills.

It is strongly recommended that teachers monitor the progress of the learner through regular one-to-one tutorials. It is also recommended that group discussions are used and learners are taught how to record peer comment.

Guidance on assessment of this unit

This unit is externally assessed through the paper given in the appendix to this unit.

The paper requires candidates to write a report on a piece of work they have produced, or were involved in the production of, in one of the following units:

- Unit 2: Performance
- Unit 3: Artefact
- Unit 4: Record.

Writing the report

Edexcel produces an electronic version of the paper which can be downloaded by centres from the Edexcel website, www.edexcel.com.

Candidates must write their responses directly into the electronic paper.

Candidates must be allowed **up to three hours** in which to write their responses.

Candidates must write their responses:

- entirely on their own
- under supervision and under conditions in which they do not communicate with anybody except an invigilator
- under conditions in which they do not have internet access.

Teachers may discuss the wording and the requirements of the paper with candidates before they start to write their responses, but teachers must **not**:

- give individual candidates advice or instruction about how to phrase their responses at any time
- read and comment in any way on the writing in progress
- provide prepared frameworks for candidates to use when writing their responses.

Candidates are allowed to have access to their records and notes when writing. It is the invigilator's responsibility to ensure that these are bona fide records and notes, and that they contain nothing which would give a candidate an unfair advantage over other candidates.

Because the writing will be spread over more than one session centres must ensure:

- that the maximum period of three hours is not exceeded in total for any candidate
- that between writing sessions the work in progress is stored securely and safely, in such a way that candidates cannot access their own or other candidates' responses.

After the first session each candidate's electronic file(s) must be transferred to, and securely stored in, a separate folder.

Illustrative material within the report

Candidates should use graphics or other visual material to illustrate their report where appropriate. This material can be prepared outside the assessment time and be made available to candidates to incorporate into their report when they are writing.

Illustrative material incorporated within the report will be taken into account by the assessor when marking the work.

Material submitted to exemplify the work being written about

Candidates **must** submit material to exemplify the work they are writing about. For example, if that work consists of drawings, paintings or sculptures, they should submit some photographs of the work; if the work was a dance or musical performance, they should submit an extract of a video of the performance.

Candidates **may** also attach as additional separate files examples of any materials they used to gather responses, information and data (for example, questionnaires) if they feel it would help to make their responses clearer.

All additional material must be produced in electronic form outside the assessment time and the files must be added to the candidate's folder by a teacher or other authorised person outside the assessment time. Ideally this would be before the (first) writing session as candidates are allowed to have access to these files as they are writing their responses to the paper. (Centres are reminded that internet access must be blocked when candidates are working on their responses to the paper.)

The file formats and sizes must conform to the instructions given below.

The illustrative material will not be directly assessed or have any marks attached to it – it is purely to help the examiner understand what the candidate is writing about.

Authentication

Centres must ensure that a responsible person is able to sign, for each candidate, the authentication statement provided in *Appendix H* (also available in electronic form on the Edexcel website) declaring that **all** work submitted for assessment:

- is the candidate's own unaided work
- refers to work created by the candidate writing about it (either individually or as an active member of a group)
- complies, if necessary, with any relevant legislation regarding copyright.

An electronic version of the signed authentication statement must be included in the candidate's folder.

Submission of work to Edexcel

The work of each candidate must be collected together in a separate folder. Each folder must contain:

- the candidate's completed responses in PDF format
- the mandatory illustrative material exemplifying the work presented in Unit 5
- any additional illustrative material the candidate wishes to submit
- a signed authentication statement.

All the folders for the unit assessment must then be copied on to a CD ROM. No other work may be stored on that CD ROM. Centres must submit only one CD ROM per externally assessed unit.

NB: Edexcel will communicate separately to centres before the first series of exams takes place in 2009:

- the conventions to be used for naming files and folders
- the conventions to be used for labelling the CD ROM
- the date by which the CD ROM must be received.

Acceptable file formats

Only the following file formats are acceptable for work submitted to Edexcel for this external assessment:

- PDF for text files (including those which contain pictures)
- JPEG for image files (such as digital photographs)
- MP3 for sound or music files (such as sound tracks or sound effects)
- FLV (preferred) or MPEG for video, multimedia and animation files (including those which contain sound).

HTML should be used for web pages whenever possible.

Further file formats such as AIFF (for highest quality sound files such as music), RTF and EPS are also acceptable, but should be used only when absolutely essential.

Centres are warned that work submitted in any other file formats may not be accessible to the examiners.

Permitted file and folder sizes

Additional illustrative video files, whether mandatory or optional, must not be longer than **one minute** in duration.

Additional illustrative audio files, whether mandatory or optional, must not be longer than **two minutes** in duration.

The total size of any individual candidate's folder must not exceed **ten megabytes**.

Personal, learning and thinking skills

Opportunities to develop personal, learning and thinking skills are inherent in this qualification as the activities which learners will undertake all require, to varying degrees, research, creativity, teamwork, self-management, self-reflection and consideration of the social context and impact of what they do and produce. The development of these skills should be at the centre of any pedagogic approach to this qualification.

The QCF unit summary references the personal, learning and thinking skills which are embedded in specific assessment criteria for this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skill.

Each unit, however, also provides opportunities to address other elements of personal, learning and thinking skills. These are referenced in the table below. Teachers should ensure that these opportunities are fully grasped in the teaching of the unit.

The full range of personal, learning and thinking skills relevant to each unit is mapped in *Annexe B* of this document.

Learning outcome	Skill	
7.1	Independent enquirers	1 identify questions to answer and problems to resolve
	Reflective learners	4 invite feedback and deal positively with praise, setbacks and criticism
7.2	Reflective learners	3 review progress, acting on the outcomes

Functional skills – Level 2

This unit provides opportunities for the development of functional skills at Level 2 as follows.

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	writing responses to the external paper and preparing visual or graphic material for inclusion in the report
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	
Follow and understand the need for safety and security practices	
Troubleshoot	dealing with minor or local system failures
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	preparing questionnaires to obtain responses to their work
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	preparing visual or graphic material to attach to their responses to the external paper
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	

Skill	When learners are ...
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing own work in groups
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing their responses to the external paper.

Specialist resources

Centres must be able to provide learners with facilities which will enable them to write their response to the set paper under secure, controlled conditions with access to the internet blocked, and add illustrative material as they write without compromising the authenticity of their responses.

Reference material

Textbooks

Baylis P, Holmes P, Holmes S and Jewers S – *Level 2 Higher Diploma in Creative and Media, Assessment and Delivery Resource* (Heinemann, 2008) ISBN 9780435499297

Baylis P, Holmes P, Holmes S and Jewers S – *Level 2 Higher Diploma in Creative and Media, Student Book* (Heinemann, 2008) ISBN 9780435499280

Websites

www.lonsas.org.uk Website of the London Schools Arts Service; from March 2008 will have applied learning assignments for Edexcel Creative and Media units developed by Arts Inform in partnership with the Ambassador Theatre Group, English National Opera, the National Portrait Gallery, Sadler's Wells, Royal Academy of Arts, Royal Albert Hall and others.

www.sharedteaching.com a free website for teachers and learners; has modular courses on aspects of creative and media production which have direct relevance to the Principal Learning for the Diploma in Creative and Media; teachers can self-enrol and share work schemes, ideas and resources.

Appendix to Unit 7

Edexcel Level 2 Diploma in Creative and Media

Unit 7: Project Report – External Assessment

Information for candidates

Using the prompts in Sections A and B below you must write a report in **not more than 1,750 words** on a piece of work you produced, or were involved in the production of, in **one** of the following units:

- Unit 2: Performance
- Unit 3: Artefact
- Unit 4: Record.

Your report should show that you are able to:

- collect responses, information and data from a variety of sources
- collate, summarise and draw conclusions from the material collected
- use the material collected and your conclusions to help you evaluate your work
- organise and present your report clearly
- work to a defined size and word limit.

Your report must consist of two sections:

- Section A – Sources
- Section B – Evaluation.

You must write your report using correct, formal English.

Time allowed

You will be given up to three hours in which to write up your project report.

The three hours may be spread over more than one session.

Word count

The total number of words in both sections **must not exceed 1,750**.

Examiners will not read more than the allowed number of words.

You must state clearly and accurately at the end of your report the total number of words you have written.

You should not include in your word count the section headings, any text in illustrative material, or captions to illustrative or graphic material.

Any text in illustrative material or in captions to such material will not be considered by examiners when assessing this report.

Turn over

Marking

A maximum of 60 marks is available for this paper:

up to 20 marks are available for Section A

up to 30 marks are available for Section B

up to 10 marks are available for the quality of the organisation and presentation of the report.

Visual material

You should use graphics or other visual material to illustrate your report where appropriate.

This material can be prepared outside the assessment time.

This material will be taken into account by the assessor when marking the work.

Additional files

You **must** attach a file to your report which provides an example of the work you are reporting on.

You **may** also attach examples of any materials you used to gather opinions, information and data (for example, questionnaires) as additional files.

The files containing this material must be produced and added to your folder outside the assessment time.

All illustrative and exemplar material must be referenced in the report using the filename you have given to it.

This material will be looked at by the assessor but it will **not** be directly assessed **or** have marks attached to it.

