Principal Examiner Report

Summer 2025

T Level Technical Qualification in Media, Broadcast and Production

Employer Set Project

Introduction

This was the first series of the Employer Set Project (ESP), which is externally set and marked by Pearson. The Core Component (30% of the total T Level Technical Qualification in Media, Broadcast and Production) comprises the Core Paper (60% of the core component and 18% of the total qualification) and the Employer Set Project (40% of the core component and 12% of the total qualification).

Students undertake the ESP over multiple sessions totalling a combined duration of 16 hours 30 minutes. The assessment is available twice a year, in November and May, and there are 132 marks available. Centres must follow the guidance in the Administrative Support Guide when delivering the Employer Set Project.

The Employer Set Project (ESP) is designed to assess the application of underpinning skills that support threshold competence in the media industry. The core skills assessed in the ESP are:

Core Skill 1 (CS1) - Undertaking Research

Core Skill 2 (CS2) - Generating Ideas

Core Skill 3 (CS3) - Communicating Ideas

Core Skill 4 (CS4) - Developing Ideas

Core Skill 5 (CS5) - Working Collaboratively with others

Core Skill 6 (CS6) - Reflective Practice.

The live assessments follow the same structure as the Specimen Assessment Material and Additional Specimen Assessment Material, published here on the Pearson website. When responding to the tasks in the ESP, students are expected to draw upon knowledge and skills from across the core content in a synoptic manner.

The tasks in the ESP are:

Task 1: Conduct secondary research and produce a research report

Task 2: Generate ideas, create a presentation (slides and speaker notes) and deliver the presentation

Task 3: Produce a pre-production planning pack

Task 4: Group collaboration and individual report

Task 5: Reflective review.

The vocational context of the ESP will change each series. The Project Brief for this assessment directed students to plan a campaign to promote Brite Beans, a start-up company that sells different varieties of beans through its website. The campaign included:

- a live tasting event at a food festival
- social media graphics to promote the tasting event

- a pilot podcast episode based on the tasting event.

To be successful, it is important that students understand the aims of the campaign, the target audience for the campaign and the client's brand values, all of which are included in the Project Brief.

All the work submitted for assessment must be the student's own work. Students must not make use of artificial intelligence (AI) tools to generate any part of their responses, as they must independently meet the performance descriptors in the mark scheme.

A total of 486 students sat the ESP in this series. Marks ranged from 5 to 107, with a mean of 60 and a standard deviation of 17.4. The grade boundaries are published here on the Pearson website. Students may resit the Employer Set Project in any assessment window following their first sitting to improve their grade.

Individual tasks

This section considers each task, different student responses and a brief commentary on the response. This section should be considered with the live external assessment and corresponding mark scheme.

Task 1

In Task 1A, students were asked to conduct secondary research to help generate ideas for the Brite Beans promotional campaign. Students were directed to explore:

- how beans contribute to the United Nations' Sustainable Development Goal 2: Zero Hunger
- live events at food festivals
- branding and social media graphics for food and/or drink companies
- food podcasts and the appeal to their target audience.

Students must not make any use of artificial intelligence (AI) tools when conducting their research. Students must demonstrate their own research skills, independent of AI input.

When undertaking their research, students should select secondary sources covering all four areas of research to ensure the scope of their research is sufficiently broad to meet the requirements of the project brief. Students should also ensure the sources they select are fully appropriate and sufficiently diverse. Only a minority of students ensured their chosen sources provided different experiences and perspectives.

The research reports submitted in response to Task 1B should include a justification of the choice of secondary sources. Although most students considered the appropriateness of each chosen source and the reliability and validity of their selected sources, their rationale did not draw on the wide range of factors impacting the reliability and validity of sources included in the core component section of the specification.

Students are also directed to provide a summary of their most significant research outcomes. Some students included relevant insights in their research notes compiled in response to Task 1A, which were not included in their research report. Analysis of the research outcomes, such as identifying, extracting and interpreting information, correlating and comparing findings, identifying patterns and making connections, is an area of development for students.

Students should carefully consider how to record their key findings in their research report. Although there is no preferred format for this, students should ensure their chosen research outcomes are clearly presented. Students should be encouraged to make use of report writing features, such as subheadings, tables and bullets, to signpost their key findings.