Turn over

Section A Sources

In this section of your report you must:

- describe the methods you used to gather responses, information and data relating to your work
- describe the sources from which you gathered responses, information and data relating to your work
- summarise the responses, information and data relating to your work
- draw conclusions from your summary.

You should use illustrative graphics wherever you think it appropriate to do so.

You are reminded that you may attach examples of any materials you used to gather responses, information and data (for example, questionnaires) as additional files.

[You are advised to use approximately 750 words for this section of your report.]

[Maximum marks available for this section – 20]

Section B Evaluation

In this section of your report you must use the results of your research to help you discuss and evaluate your chosen piece of work.

You should identify and explain its strengths and weaknesses in the light of the information and data you have gathered.

You should consider the impact on your final product of matters such as:

- how you developed your ideas
- your planning skills
- how well you used your materials and techniques
- the extent to which you achieved what you intended or hoped to achieve
- how well you interacted with others (if relevant)
- how the project was finally presented, shown or exhibited (if relevant).

[You are advised to use approximately 1,000 words for this section of your report.]

[Maximum marks available for this section – 30]

State clearly and accurately at the end of your report the **total** number of words you have written. **The total must not exceed 1,750 words.**

End of paper

Indicative guidance on assessment

Section	Mark band 1	Mark band 2	Mark band 3
A	<p>Candidates have gathered limited responses, information and data of generally limited quality in an unsystematic way using a limited number of sources many of which may be unreliable.</p> <p>They draw limited, generally tenuous and unsupported conclusions from the material gathered.</p>	<p>Candidates have competently gathered responses, information and data of generally useable quality from a number of mostly reliable sources, demonstrating some ability to do so in a systematic way.</p> <p>They draw simple but relevant conclusions from the material gathered, providing limited support for those conclusions.</p>	<p>Candidates have systematically gathered responses, information and data of generally good quality from a wide range of reliable sources.</p> <p>They draw detailed and well-supported conclusions from the material gathered.</p>
B	<p>Candidates acknowledge a small number of the strengths and weaknesses of the work but with little reference to the objectives set or to the material gathered in their research. Comments are assertive and unelaborated.</p> <p>They address one (lower end of the band) or two (upper end of the band) of the following aspects of the process:</p> <ul style="list-style-type: none"> • development of ideas • planning and organisation • how well materials and techniques were employed • how well they interacted with others • how the project was finally presented, shown or exhibited (if relevant). <p>Points are made briefly and asserted without justification.</p>	<p>Candidates identify a number of the strengths and weaknesses of the work against the stated objectives and note with some detail, and with some reference to the material gathered in their research, places where the work could have been improved.</p> <p>They address at least three of the following aspects of the process:</p> <ul style="list-style-type: none"> • development of ideas • planning and organisation • how well materials and techniques were employed • how well they interacted with others • how the project was finally presented, shown or exhibited (if relevant). <p>Points are elaborated but not justified.</p>	<p>Candidates describe the strengths and weaknesses of the work against the objectives set and provide a well-detailed discussion of ways in which the work could have been improved, making frequent and appropriate references to the material gathered in their research.</p> <p>They address at least four of the following aspects of the process:</p> <ul style="list-style-type: none"> • development of ideas • planning and organisation • how well materials and techniques were employed • how well they interacted with others • how the project was finally presented, shown or exhibited (if relevant). <p>Candidates demonstrate a discursive approach and the ability to justify conclusions.</p>

Continued

Section	Mark band 1	Mark band 2	Mark band 3
Organisation and presentation	<p>Candidates compile a project report which presents the reader with frequent difficulties in following and understanding the structure.</p> <p>Opportunities to use graphics to illustrate the report are neglected, and when used such material is of limited value and quality and is not well incorporated into the report.</p>	<p>Candidates compile a project report which is generally well structured.</p> <p>Opportunities to use graphics to illustrate the report are generally taken advantage of, and when used such material is carefully produced and generally supports the communication of ideas.</p>	<p>Candidates compile a well-structured project report which is easy to read and use.</p> <p>Opportunities to use graphics to illustrate the report are taken full advantage of, and when used such material is technically of a high quality and clearly supports the communication of ideas.</p>

List of annexes

Annexe A: Qualification codes	263
Annexe B: Personal, learning and thinking skills	265
Annexe C: Wider curriculum mapping	273
Annexe D: Glossary of terms	277
Annexe E: Internal Assessment of Principal Learning Units: Controls for Task Setting, Task Taking and Task Marking – for Principal Learning in Construction and the Built Environment, Creative and Media, Engineering, Information Technology and Society, Health and Development	281
Annexe F: The disciplines and the rules of combination	289
Annexe G: Assessment record for Mark B	291
Annexe H: Authentication statement	295
Annexe I: Learning outcomes and assessment criteria for each unit	299

Annexe A: Qualification codes

The National Qualifications Framework (NQF) code is known as a Qualification Accreditation Number (QAN). This is the code that features in the DfES Funding Schedules – Sections 96 and 97 and is to be used for all qualification funding purposes. Each unit within a qualification will also have an NQF unit code.

The qualification and unit codes will appear on the learner’s final certification documentation.

The QANs for the qualifications in this publication are:

500/2373/1 Edexcel Level 1 Principal Learning in Creative and Media

500/2374/3 Edexcel Level 2 Principal Learning in Creative and Media

These Principal Learning qualifications contribute to the following Diploma qualifications at the same level:

500/2816/9 Edexcel Level 1 Foundation Diploma in Creative and Media

500/2802/9 Edexcel Level 2 Higher Diploma in Creative and Media

These qualification titles will appear on the learners’ certificates.

Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel. Providing this happens, centres are able to describe the programme of study leading to the award of the qualification in different ways to suit the medium and the target audience.

Other codes

The codes below will be required when making entries for individual units and the overall Principal Learning qualification:

Unit codes	Each unit is assigned a unit code. This unit code is used as an entry code to indicate that a learner wishes to take the assessment for that unit. Centres will need to use the entry codes only when entering learners for their examination or coursework moderation.	Please refer to the Edexcel <i>Information Manual</i> , available on the Edexcel website.
Cash-in codes	The cash-in code is used as an entry code to aggregate the learner’s unit scores to obtain the overall grade for the qualification. Centres will need to use the cash-in codes only when entering learners for their qualification award.	Please refer to the Edexcel <i>Information Manual</i> , available on the Edexcel website.

Annexe B: Personal, learning and thinking skills

QCA – a framework of PLTS

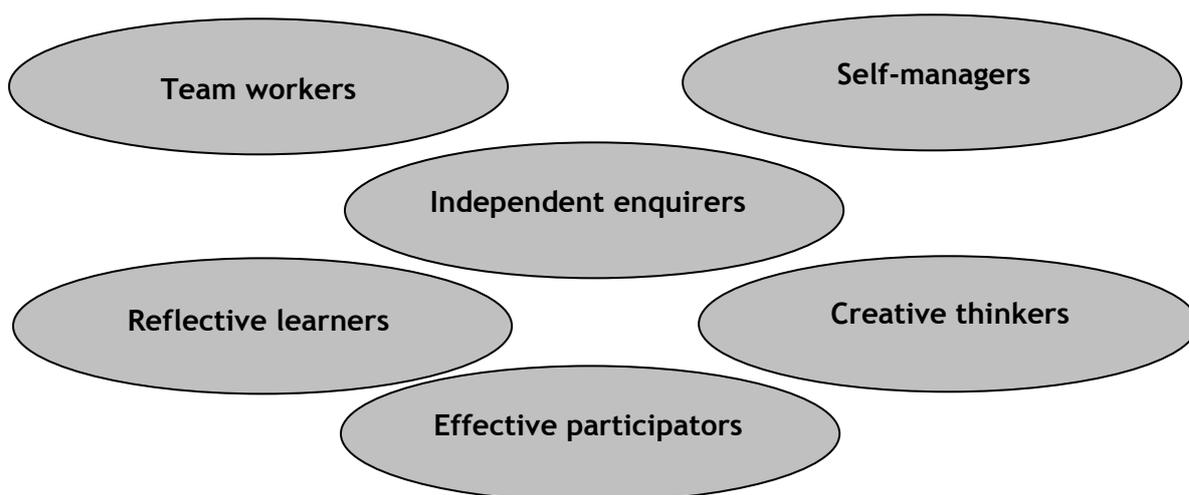


Qualifications and
Curriculum Authority

A FRAMEWORK OF PERSONAL, LEARNING AND THINKING SKILLS 11-19 IN ENGLAND

The framework comprises six groups of skills that, together with the functional skills of English, mathematics and ICT, are essential to success in learning, life and work. In essence the framework captures the essential skills of: managing self; managing relationships with others; and managing own learning, performance and work. It is these skills that will enable young people to enter work and adult life confident and capable.

The titles of the six groups of skills are set out below.



For each group there is a focus statement that sums up the range of skills. This is followed by a set of outcome statements that are indicative of the skills, behaviours and personal qualities associated with each group.

Each group is distinctive and coherent. The groups are also inter-connected. Young people are likely to encounter skills from several groups in any one learning experience. For example an Independent enquirer would set goals for their research with clear success criteria (Reflective learner) and organise and manage their time and resources effectively to achieve these (Self-manager). In order to acquire and develop fundamental concepts such as organising oneself, managing change, taking responsibility and perseverance, learners will need to apply skills from all six groups in a wide range of learning contexts 11–19.

The Skills

Independent enquirers

Focus:

Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Young people:

- identify questions to answer and problems to resolve
- plan and carry out research, appreciating the consequences of decisions
- explore issues, events or problems from different perspectives
- analyse and evaluate information, judging its relevance and value
- consider the influence of circumstances, beliefs and feelings on decisions and events
- support conclusions, using reasoned arguments and evidence

Creative thinkers

Focus:

Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Young people:

- generate ideas and explore possibilities
- ask questions to extend their thinking
- connect their own and others' ideas and experiences in inventive ways
- question their own and others' assumptions
- try out alternatives or new solutions and follow ideas through
- adapt ideas as circumstances change

Reflective learners

Focus:

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Young people:

- assess themselves and others, identifying opportunities and achievements
- set goals with success criteria for their development and work
- review progress, acting on the outcomes
- invite feedback and deal positively with praise, setbacks and criticism
- evaluate experiences and learning to inform future progress
- communicate their learning in relevant ways for different audiences

Team workers

Focus:

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Young people:

- collaborate with others to work towards common goals
- reach agreements, managing discussions to achieve results
- adapt behaviour to suit different roles and situations
- show fairness and consideration to others
- take responsibility, showing confidence in themselves and their contribution
- provide constructive support and feedback to others

Self-managers

Focus:

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Young people:

- seek out challenges or new responsibilities and show flexibility when priorities change
- work towards goals, showing initiative, commitment and perseverance
- organise time and resources, prioritising actions
- anticipate, take and manage risks
- deal with competing pressures, including personal and work-related demands
- respond positively to change, seeking advice and support when needed

Effective participators

Focus:

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Young people:

- discuss issues of concern, seeking resolution where needed
- present a persuasive case for action
- propose practical ways forward, breaking these down into manageable steps
- identify improvements that would benefit others as well as themselves
- try to influence others, negotiating and balancing diverse views to reach workable solutions
- act as an advocate for views and beliefs that may differ from their own

(See www.qca.org.uk/qca_16953.aspx)

PLTS Performance Indicator (suggested recording sheet)

Name:	Date:				
	Level of success 1 = low, 5 = high				
Independent enquirers					
Identify questions to answer and problems to resolve	1	2	3	4	5
Plan and carry out research, appreciating the consequences of decisions	1	2	3	4	5
Explore issues, events or problems from different perspectives	1	2	3	4	5
Analyse and evaluate information, judging its relevance and value	1	2	3	4	5
Consider the influence of circumstances, beliefs and feelings on decisions and events	1	2	3	4	5
Support conclusions, using reasoned arguments and evidence	1	2	3	4	5
Creative thinkers					
Generate ideas and explore possibilities	1	2	3	4	5
Ask questions to extend their thinking	1	2	3	4	5
Connect their own and others' ideas and experiences in inventive ways	1	2	3	4	5
Question their own and others' assumptions	1	2	3	4	5
Try out alternatives or new solutions and follow ideas through	1	2	3	4	5
Adapt ideas as circumstances change	1	2	3	4	5
Reflective learners					
Assess themselves and others, identifying opportunities and achievements	1	2	3	4	5
Set goals with success criteria for their development and work	1	2	3	4	5
Review progress, acting on the outcomes	1	2	3	4	5
Invite feedback and deal positively with praise, setbacks and criticism	1	2	3	4	5
Evaluate experiences and learning to inform future progress	1	2	3	4	5
Communicate their learning in relevant ways for different audiences	1	2	3	4	5
Team workers					
Collaborate with others to work towards common goals	1	2	3	4	5
Reach agreements, managing discussions to achieve results	1	2	3	4	5
Adapt behaviour to suit different roles and situations	1	2	3	4	5
Show fairness and consideration to others	1	2	3	4	5
Take responsibility, showing confidence in themselves and their contribution	1	2	3	4	5
Provide constructive support and feedback to others	1	2	3	4	5
Self-managers					
Seek out challenges or new responsibilities and show flexibility when priorities change	1	2	3	4	5
Work towards goals, showing initiative, commitment and perseverance	1	2	3	4	5
Organise time and resources, prioritising actions	1	2	3	4	5
Anticipate, take and manage risks	1	2	3	4	5
Deal with competing pressures, including personal and work-related demands	1	2	3	4	5
Respond positively to change, seeking advice and support when needed	1	2	3	4	5
Effective participators					
Discuss issues of concern, seeking resolution where needed	1	2	3	4	5
Present a persuasive case for action	1	2	3	4	5
Propose practical ways forward, breaking these down into manageable steps	1	2	3	4	5
Identify improvements that would benefit others as well as themselves	1	2	3	4	5
Try to influence others, negotiating and balancing diverse views to reach workable solutions	1	2	3	4	5
Act as an advocate for views and beliefs that may differ from their own	1	2	3	4	5

Note to learner: The circled number represents an indication of your PLTS performance so far.

Note to tutor: Indicate the level of success by circling the appropriate number during your feedback with the learner.

Summary of the PLTS coverage throughout the programme

✓ — required component ✗ — opportunities for development

	Level 1						Level 2							
	1	2	3	4	5	6	1	2	3	4	5	6	7	
Independent enquirers														
Identify questions to answer and problems to resolve	✗	✗	✗	✗		✗		✗	✗	✗	✗		✗	
Plan and carry out research, appreciating the consequences of decisions	✓	✓	✓	✓		✓		✓	✓	✓	✓		✓	
Explore issues, events or problems from different perspectives													✓	
Analyse and evaluate information, judging its relevance and value	✓	✓	✓	✓		✓		✓	✓	✓	✓		✓	
Consider the influence of circumstances, beliefs and feelings on decisions and events											✗			
Support conclusions, using reasoned arguments and evidence									✗	✗	✓		✓	
Creative thinkers														
Generate ideas and explore possibilities	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓		
Ask questions to extend their thinking	✓	✓	✓						✗	✗	✗	✗		
Connect their own and others' ideas and experiences in inventive ways					✓					✗	✗	✓		
Question their own and others' assumptions														
Try out alternatives or new solutions and follow ideas through	✓	✓	✗	✗	✓			✓	✗	✗	✗	✗		
Adapt ideas as circumstances change		✓	✗	✗	✓			✗	✗	✗	✗	✗		

	Level 1							Level 2						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Reflective learners														
Assess themselves and others, identifying opportunities and achievements	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓
Set goals with success criteria for their development and work														
Review progress, acting on the outcomes	✓	✓	✓	✓		✓			✓	✓	✓	✓		✓
Invite feedback and deal positively with praise, setbacks and criticism	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓
Evaluate experiences and learning to inform future progress	✓	✓	✓	✓		✓			✓	✓	✓	✓		✓
Communicate their learning in relevant ways for different audiences						✓								✓
Team workers														
Collaborate with others to work towards common goals	✓		✓		✓				✓			✓	✓	
Reach agreements, managing discussions to achieve results			✓		✓				✓			✓	✓	
Adapt behaviour to suit different roles and situations			✓						✓			✓		
Show fairness and consideration to others	✓		✓		✓				✓					
Take responsibility, showing confidence in themselves and their contribution			✓		✓				✓			✓	✓	
Provide constructive support and feedback to others			✓		✓				✓				✓	✓

	Level 1						Level 2						
	1	2	3	4	5	6	1	2	3	4	5	6	7
Self-managers													
Seek out challenges or new responsibilities and show flexibility when priorities change					X								
Work towards goals, showing initiative, commitment and perseverance	✓	✓	✓		✓		X				✓		
Organise time and resources, prioritising actions	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	X
Anticipate, take and manage risks					✓							X	
Deal with competing pressures, including personal and work-related demands	✓	X	X	X	✓		X	✓	✓	✓		✓	X
Respond positively to change, seeking advice and support when needed		X	X	X	X								
Effective participants													
Discuss issues of concern, seeking resolution where needed													
Present a persuasive case for action					✓						✓		
Propose practical ways forward, breaking these down into manageable steps					✓								
Identify improvements that would benefit others as well as themselves											✓		
Try to influence others, negotiating and balancing diverse views to reach workable solutions												X	
Act as an advocate for views and beliefs that may differ from their own					✓								

Annexe C: Wider curriculum mapping

Wider curriculum mapping

Study of the Edexcel Principal Learning in Creative and Media provides opportunities for the learner to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship issues, environmental issues, European developments, health and safety considerations and equal opportunities issues.

The Edexcel Principal Learning in Creative and Media makes a positive contribution to wider curricular areas as appropriate.

Spiritual, moral, ethical, social and cultural issues

The Edexcel Principal Learning in Creative and Media at Levels 1, 2 and 3 contributes to an understanding of:

- spiritual issues by providing opportunities to explore the spiritual and religious beliefs of the individual learner or their immediate and wider communities through a variety of creative and media forms
- moral and ethical issues by encouraging learners to appreciate the need to take responsibility for their own actions when making creative and media products, and to recognise the possible effects of their activities on others; they should also be introduced to the codes of professional practice relevant to the disciplines with which they work
- social and cultural issues by providing opportunities to explore the wider cultural and ideological issues which can be addressed through work produced in the creative and media disciplines; learners should be introduced to issues such as the positive role of the creative and media industries when they act as a vehicle for campaigning on social and moral issues, supporting economic development, and circulating discussions relating to race, gender and cultural differences; they should also think about the possible negative effects in such areas as media ownership, control and corporate domination, bias, representation of minorities, propaganda, and cultural imperialism; questions around the effects of the media on society – in relation to advertising and consumerism, or the depiction of violence, for example – could also be considered, as could questions such as the social values of ‘high culture’ forms such as fine art, opera and ballet.