Students should also explain how the key insights they discovered through their research will be used to inform the generation of ideas in response to this specific project brief. One area for improvement for most students is providing a rationale for their chosen research findings in relation to the requirements of the project brief.

This is an extract from a student's research report submitted in response to Activity 1 of Task 1B:

Activity 1

Sources

Source 1: *Beans and The SDGs*
Source 2: *WBCSD Insight*
Source 3: *Great British Food Festival*
Source 4: *Adam Frost's Grow & Cook Podcast*
Source 5: *Good Mythical Morning Bean Tasting*
Source 6: *Food Festival Poster Template*
Source 7: *Newcastle Food and Drink Festival*
Source 8: *Blenheim Palace Food Festival*
Source 9: *Drinks Branding*
Source 10: *Giveaway Promotion*

Rationale

Source 1

This source connects to the brief as it explains how beans relate to the United Nations Sustainable Development Goal 2: Zero Hunger. It explains how beans are important as they are nutritious, affordable and promote economic growth.

Reliability and Validity

- The article comes from a campaign that works with over 120 partner companies and across 70 countries.
- The source was written on 21/10/24, meaning it is still relative.
- The charity is passionate about spreading the word about peas, lentils, beans and pulses, which is what Brite Beans wants.
- We don't know who exactly wrote the source, however due to it being a global campaign, I believe it is safe to assume that it was fact checked before publishing.

Task 1A Research Notes (extract)

Source 1:	How beans contribute to the United Nations' Sustainable Development Goal 2: Zero Hunger : *Beans and the SDGs PDF*
Selected information & Key Notes:	○ Beans are a simple and affordable solution. ○ Beans contribute to nutrition, health, economic growth, environmental sustainability and social equity. ○ Beans, pulses legumes and peas are locally available and accessible all year round. ○ They're an additional source of nutrients like iron, folate and zinc which prevents malnutrition which helps children under 5, adolescent girls, pregnant and lactating women and elderly people. ○ Beans can help boost productivity in incomes of smaller farmers. ○ Protects biodiversity on farms and plates. ○ Long shelf life, sustainability. How Does it Link to The Company / Brief? ○ Chef Jinx founded the company for the same reasons mentioned above (ie, sustainable, nutritious) ○ Can be mentioned in the pilot podcast and social media as fun facts about beans ○ Mentions beans, peas, and pulses, which matches the brief.

	○ Can promote beans, which means that traffic is directed to Brite Beans as they are promoting the health and environmental side of beans.
Reliability and Validity:	Reliability: ○ The source comes from a global company who are focused on increasing bean consumption & on pulses such as peas, lentils etc. ○ There are over 120 partner organisations across 70 countries, which means their facts cannot be biased or untrue as they are representing different countries. ○ We do not know who wrote the source, meaning that it could be someone who isn't as knowledgeable. Since it is a partnered organisation, I believe it is safe to assume that articles are proofread, and fact checked before publishing Validity: ○ The article is still valid as it was only written on the 21/10/2024. I viewed the document properties to see this information. ○ The facts and goals are still relevant and being worked towards. ○ They touch on how beans impact the entire sustainable development goals, not just Goal 2, showing the amount of research that would have went into it.

Principal Examiner Commentary

To meet the Band 3 descriptors, students must select sources covering the four areas of research included in the project brief. The student's research notes are considered when assessing Task 1B, as the notes often include information that confirms the appropriateness of the chosen secondary sources. In this example, the ten secondary sources selected by the student are thoroughly appropriate in meeting the needs of the project brief (Band 3). This is because the sources provide information and insights into:

- How beans contribute to ending hunger, achieving food security, improving nutrition and promoting sustainable agriculture from the perspective of business (sources 1 and 2) growers (source 4) and consumers (source 5).
- Events at food festivals in different venues and different parts of the country - Newcastle Food Festival (source 7) and Blenheim Palace Food Festival (source 8).
- How a food podcast (source 3) and episode on beans from a YouTube channel (source 5) target different audiences.
- Branding for food and drink companies (sources 6, 9 and 10).