Citizenship issues

Learners undertaking the Edexcel Principal Learning in Creative and Media will have the opportunity to develop their understanding of citizenship issues through the study of the media and its role in defining and reinforcing social identities. They should also be encouraged to develop an awareness of their community (for example, in Level 2, Unit 1) and to think about what they can contribute to that community’s creative life (for example, in Level 3, Unit 3).

Environmental issues

Environmental issues can be brought into the programme if learners wish to use them as a starting point for their own work or wish to study the work of practitioners who use them as subject matter in their work. Learners should be made aware of the possibilities of using sustainable resources. This may relate to use of paper-based products or the use of bio-degradable materials for creating or packaging creative and media products.

European developments

There are opportunities within the Edexcel Principal Learning in Creative and Media at Levels 1, 2 and 3 to undertake work with a European dimension even though they are taught in a UK context. This could be done through investigating the work of European creative and media practitioners or by producing original work with a European focus.

Health and safety considerations

The Edexcel Principal Learning in Creative and Media at Levels 1, 2 and 3 is practically based and so health and safety issues are encountered throughout the qualifications. Learners will develop awareness of the safety of both themselves and others and will explore health and safety issues across the creative and media sectors, particularly in those units which involve practical production work (such as Level 1, Units 2, 3 and 4; Level 2, Units 2, 3, 4 and 5; Level 3, Units 1, 2 and 4) or which could involve working with the public (such as Level 1, Unit 3; Level 2, Unit 6; Level 3, Unit 3). Learners should be made aware of the requirements for handling heavy objects, working with electrical and electronic equipment, and the legislation governing time spent working with VDUs. There is a requirement for learners to be aware of the necessity for compliance with public safety and local by-laws when working off the centre's premises.

Equal opportunities issues

Equal opportunities issues are implicit throughout the Edexcel Principal Learning in Creative and Media at Levels 1, 2 and 3.

Wider curriculum mapping – Level 1

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Spiritual		✓	✓	✓		
Moral and ethical		✓	✓	✓		
Social and cultural	✓	✓	✓	✓	✓	
Citizenship issues		✓	✓	✓	✓	
Environmental issues	✓	✓	✓	✓	✓	
European developments		✓	✓	✓		
Health and safety considerations	✓	✓	✓	✓	✓	✓
Equal opportunities issues	✓	✓	✓	✓	✓	✓

Wider curriculum mapping – Level 2

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Spiritual		✓	✓	✓	✓	✓	
Moral and ethical	✓	✓	✓	✓	✓	✓	
Social and cultural	✓	✓	✓	✓	✓	✓	✓
Citizenship issues	✓	✓	✓	✓	✓	✓	
Environmental issues	✓	✓	✓	✓	✓	✓	
European developments	✓	✓	✓	✓	✓	✓	
Health and safety considerations	✓	✓	✓	✓	✓	✓	✓
Equal opportunities issues	✓	✓	✓	✓	✓	✓	✓

Annexe D: Glossary of terms

There are some terms that you may come across in the specification, which have a particular meaning within the context of the Diploma. **You are therefore advised to familiarise yourself with the definitions of the terms in this glossary.**

Term	Definition
Additional learning	Units or qualifications that learners choose to include in their Diploma. Additional learning is complementary in character. It consists of further learning and can include national curriculum entitlement areas and/or learning options such as languages, music or science that relate to individual needs, interests and aspirations, provided these do not duplicate learning in Principal Learning and Generic Learning.
Applied learning	Acquiring and applying, knowledge, skills and understanding through <i>tasks</i> set in sector <i>contexts</i> that have many of the characteristics of real work or are set within the workplace. Most importantly, the <i>purpose</i> of the task in which learners apply their knowledge, skills and understanding must be relevant to real work in the sector.
Assessment criteria	Specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. Assessment criteria should be sufficiently detailed to support a consistent judgement that a learning outcome has been achieved – there are no minimum or maximum number of assessment criteria that relate to each learning outcome. The criteria should not dictate the method of assessment to be used.
Diploma	A defined set of qualifications that have been combined according to a set of rules. The Diplomas are designed to support progression to further study, training and employment.
Experiential learning	A process that stresses the central role of experience in learning related to the world of work. Learners reflect on their experience, draw out and articulate lessons learnt (generalise), and then apply their learning to new situations or activities.
External assessment	Assessment tasks are set and candidates' work is assessed by Edexcel.
Formative assessment	This is concerned with the short-term collection and use of evidence as guidance of learning, mainly in day-to-day classroom practice.
Functional skills	Functional skills are core elements of English, mathematics and ICT, providing the essential knowledge, skills and understanding needed to operate confidently, effectively and independently in life and at work.

Term	Definition
Generic Learning	<p>Generic Learning enables learners to develop and apply the skills and knowledge necessary for learning, employment and personal development.</p> <p>The Generic Learning component of the Diploma is made up of the following constituent parts:</p> <ul style="list-style-type: none"> • functional skills • personal, learning and thinking skills • a project • work experience.
Generic skills	<p>Generic skills are relevant to learning, training and working in all lines of learning and all sectors. They include functional skills and personal, learning and thinking skills.</p>
Internal assessment	<p>Tasks are set and marked against criteria provided by Edexcel and subjected to external moderation. Internal assessment is normally supervised and conducted under controlled conditions.</p>
Level	<p>The level at which a qualification or unit is positioned for accreditation. Levels are defined in terms of complexity, autonomy and range of achievement.</p>
Line of learning	<p>The broad subject areas that each Diploma will cover. There are 17 lines of learning, including: Creative and Media; Information Technology; Society, Health and Development; Engineering; Construction and the Built Environment.</p>
Personal, learning and thinking skills (PLTS)	<p>The framework of skills, which will equip all young people for successful employment and lifelong learning. PLTS require learners to be:</p> <ul style="list-style-type: none"> • independent enquirers • creative thinkers • reflective learners • team workers • self-managers • effective participators.
Principal Learning	<p>Learning modules and units of assessment that the learner must include in their Diploma. Principal Learning includes a minimum of 50 per cent of applied learning and consists of knowledge, understanding, skills and attitudes that support progress through the line of learning into the sectors concerned. Opportunities to develop and apply generic skills are also integrated into Principal Learning.</p>
Project	<p>A freestanding qualification within the Diploma.</p>

Term	Definition
Specialist learning	Units or qualifications that learners choose to include in their Diploma. Specialist learning allows the learner to take up further, more specialist learning, within their line of learning. It consists of qualifications and units that will support progression across the range of progression pathways within a chosen sector, as identified and recommended by the employers and higher education advisers on the Diploma Development Partnership.
Summative assessment	This serves to inform an overall judgement of achievement.
Transcript	A report of the units and qualifications that make up a learner's programme and achievement. It lists the learner's units and grades for each of the components of their Diploma qualification and also records work experience and personal, learning and thinking skills.
Work experience	A component of the Diploma, which enables learners to utilise and develop their knowledge and skills in the actual workplace.

Annexe E: Internal Assessment of Principal Learning Units: Controls for Task Setting, Task Taking and Task Marking – for Principal Learning in Construction and the Built Environment, Creative and Media, Engineering, Information Technology and Society, Health and Development

This annexe should be read in association with the latest edition of the Joint Council for Qualifications document ‘GCSE, GCE, ELC, Functional Skills, Principal Learning in the Diploma and Project Qualifications – Instructions for conducting coursework’, available from the JCQ website, www.jcq.org.uk

Section 1: Introduction

It is a requirement of the *Criteria for accreditation of Diploma qualifications at levels 1, 2 and 3* that:

‘Internal assessment [of Principal Learning] must normally be supervised and conducted under controlled conditions to ensure reliability and fairness.’

Further guidance from the Qualifications and Curriculum Development Agency has identified three stages of assessment for which control must be specified:

- **Task setting**
- **Task taking** (controls on time, resources, supervision, and collaboration)
- **Task marking.**

Further to the areas specified above, this annexe in collaboration with the individual specifications also sets the parameters for:

- guidance and support;
- submission, revision, re-working;
- the involvement of parents/carers;
- malpractice; and the authentication of learners’ work.

This annexe details the controls that normally apply to all Edexcel Principal Learning internally assessed units. However tutors and assessors must also apply any specific controls or additional requirements that may be identified within the *Assessment information for assessors* section in individual units.

There are three levels of control that can apply to each stage.

High control	Where the assessment requirements are tightly prescribed.
Medium control	Where the assessment requirements are specified in terms of parameters that allow consortia some flexibility to suit local circumstances.
Limited control	Where the assessment requirements are specified in terms of broad parameters that allow consortia to determine the details of the assessment.