Although the choice of sources for branding for food and drink companies may not obviously appear to be thoroughly appropriate, as they provide limited examples, the student's research notes illustrate their direct relevance to the project brief. There is also a diversity of sources, which represent different perspectives and different types of sources, including business advocacy websites, promotional websites and entertainment sources with educational and irreverent modes of address.

Therefore, the response fully met the descriptors for Grid 1 of Activity 1 (6 marks). The best fit mark for Grid 2 was at the bottom of Band 3 (5 marks). This is because the rationale for the choice of secondary sources considered aspects of validity and reliability, including author, objectivity and subjectivity and the date of publication. To fully meet the Band 3 descriptors, further evidence of thorough knowledge and understanding of the reliability and validity of the chosen sources is required, such as potential bias, intended audience and corroboration across sources.

This is an extract from a student's research report submitted in response to Activity 2 of Task 1B:

Activity 2

The Food Foundation (2023) *How beans can help fix the future of food*. Available at: https://foodfoundation.org.uk/ (Accessed: 07/05/2025)

Beans are a simple, affordable solution to our global financial, health and environmental challenges. They offer us amazing nutrition, soil health, and biodiversity wins.

This will influence the creation of my ideas as I can reference statistics given in this source in my social media graphic live tasting event and podcast episode like:

- Beans are nutrient dense - rich in protein and fibre (which is lacking in UK diets with a deficit of ~10g per day). They are also low in fat and high in micronutrients.
- Beans are good for the planet - growing beans can improve soil and water quality.
- They also convert nitrogen from the atmosphere and fix it in the soil which is a win for climate.

The Sporkful (2022) *The sporkful episodes*. Available at: https://www.sporkful.com/tag/podcast-episodes/ (Accessed: 07/05/2025)

BBC good food (2025) *The Good Food Podcast*. Available at: https://www.bbcgoodfood.com/feature/podcasts (Accessed: 07/05/2025)

Most food podcasts have a conversational aspect talking about personal experiences and anecdotes

In both of these sources the podcast has a conversational aspect showing the personal side of the food industry I will plan this with a script in Task 2a.

Principal Examiner Commentary

The student has selected some key research findings from each of their chosen secondary sources, such as the three sources shown. The student has demonstrated some understanding of aspects of the project brief, such as why beans are good for the planet and the selected research outcomes are mostly appropriate in meeting the needs of the project brief. Therefore, the best fit mark for Grid 1 is at the top of Band 2 (4 marks).

To fully meet the Band 3 descriptors, the student would need to select more detailed and pertinent research outcomes from their sources of existing practice, such as the codes and conventions of food podcasts, current trends in food podcasting or audience preferences of food podcasts.

The response was placed at the top of Band 2 for Grid 2 (4 marks). This is because the student demonstrated generally detailed knowledge and understanding of how the chosen research outcomes will inform the ideas generation process. For example, the student highlighted specific facts to use in their campaign, which the student put into their own words to help avoid plagiarism.

To fully meet the Band 3 descriptors, the student would need to provide further understanding of how the selected findings will inform the generation of ideas, for example greater insight relating to the impact of talking about personal experiences on the generation of ideas for the structure and content of the pilot podcast episode.

Task 2A: Digital Portfolio

The digital portfolios produced by students included ideas for each element of the campaign, which were:

- a live tasting event at the Tastz Food Festival
- a social media banner to promote the tasting event
- a pilot podcast episode based on the tasting event.

Students should be encouraged to provide evidence of the idea generation process, such as mind maps, visualisations, making new connections and reverse thinking.

Core Skill 2 (Generating ideas) in the specification includes considerations that students can use to review, refine and reject ideas in a considered and structured manner, such as the project brief, brand tone of voice, budget, competition in the marketplace, legal and regulatory compliance and sustainability best practice.

The space available for the outdoor event was 6m x 4m. Students were credited for ideas that made creative use of the available space and students should be reminded to read the project brief carefully and highlight the deliverables and constraints.

Most students did not explain the assets to be generated or sourced for the social media banner and pilot podcast episode, which is an area for development for most students.