It is the responsibility of the consortium to ensure that internal controlled assessment for Principal Learning is conducted and marked in accordance with the requirements specified by Edexcel and conducted in line with the *JCQ Instructions for conducting coursework*.

Section 2: Edexcel Controlled Assessment Profile

In Edexcel’s internally-assessed Principal Learning units, some aspects are subject to medium control and others have limited control. The table below shows the standard profile for all Edexcel Principal Learning internally-assessed unit specifications. Individual unit specifications will indicate where a divergence has occurred from this profile.

Aspect	Level 1	Level 2	Level 3
Task setting	Limited	Limited	Limited
Time	Limited	Limited	Limited
Resources	Limited	Limited	Limited
Supervision	Medium	Medium	Medium
Collaboration	Limited	Limited	Limited
Marking	Medium	Medium	Medium

Section 3: Assessment controls

3.1 Task setting

Limited control

Edexcel will publish, as part of its tutor support materials, at least one model assignment for each internally assessed unit. It is recommended that these model assignments are used in the assessment of each unit. However in order that these assignments can best meet learner interests and local needs they will include guidance for tutors and assessors to show the ways in which they may be adapted and contextualised. If the tutor decides to either adapt or write their own assignments then each assignment must meet the following conditions:

- each internally assessed unit must be assessed through a single coherent assignment which addresses the overall theme of the unit to emphasise how the different learning outcomes all relate to each other. Each assignment may be broken down into a series of related tasks
- assignments must have an applied work-related context
- across all tasks, assignments must address all learning outcomes and assessment criteria, and must give access to the full range of marks
- the evidence produced must conform to the requirements published in the *How you will be Assessed* section of the relevant unit specification
- in some units the marking grid is divided into parts A and B. All tasks which will be marked against the A grid must generate learner evidence that can be re-assessed at a later stage during internal standardisation activity or external moderation

- where tutors decide to set their own assignments, another person, who understands the requirements of the specification, **must** check that each new assignment is appropriate for the line of learning and the level, and also that a new assignment will allow candidates full access to the marking criteria. This is especially important when a new tutor/assessor is required to produce assignments. Suitable people may include a Domain or Lead Assessor. This review process must be documented and the evidence of the review must be made available for the external moderator if requested
- if the assignment is to be produced outside the teaching institution, for example by a supervisor at the learner's work experience placement, then the tutor or assessor at the teaching institution responsible for that unit, must sign off the assignment for validity before the learner attempts the assignment.

In addition to these requirements, further guidance on writing assignments is provided in this specification, in the section 'Assessment and grading of the principal learning specifications'.

Complexity

If the level of complexity of the evidence required is not already identified within the specification, then an indication can be assumed from the amount of time set within the specification for the production of the assessment evidence, considering the level at which the specification is being taken. The expectations of what a Level 1 learner can accomplish in 10 hours are far different from that which can be expected from a Level 3 learner in the same time period.

Unless it is otherwise specified, learners should be set a task of equivalent complexity, whether they are expected to achieve marks at mark band 1 of the marking grid or mark band 3.

3.2 Task taking (controls on time, resources, supervision, and collaboration)

If not specified within the unit, it is to be assumed that tasks or the whole assignment will normally be attempted at the end of the learning process.

Time – Limited control

Each unit has a time for assessment allocated. While it is not a requirement that this time should be observed to the minute for internal assessments, it should be taken as strong guidance and variance should not normally be by more than plus or minus 10%. Learners given significantly less time may well be disadvantaged in relation to the quality and breadth of work they can produce, while those given significantly more may well be disadvantaged by an excess of time spent on assessment rather than learning.

Resources – Limited control

Unless otherwise stated in the individual unit specification, learners are entitled to have full access to all resources seen fit for purpose by the centre tutor/assessor. Any specific resources (eg equipment, published material) required or prohibited for assessment will be detailed in the individual unit.

Supervision – Medium control

Learners must normally be supervised by the centre tutor/assessor whilst producing evidence for the summative assessment activity, unless otherwise stated in the individual unit specification. Supervision is defined as normal classroom/workshop/studio working conditions, with the tutor/assessor being present in the same room whilst the summative assessment evidence is produced by the learner, but not requiring examination conditions.

Where supervision is relaxed:

- because it is not possible to directly supervise the activity that is required to produce summative assessment evidence, eg researching data, then the tutor/assessor must authenticate the learner work following the process identified in the section headed ‘Authentication’; or
- because the most suitable environment for producing the evidence means the tutor/assessor cannot be present, eg work experience, the tutor/assessor must ensure an appropriate person supervises the evidence production. All such evidence must be authenticated (see *Authentication* below) and, where this covers performance evidence, a signed learner observation record must be completed with enough reliable information to allow the tutor to accurately assess the evidence (see *3.4 Task marking* below).

It is not permissible for summative assessment evidence to be produced in the learner’s home environment, without the direct supervision of their assessor.

Due to the nature of producing an artefact, its production as part of the summative assessment will often be dictated by the availability of materials, equipment etc, therefore it may well be produced outside of the centre. However, the assessor must be confident that the work is that of the learner. In order to be confident, Edexcel requires one of the following situations to apply:

- the work is carried out under the direct supervision of the teaching centre assessor. This is the most desirable option
- the learner demonstrates to the teaching centre assessor equivalent levels of skill in each of the processes included in the production of the final artefact. Ideally this would be in the course of the regular teaching/learning programme, but exceptionally, if the assessor feels a skill has been assessed at a level beyond expectations, the assessor may require the learner to repeat that skill before authenticating the work.

If the artefact can only be produced remotely, for example during work experience, the assessor must have enough reliable information to allow them to both accurately assess the outcome and have a signed learner observation record from an appropriate person who directly observed the learner producing the artefact. An ‘appropriate person’ is defined as someone with a supervisory role within the workplace (or equivalent), and who has the required skills. This person must not be a family member, and must record and supply the required information for the assessor.

Collaboration (Group work) – Limited control

Some units may require learners to work as part of a group. In other units, unless it is specifically forbidden, tutors may choose to have learners working collaboratively. When producing assignments which require or allow learners to work in groups, tasks must be written to allow each group member to fully meet the requirements of the assessment criteria.

Learners must not have their assessment opportunities reduced by the poor performance of other group members. Where this becomes apparent the tutor or assessor should intervene, or provide suitable alternative activities which do not greatly add to the learners’ workloads.

Group tasks should not rely on the performance of individual members of the group to allow other group members to meet all of the assessment criteria.

It is important that each learner is assessed on their individual contribution to the achievements of the group. Where several individuals contribute to a single piece of work, individual contributions must be clearly shown on the work to enable external moderation to take place. This can be indicated by learners or through the tutor’s annotations.

Guidance and support

At the start of the assignment learners will often be required to plan out their programme of work. The tutor/assessors should agree these plans and where appropriate agree milestones where they can monitor learners' responses. Appropriate intervention is to be encouraged to ensure learners have every opportunity of success. However, if the planning process forms part of the assessment criteria, care must be taken to ensure that the plan remains the learner's own work.

Within some unit specifications, the level of assistance given to a learner is a discriminating factor used to decide a learner's positioning within the marking bands. To aid the assessor in selecting the appropriate level of assistance given to the learner a glossary of descriptors is included in the units and should be used for guidance when marking the learners work. In some cases, where a glossary doesn't exist, the following definitions should be used:

- *Assistance* – The learner has to be guided and advised to make progress, and responds to ideas suggested. The tutor/assessor needs to direct significant aspects of the work.
- *Limited assistance* – The learner suggests ideas for themselves, but makes use of guidance and advice from the tutor/assessor to make progress. The tutor/assessor assists in some aspects of the work, but generally does not direct it.
- *Independently* – The learner develops ideas themselves, using the tutor/assessor as an advisor rather than as a director. The tutor/assessor facilitates the work but does not need to direct its progress.

It is expected that all learners should develop as independent learners, but this does not mean that they should not be given any support in order to be able to research, write up and complete their reports. The hallmark of the independent learner, whatever the level, is knowing when and whom to ask for support in helping to carry the work forward.

All learners must be fully and equally briefed at the start of any task or assignment about the requirements of that task, including how they will be marked. They should be given the opportunity to ask any questions in order to clarify the requirements.

Once the assignment is under way, the tutor should respond to questions and requests for advice, but should normally refrain from intervening unasked. Responses can advise the learner on such matters as further sources of information, and can point out where further work is needed, but must always stop short of actually stating what to write.

In some units the amount of support and guidance a learner may receive in the course of carrying out the task or assignment is specified. This occurs, for example, when differentiation between mark bands is achieved in part by the support the learner needs to complete a practical task safely.

Tutors or assessors must always intervene where matters of health and safety are concerned. When this happens, the assessor should make a judgement about the appropriate marks that can be applied to the learner's work in the light of the intervention, and attach to the work a record of the intervention and justification for the marks awarded.

3.3 Feedback, re-working and submission

All Principal Learning awarding bodies are required to follow the instructions for feedback, re-working and submission specified by the JCQ

Candidates are free to **revise and redraft** a piece of coursework without teacher involvement before submitting the final piece. Candidates should be advised to spend an appropriate amount of time on the work commensurate with the marks available.