Another area for development is the creation of design materials from Core Skill 2 (Generating ideas) in the core component section of the specification. For example:

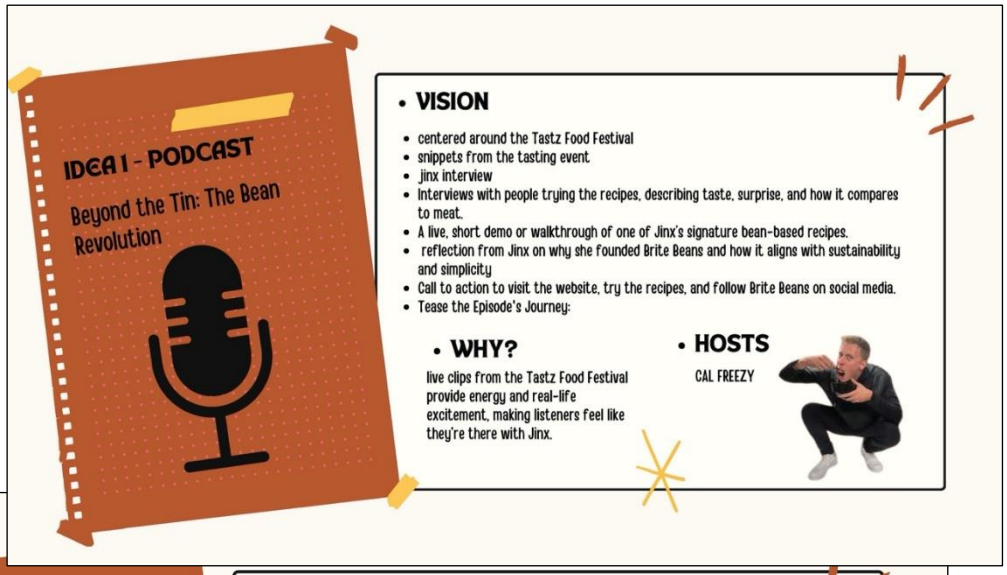
- Mood boards should convey the intended feeling, style or concept through carefully selected, well organised and cohesive visual elements, which provide inspiration and direction, and annotations to communicate the chosen visual style.
- Outdoor floor plans should provide a visual representation of the event space clearly showing the position of each element with dimensions, the entrances(s), exit(s) and pathways through the event space, annotated with considerations such as staging, sightlines, accessibility, lighting and branding.
- Draft audio scripts should include an appropriate structure, music and sound effects, and clear, concise and engaging content that flows appropriately.

Although all students included a rationale for their ideas, only a minority of students provided a coherent justification of how their chosen ideas met the aims of the brief, are consistent with the client's brand values, will appeal to the target audience and compare with existing practice.

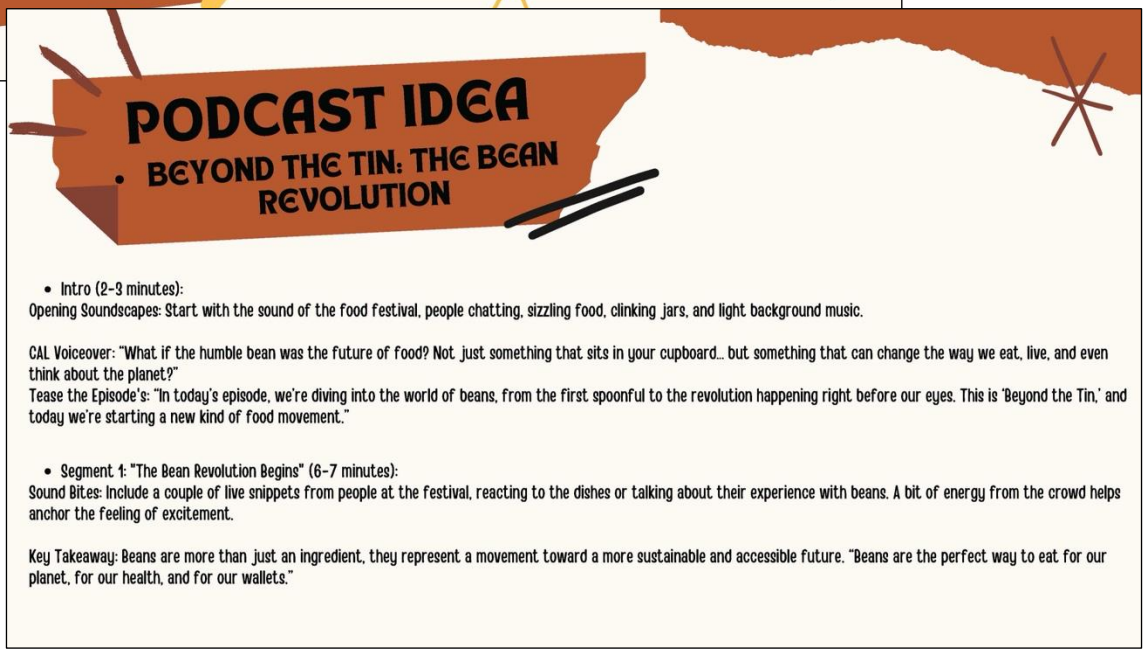
This is an extract from a student's digital portfolio submitted in response to Task 2A:

Generating Ideas (for the Podcast Pilot Episode)

Selected Ideas







- Segment 2: "Tasting Beans, Changing Minds" (7-8 minutes):

Live Event Snippets:

Audio clips from the Tastz Food Festival where Jinx, CAL and other attendees discuss the experience of tasting the dishes. Include real reactions like, "I never knew beans could taste this good!" or "I didn't expect beans to be this versatile!"

Live Cooking Demo: Jinx can give listeners a mini tutorial, explaining one of the dishes they used at the festival. with a few tips on how to elevate beans in everyday meals.

Expert Interview: Include a short interview with a nutritionist or sustainability expert who talks about why pulses (beans, lentils, peas) are a key part of a flexitarian diet and eco-friendly eating. This keeps the focus on education.

- Segment 3: "The Future of Beans: A Movement, Not Just a Meal" (5-6 minutes):

CAL interviews Jinx and they talk about their vision for the future of Brite Beans and the food industry as a whole and how they see themselves as part of a larger, growing movement toward plant-based eating and sustainability.

Call to Action: Tease future episodes that dive deeper into the mission of Brite Beans, such as exploring the sustainability of beans, how they support local farmers, and the benefits of a plant-based diet.

Vision for the Community: Highlight the importance of creating a community around food. Encourage listeners to share their own experiences with beans on social media and invite them to visit the Brite Beans booth at the Tastz food festival.

Closing Quote: End with something like, "The bean revolution is just getting started. And we want you to be part of it."

Outro (1-2 minutes):

- Friendly Wrap-Up: Jinx wraps up the episode, inviting listeners to follow Brite Beans on social media and check out the website for recipes, products, and upcoming events.
- Tease Next Episode: "Next week, we'll be digging into the origins of the perfect bean-based recipe... and why it's time to reimagine your next meal. Stay tuned for more from the revolution!"

INTRO:

[Intro Music - upbeat, natural sounds]

CAL
You're listening to *Beyond the Tin: The Bean Revolution* the podcast that's cracking open the future of food, one jar of beans at a time.

I'm Cal, your host for today and I'm going to take you through the eyes of Jinx, a bean enthusiast, and founder of Brite Beans and I've got one mission: to prove that beans aren't just cupboard fillers. They're powerful, planet friendly, and delicious.

[Music fades under]

[Clips of the tasting festival - people trying the bean dishes - events at the festival]

CAL (V.O.)
What if the humble bean was the future of food? Not just something that sits in your cupboard, but something that can change the way we eat, live, and even think about the planet?

In today's episode, we're diving into the world of beans, from the first spoonful to the revolution happening right before our eyes. This is 'Beyond the Tin,' and today we're starting a new kind of food movement.

PODCAST SCRIPT

Principal Examiner Commentary

This response was placed in the middle of Band 3 (8 marks) for Activity 1 of Task 2A. Different ideas were generated for the pilot podcast episode, including ideas for different hosts, which were refined into an appropriate structure including an Intro, different Segments and an Outro.

The combination of a voiceover, scripted intro/outro, interviews and audio, such as soundscapes, sound bites and audio clips, represents a highly imaginative and thorough appreciation of the requirements of the project brief (Band 3).