Teachers may review coursework before it is handed in for final assessment. Provided that advice remains at the general level, enabling the candidate to take the initiative in making amendments, there is no need to record this advice as assistance or to deduct marks. Generally one review should be sufficient to enable candidates to understand the demands of the assessment criteria. Advice may be given in either oral or written form.

Having reviewed the candidate's coursework **it is not acceptable** for teachers to give, either to individual candidates or to groups, detailed advice and suggestions as to how the work may be improved in order to meet the assessment criteria. Examples of unacceptable assistance include:

- detailed indication of errors or omissions
- advice on specific improvements needed to meet the criteria
- the provision of outlines, paragraph or section headings, or writing frames specific to the coursework task(s)
- personal intervention to improve the presentation or content of the coursework.

As indicated above, a clear distinction must be drawn between any interim review of coursework and final assessment for the intended examination series. Once work is submitted for final assessment it may not be revised: in no circumstances are 'fair copies' of marked work allowed. **Adding or removing any material to or from coursework after it has been presented by a candidate for final assessment will constitute malpractice.**

Where coursework is submitted in digital format there may be instances where the construction of the e-coursework does not attract any marks, in which case this construction may be done by the teacher instead of the candidate.

If a candidate requires additional assistance in order to demonstrate aspects of the assessment, the teacher should award a mark which represents the candidate's unaided achievement. The authentication statement should be signed and information given on the Candidate Record Sheet.

Teachers must keep live coursework secure and confidential at all times whilst in their possession. It is not acceptable for teaching staff to share coursework with other candidates.

There may be occasions when a learner needs to retake a task or assignment. This is acceptable at the discretion of the tutor, but the assignment should normally be set in a different context so that the learner is not repeating exactly the same tasks which they have had the chance to practise beforehand. Individual units will have further guidance where appropriate.

Authentication

All candidates must confirm that any work they submit for assessment is their own.

Where learners are required to gather information and resources, tutors or assessors should take the opportunity to discuss authentication and plagiarism at the outset.

Where learner observation records and practical activity logs are required Edexcel will provide exemplar pro formas. Centres may choose to develop their own documentation, but they must record at least the information contained within the exemplar pro formas.

Once the assignment has been completed the assessor may need to interview or test the learner on their understanding of the information and/or the resources that they have identified and used. This may be necessary if, for example:

- the assessor needs to confirm the authenticity of the work
- the unit marking grid carries marks for information and/or resource gathering.

It will be up to the centre assessor to decide on the appropriate format, although the activity should be of a 'closed book' nature.

If the assessor decides to interview the learner, the assessor is required to question the learner regarding their information or resources until the assessor is sufficiently satisfied with the authentication. Whilst the interview is in progress the learner should not have access to the information or resources unless the individual unit specifies otherwise. It can be either a group or individual interview.

If the assessor decides to test the learner, the assessor is required to follow the usual testing format, with learners working in silence, and placed in a manner so that they do not see other learners' responses. The questions are at the discretion of the assessor, as is the length and timing of the test. Learners are not permitted to view the questions prior to the test and should not have access to their work during the test unless the individual unit specifies otherwise.

The documented outcome could be either notes following an interview with one or a group of learners and signed by the assessor, or marked test papers.

Each candidate is required to sign a declaration before submitting their coursework to their subject tutors/assessors for final assessment, to confirm that the work is their own and that any assistance given and/or sources used have been acknowledged. Ensuring that they do so is the responsibility of the candidate's centre.

It is also a requirement that tutors/assessors confirm to the awarding body that all of the work submitted for assessment was completed under the required conditions and that they are satisfied that the work is solely that of the individual candidate concerned. Where assessment is supervised by someone other than the tutor, additional confirmation is required from the person who has supervised the assessment.

All tutors/assessors who have assessed the work of any candidate entered for each component must sign the declaration of authentication.

3.4 Task marking (standardisation and marking) - Medium control

Marking

Edexcel requires all consortium assessors to use only Edexcel authorized documentation in the assessment of its Principal Learning internal assessed units. All Edexcel Principal Learning internal assessed unit specifications have mark descriptors, and these must be used when assessing learner work. Consortium assessors must not try to re-interpret the mark descriptors, or use any other unauthorised publication which aims to do so.

If written evidence and artefacts are completed under the supervision of someone else (see *Supervision* above), this person may comment upon what is produced, but only the tutor can allocate marks.

Where performance evidence is observed by someone other than the tutor, this person must record their comments on the learner observation record. It is then the responsibility of the tutor to judge this evidence and allocate marks.

Standardisation

All Principal Learning awarding bodies are required to follow the instructions for standardisation specified by the JCQ.

Centres should use reference and archive materials (such as exemplar material provided by the awarding body or, where available, work in the centre from the previous year) to help set the standard of marking within the centre.

Prior to marking, a trial marking exercise should be undertaken. Teachers mark the same relatively small sample of work to allow for the comparison of marking standards. The exercise can take place at appropriate stages during the course and has three beneficial effects: it helps to bring about greater comparability in the marking standards; it may identify at an early stage any teachers whose standards are out of line with that of their colleagues; and it alleviates a heavy marking load at the end of the course.

Where the work for a unit has been marked by more than one teacher in a consortium, standardisation of marking should normally be carried out according to one of the following procedures:

Either a sample of work which has been marked by each teacher is re-marked by the teacher who is in charge of internal standardisation – normally the Domain Assessor;

Or all the teachers responsible for marking a component exchange some marked work (preferably at a meeting led by the Domain Assessor) and compare their marking standards.

Where standards are found to be inconsistent, the discrepant teacher(s) should make adjustments to their marks or re-consider the marks of all candidates for whom they were responsible. The new marks should be checked by the teacher in charge of internal standardisation.

Following completion of the marking and of internal standardisation, the coursework must be retained within the consortium and not returned to the candidates.

Consortia should retain evidence that internal standardisation has been carried out.

Annexe F: The disciplines and the rules of combination

The disciplines

The list of disciplines is not intended as a comprehensive or mutually exclusive list of areas for study or employment opportunities. It is an indication of potential disciplines a learner may wish to explore in developing knowledge and understanding about creativity and the realities of working in the creative and media industries.

Some of these discipline headings describe subjects which may be familiar as part of a school or college curriculum (for example drama and dance); others relate more clearly to activities within the creative and media industries (for example advertising and interactive media).

The disciplines do not exist within set boundaries – they have strong connections with one another. This interdisciplinary approach is central to the Diploma in Creative and Media.

The creative and media disciplines

2D Visual Art	Textiles	Photo Imaging
3D Visual Art	Footwear	Television
Graphic Design	Audio and Radio	Music
Product Design	Dance	Computer Games
Fashion	Interactive Media	Creative Writing
Drama	Animation	Craft
Advertising	Film	Publishing and Printing (from 2009)

The rules of combination

Learners are required to combine the disciplines in accordance with the following rules of combination.

NB: There is no required weighting for the disciplines when they are combined.

Level 1

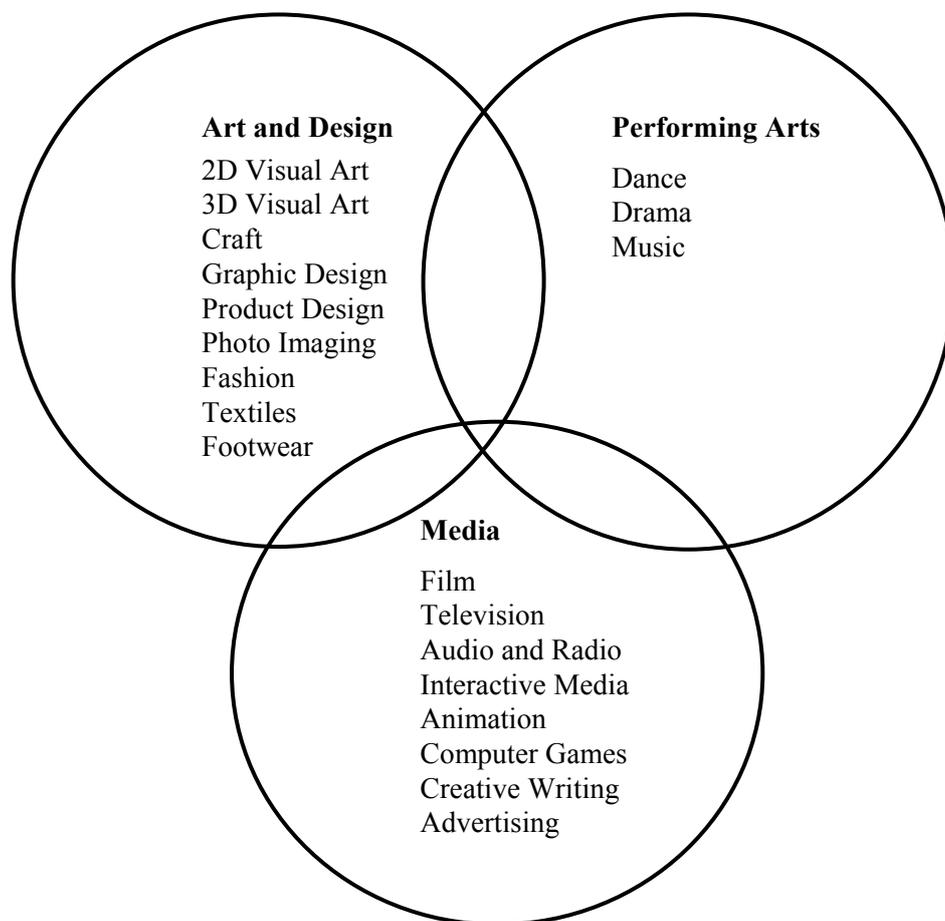
A minimum of six different disciplines must be evidenced across the whole of the learner's programme.

The total disciplines selected must include at least one discipline from two of the three areas of Art and Design, Performing Arts and Media (see below).

Each unit must address a minimum of two disciplines integrated as appropriate.

Any individual discipline may contribute to two or more units.

At Level 1 centres must structure the overall course around selected Sector Related Disciplines from at least two of the three areas of Art and Design, Performing Arts, and Media:



[NB: these groupings do **not** apply at Levels 2 and 3.]

Level 2

A minimum of six different disciplines must be evidenced across the whole programme.

Each unit must address a minimum of two disciplines integrated as appropriate.

Any individual discipline may contribute to two or more units.

Level 3

A minimum of four different disciplines must be evidenced across the whole programme.

At least four of the six units must contain a minimum of two disciplines.

Up to two units may focus on one discipline alone.

Each learner's overall programme may be constructed around one or two disciplines which will feature in all, or most of, the six units.

Any individual discipline may contribute to two or more units.

Annexe G: Assessment record for Mark B

Principal Learning for the Edexcel Diploma in Creative and Media – Mark B assessment record

Level	Unit number and title	:
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Candidate's name	Candidate's number	
Centre name	Centre number	

Names of assessors contributing to this assessment	

Activity observed	LO	Assessor's comments	Assessor's signature	Date

Turn over

Activity observed	LO	Assessor's comments	Assessor's signature	Date

Assessment focus or foci						
Mark band 1	Mark range	Mark band 2	Mark range	Mark band 3	Mark range	Mark given
Explanation for mark given						

Candidate's signature	Date

NB: This assessment sheet contains the evidence for Mark B of the unit specified. Teachers may give candidates a general indication of their level of achievement after an observation, but they must not give them a mark. A mark may be given only when all the available evidence for Mark B has been seen and assessed.

Annexe H: Authentication statement

Principal Learning for the Edexcel Diploma in Creative and Media

Authentication statement

Level		Unit	:	
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Candidate's name	
Candidate's number	
Centre name	
Centre number	

Candidate's declaration	
<p>I declare that:</p> <ol style="list-style-type: none">1 the work submitted for this unit is my own work or, in the case of group work, the work of myself and the other members of the group in which I worked, and that no part of it has been copied or taken from any unacknowledged source2 I have done everything reasonable to ensure that the work complies with any relevant copyright legislation.	
Signed	Date

Teacher's declaration	
<p>I declare that, to the best of my knowledge:</p> <ol style="list-style-type: none">1 the work submitted by this candidate for this unit is the candidate's own work or was produced by the candidate as an active member of a group2 the candidate has done everything reasonable to ensure that the work complies with any relevant copyright legislation.	
Signed	Date
Teacher's name	

Annexe I: Learning outcomes and assessment criteria for each unit

The following sections state the learning outcomes and assessment criteria for each unit that are presented on the National Database of Accredited Qualifications, NDAQ. Each section outlines the intermediary stage in generating the marking grid from the learning outcomes via assessment criteria.

Unit title: Level 1 Unit 1 Introduction to Creative and Media Skills

This summary references, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills. *Annexe B* of this document lists the personal, learning and thinking skills and their elements.

Key	IE – independent enquirers; CT – creative thinkers; RL – reflective learners; TW – team workers; SM – self-managers; EP – effective participators
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Learning outcome number	Learning outcome The learner should:	Assessment criteria The learner can:
1.1	be able to apply skills needed by those working in the creative and media sector	develop skills in various creative and media disciplines using techniques, materials or equipment to complete tasks and work safely with materials and technologies
1.2	know how to carry out basic research in the creative and media sector	carry out research into jobs in the creative and media industries, and help develop ideas for production activities [IE 2; CT 1]
1.3	know some job roles and career paths in the creative and media sector	identify jobs in the creative and media sector, know the skills and qualifications needed for those jobs, and how they are linked to careers [IE 4]
1.4	be able to apply skills required to enable effective learning and thinking.	understand and apply ways of improving thinking and learning [IE 2, 4; CT 1, 2, 5; RL 1, 3, 4, 5; SM 2, 3, 5].

Unit title: Level 1 Unit 2 Visual Arts

This summary references, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills. *Annexe B* of this document lists the personal, learning and thinking skills and their elements.

Key	IE – independent enquirers; CT – creative thinkers; RL – reflective learners; TW – team workers; SM – self-managers; EP – effective participators
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Learning outcome number	Learning outcome The learner should:	Assessment criteria The learner can:
2.1	know about a visual arts form which combines two or more visual arts disciplines	<ul style="list-style-type: none"> • identify similarities or differences in examples of a visual arts form which combines two or more visual arts disciplines • identify elements of their uses or purposes • identify the audiences they were created for [IE 2, 4] • employ subject terminology with some appropriateness
2.2	be able to plan the production of a visual arts product which combines two or more visual arts disciplines	<ul style="list-style-type: none"> • generate ideas for a visual arts product which combines two or more visual arts disciplines • explore ideas [CT 1, 2] • create a production plan
2.3	be able to create a visual arts product which combines two or more visual arts disciplines	<ul style="list-style-type: none"> • create a visual arts product which combines two or more visual arts disciplines using basic techniques [CT 5, 6] • produce work which achieves its purpose • follow straightforward procedures, including those relating to health and safety [SM 2, 3]
2.4	know how to monitor own visual arts work.	<ul style="list-style-type: none"> • refine ideas and outcomes using a variety of considerations and observations [RL 1, 3, 5].

Unit title: Level 1 Unit 3 Performance Arts

This summary references, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills. *Annexe B* of this document lists the personal, learning and thinking skills and their elements.

Key	IE – independent enquirers; CT – creative thinkers; RL – reflective learners; TW – team workers; SM – self-managers; EP – effective participators
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Learning outcome number	Learning outcome The learner should:	Assessment criteria The learner can:
3.1	know about performance arts	<ul style="list-style-type: none"> • identify performance arts forms • identify the contexts, or elements of the contexts, in which they take place • identify the audiences they were created for [IE 2, 4]
3.2	be able to take part in preparations for a live performance	<ul style="list-style-type: none"> • take part in developing and rehearsing a live performance [TW 1, 2, 3] • contribute ideas during preparations for the performance [CT 1, 2] • respond to direction and instructions
3.3	be able to take part in a live performance	<ul style="list-style-type: none"> • take part in a live performance in such a way as to contribute to the realisation of the performance's intentions and to help communicate those intentions to the audience [TW 4, 5, 6] • use appropriate techniques • follow straightforward procedures, including those relating to health and safety [SM 2, 3]
3.4	know how to monitor performance work.	<ul style="list-style-type: none"> • refine ideas and outcomes using a variety of considerations and observations [RL 1, 3, 5].

Unit title: Level 1 Unit 4 Media Production

This summary references, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills. *Annexe B* of this document lists the personal, learning and thinking skills and their elements.

Key	IE – independent enquirers; CT – creative thinkers; RL – reflective learners; TW – team workers; SM – self-managers; EP – effective participators
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Learning outcome number	Learning outcome The learner should:	Assessment criteria The learner can:
4.1	know about media production	<ul style="list-style-type: none"> • carry out research into media products [IE 2, 4] • recognise media products, their purposes and audiences
4.2	be able to plan the creation of a media product which combines two or more media disciplines	<ul style="list-style-type: none"> • generate (or contribute to the generation of) ideas for the creation of a media product which combines two or more of the media disciplines • explore (or contribute to the exploration of) ideas [CT 1] • plan (or contribute to the planning of) the creation of a media product which combines two or more of the media disciplines, taking into account resources and procedures
4.3	be able to create a media product which combines two or more media disciplines	<ul style="list-style-type: none"> • create (or contribute to the creation of) a media product which combines two or more media disciplines, and which achieves its purpose • apply appropriate procedures and organise time and resources [SM 3] • follow safe working practices
4.4	know how to monitor own media production work.	<ul style="list-style-type: none"> • review progress using a range of considerations and feedback, making use of the process to refine ideas and improve outcomes [RL 1, 3, 5].

Unit title: Level 1 Unit 5 Presentation

This summary references, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills. *Annexe B* of this document lists the personal, learning and thinking skills and their elements.

Key	IE – independent enquirers; CT – creative thinkers; RL – reflective learners; TW – team workers; SM – self-managers; EP – effective participators
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Learning outcome number	Learning outcome		Assessment criteria	
	The learner should:		The learner can:	
5.1	be able to plan the presentation of own creative and media work in an appropriate form		<ul style="list-style-type: none"> • take part in research, planning and preparation for a presentation [EP 2, 3] • keep records of meetings • work co-operatively with others [TW 1, 2, 4] 	
5.2	know how to publicise the presentation		<ul style="list-style-type: none"> • identify potential ways to publicise a presentation [CT 1, 3] • take part in planning promotional activities and producing materials [CT 5, 6; EP 6] 	
5.3	be able to present own creative and media work.		<ul style="list-style-type: none"> • perform required tasks [SM 2, 3, 5] • recognise problems and resolve them [SM 4; TW 5, 6] • follow health and safety practice. 	

Unit title: Level 1 Unit 6 Skills Report

Learning outcome number	Learning outcome The learner should:	Assessment The learner can:
6.1	be able to reflect on how techniques, skills and materials have been used	<ul style="list-style-type: none"> • identify techniques, skills and materials used • reflect on how they were used • reflect on what they have learnt from other practitioners' work
6.2	be able to reflect on presentation techniques and skills	<ul style="list-style-type: none"> • reflect on planning for and realisation of the presentation of work • identify the audience for the presentation, and reflect on the audience's response to their work
6.3	know the skills required for specific job roles.	<ul style="list-style-type: none"> • relate the skills learnt to jobs in the creative and media industries .

Unit title: Level 2 Unit 1 Scene

This summary references, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills. *Annexe B* of this document lists the personal, learning and thinking skills and their elements.

Key	IE – independent enquirers; CT – creative thinkers; RL – reflective learners; TW – team workers; SM – self-managers; EP – effective participators
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Learning outcome number	Learning outcome The learner should:	Assessment The learner can:
1.1	understand the range and types of creative and media activity in a chosen region	<ul style="list-style-type: none"> undertake an investigation into creative and media activity in a chosen region [IE 2] summarise creative and media activity in the chosen region with reference to examples [IE 4]
1.2	understand creative and media employment roles and requirements in a chosen region	<ul style="list-style-type: none"> undertake an investigation into opportunities for employment in the creative and media sector in a chosen region [IE 2] summarise a number of job roles in the creative and media sector in the chosen region with reference to examples [IE 4] demonstrate knowledge of qualifications needed for the type of jobs available [IE 4]
1.3	be able to develop a personal critical response to a creative or media artefact, activity or event	<ul style="list-style-type: none"> undertake an exploration into an event, artefact or activity which the learner has personally experienced [IE 3] provide a personal response to an event or activity, explaining with supporting arguments what qualities and aspects were effective, enjoyable or striking [IE 5, 6]
1.4	be able to create a guide to the creative and media scene in a chosen region	<ul style="list-style-type: none"> create a guide to creative and media activities in a chosen region that communicates information to a specific audience [CT 1] manage the process working within time constraints [SM3].

Unit title: Level 2 Unit 2 Performance

This summary references, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills. *Annexe B* of this document lists the personal, learning and thinking skills and their elements.

Key	IE – independent enquirers; CT – creative thinkers; RL – reflective learners; TW – team workers; SM – self-managers; EP – effective participators
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Learning outcome number	Learning outcome The learner should:	Assessment criteria The learner can:
2.1	understand the development of a form of performance over a specified period of time	<ul style="list-style-type: none"> undertake an investigation into the history of a form of performance over a specified period of time demonstrating an understanding of factors which have influenced change [IE 2, 4]
2.2	be able to contribute to the planning of a performance	<ul style="list-style-type: none"> take on a defined role and contribute to the planning of a performance [CT 1] collaborate with others to generate and explore ideas for the performance [CT 5; TW 1, 2]
2.3	be able to contribute to the production of a performance	<ul style="list-style-type: none"> carry out responsibilities for own role in a performance operating as part of a team [TW 3, 5] manage own time in order to work to schedules [SM 3, 5] follow safe working practices
2.4	be able to monitor own contribution to a performance.	<ul style="list-style-type: none"> monitor progress throughout the planning and production of a performance in order to refine ideas and outcomes and understand own strengths and weaknesses [RL 1, 3, 5].

Unit title: Level 2 Unit 3 Artefact

This summary references, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills. *Annexe B* of this document lists the personal, learning and thinking skills and their elements.

Key	IE – independent enquirers; CT – creative thinkers; RL – reflective learners; TW – team workers; SM – self-managers; EP – effective participators
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Learning outcome number	Learning outcome The learner should:	Assessment criteria The learner can:
3.1	understand the process of creating artefacts	<ul style="list-style-type: none"> • undertake an investigation into the processes involved in the creation of identified artefacts [IE 2] • describe processes involved in the creation of identified artefacts [IE 4] • demonstrate understanding of the way various intrinsic and extrinsic factors influence the production of specific artefacts
3.2	be able to plan the creation of an artefact	<ul style="list-style-type: none"> • generate ideas for and plan the creation of an artefact [CT 1] • document the process
3.3	be able to create an artefact	<ul style="list-style-type: none"> • collect necessary resources and materials, and create the planned artefact [SM 3] • follow safe working practices • work to schedules [SM 5]
3.4	be able to monitor own creative activity.	<ul style="list-style-type: none"> • regularly monitor own activity and examine achievements and aims [RL 1] • use this reflective activity to inform, shape or modify work as appropriate [RL 3].

Unit title: Level 2 Unit 4 Record

This summary references, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills. *Annexe B* of this document lists the personal, learning and thinking skills and their elements.

Key	IE – independent enquirers; CT – creative thinkers; RL – reflective learners; TW – team workers; SM – self-managers; EP – effective participators
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Learning outcome number	Learning outcome The learner should:	Assessment criteria The learner can:
4.1	understand how a specified medium can be used to create a record	<ul style="list-style-type: none"> • undertake an investigation into specific examples of records [IE 2] • demonstrate understanding of how examples of records can be produced • explain recent developments in the medium selected [IE 4]
4.2	be able to plan the creation of a record in a chosen medium	<ul style="list-style-type: none"> • generate ideas for and plan the creation of an record [CT 1] • document the process
4.3	be able to take part in or complete the creation of a record in a chosen medium	<ul style="list-style-type: none"> • create the planned record • follow safe working practices • work to schedules [SM 3, 5]
4.4	be able to monitor the creation of the record.	<ul style="list-style-type: none"> • regularly monitor own activity and examine achievements and aims [RL 1] • use this reflective activity to inform, shape or modify work as appropriate [RL 3, 5].

Unit title: Level 2 Unit 5 Campaign

This summary references, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills. *Annexe B* of this document lists the personal, learning and thinking skills and their elements.

Key	IE – independent enquirers; CT – creative thinkers; RL – reflective learners; TW – team workers; SM – self-managers; EP – effective participators
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Learning outcome number	Learning outcome The learner should:	Assessment The learner can:
5.1	understand the nature and purpose of campaigns	<ul style="list-style-type: none"> • undertake an investigation into a specific campaign [IE 2] • explain, with support for points made, the nature and purpose of campaigns [IE 4, 6]
5.2	be able to prepare a campaign	<ul style="list-style-type: none"> • generate ideas for and plan the creation of an campaign [CT 1] • organise resources and produce campaign materials [SM 3]
5.3	be able to conduct a campaign	<ul style="list-style-type: none"> • manage the planned campaign [SM 2; EP 2, 4] • collaborate with others [TW 1]
5.4	be able to monitor the preparation and conduct of a campaign.	<ul style="list-style-type: none"> • regularly monitor own activity and examine achievements and aims [RL 1] • use this reflective activity to inform, shape or modify work as appropriate [RL 3, 5].

Unit title: Level 2 Unit 6 Festival

This summary references, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills. *Annexe B* of this document lists the personal, learning and thinking skills and their elements.

Key	IE – independent enquirers; CT – creative thinkers; RL – reflective learners; TW – team workers; SM – self-managers; EP – effective participators
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Learning outcome number	Learning outcome The learner should:	Assessment The learner can:
6.1	understand the nature of festivals in the creative and media industries	describe a number of festivals with reference to the following: <ul style="list-style-type: none"> • the artistic policy of these festivals • their programme content • their target audiences • how they are funded
6.2	be able to contribute to the planning of a festival	<ul style="list-style-type: none"> • collaborate with others to plan a festival putting forward ideas and exploring them [CT 1, 3; TW 1] • produce records of the planning process
6.3	be able to contribute to the promotion of a festival	<ul style="list-style-type: none"> • collaborate with others to plan the promotion of a festival [CT 1; TW 1] • contribute to the production of promotional materials [CT 1; TW 1]
6.4	be able to contribute to the running of a festival.	<ul style="list-style-type: none"> • carry out responsibilities for own role in the running of a festival [TW 5] • work to schedules [SM 3, 5] • communicate with others [TW 1] • follow safe working practices.

Unit title: Level 2 Unit 7 Project Report

Learning outcome number	Learning outcome	Assessment criteria
	The learner should:	The learner can:
7.1	be able to gather information about and responses to own work	<ul style="list-style-type: none"> gather information about and responses to own work from a variety of sources by conducting surveys develop supported conclusions from the data collected
7.2	be able to evaluate own work	<p>report on the strengths and weaknesses of own work in the light of the research conducted, considering:</p> <ul style="list-style-type: none"> development of ideas planning and organisational skills use of materials and techniques interaction with others how the project was finally presented, shown or exhibited (if relevant)
7.3	be able to present an evaluation of own work in a project report.	<p>compile and present a report which:</p> <ul style="list-style-type: none"> collects and assembles supporting material into a coherent and well-organised whole to communicate information, data and opinion combines written and graphic material to present findings is of a defined length.

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