Although the podcast script demonstrates comprehensive development of the generated ideas, as the script combines an appropriate mode of address with an engaging tone and different audio sources, including music and ambient sound, further application of an iterative idea-generation process by expanding the initial ideas into a more developed script would enable the student to fully meet the Band 3 descriptors.

Activity 2: Rationale

The aim of the campaign is to promote Brite Beans as a sustainable, nutritious alternative to meat, targeting eco-conscious flexitarians who enjoy outdoor activities and food exploration. I have done this by generating ideas for a live tasting event at the Tastz Food Festival, social media promotion, and a pilot podcast episode. The goal is to express Brite Bean's variety of bean-based recipes, emphasise their environmental benefits, and strengthen the brand's identity as empowering, simple, ambitious, and planet-respecting.

My ideas meet the aims of the brief by helping to promote brite beans as a sustainable, nutritious and exciting alternative to meat. This was done by the live tasting event. Within my live tasting event idea, I came up with multiple different tasting tables that are able to allow the audience to taste a variety of bean dishes that help to educate everyone about beans and why they are so good for everyone. I also included a live demo from the chef. This idea will allow the audience to help be educated about beans and the nutritional values they have.

The pilot episode idea I created will capture live footage of the tasting event, this helps the target audience gain deeper insights into brite beans, who they are and what they are trying to help with in modern day society so the audience can find out how they came to be who they are today.

My ideas appeal to the target audience because I have made my live tasting event and podcast pilot episode immersive and not just an ordinary podcast or live tasting event. I have made it so the audience can get involved and have fun while also being educated about beans, peas, lentils and other pulses, as a nutritious, affordable and delicious food choice. My live demo from Jinx will also appeal to the target audience because it allows the audience to see first hand what amazing dishes can be made. This allows the audience to feel more educated and inspired to try and make the dishes for themselves at home.

Looking over existing products, I have discovered that most food podcasts include a variety of challenges into their podcast and in the first episode give a brief overview about what the podcast is going to be about. What I have done differently to this is that I've gone straight into a deep dive of the podcasts and straight into interviews with the audiences at the live tasting event. I did this because it will be more appealing to the audience due to the fact that the podcast won't be like any typical food podcast that many people have seen before. You need to capture the attention of the audience right away and that is what I believe I was able to achieve within my podcast. By straight away allowing the audience onto the podcast, it makes

the audience feel a sense of authenticity due to the fact they will be showcasing their true opinions of the food.

Relating to my social media graphic. When looking at existing products I think that there is sometimes too much information on them, so I think that going for a more simple look is better for the audience as it allows the main event (food tasting) to be the highlight of the banner. I think that having too much information on the banner will draw the audience's eye away from the main idea.

Overall, I think my ideas help to elevate Brite Beans, helping it to become a challenger in the food industry that empowers individuals to make sustainable, delicious food choices.

Principal Examiner Commentary

This response was placed at the bottom of Band 2 (4 marks) for Activity 2 of Task 2A. The response does provide a reasonably detailed rationale for how the ideas are fit for purpose in relation to aspects of the project brief, such as promoting bean-based recipes as a meat alternative at the live tasting event. Consideration of how the ideas compare to existing live events, food podcasts and social media graphics and how the ideas will engage the target audience is also included.

However, to meet the Band 3 descriptors, the response would require evidence of more detailed understanding of how the chosen ideas compare to existing practice and will engage the target audience, along with a thorough justification of how the ideas will promote the brand and maintain the client's brand values.

Task 2B: Create a Presentation

Students had to create a presentation for selected members of the target audience. The purpose of the presentation was to generate interest in their ideas.

It should be noted that the audience for the presentation, as stated in Core Skill 3 (Communicating ideas), could be the audience/target market, peer group or specialists, such as the client. Consequently, students should be prepared to communicate with each of these audiences using the most appropriate discourse and mode of address.

Most students did not produce visually engaging and accessible slide decks. Common weaknesses included poor colour contrast, small font sizes, including too much content on the slides and a lack of well-chosen and carefully positioned images. Students should be encouraged to make more effective use of presentation software tools and design techniques to create accessible and engaging slides, such as use of a consistent house style, visual hierarchy, impactful images, data visualisations and animations. Proofreading and refining the slides to ensure accuracy and consistency is also an essential part of developing a slide deck.

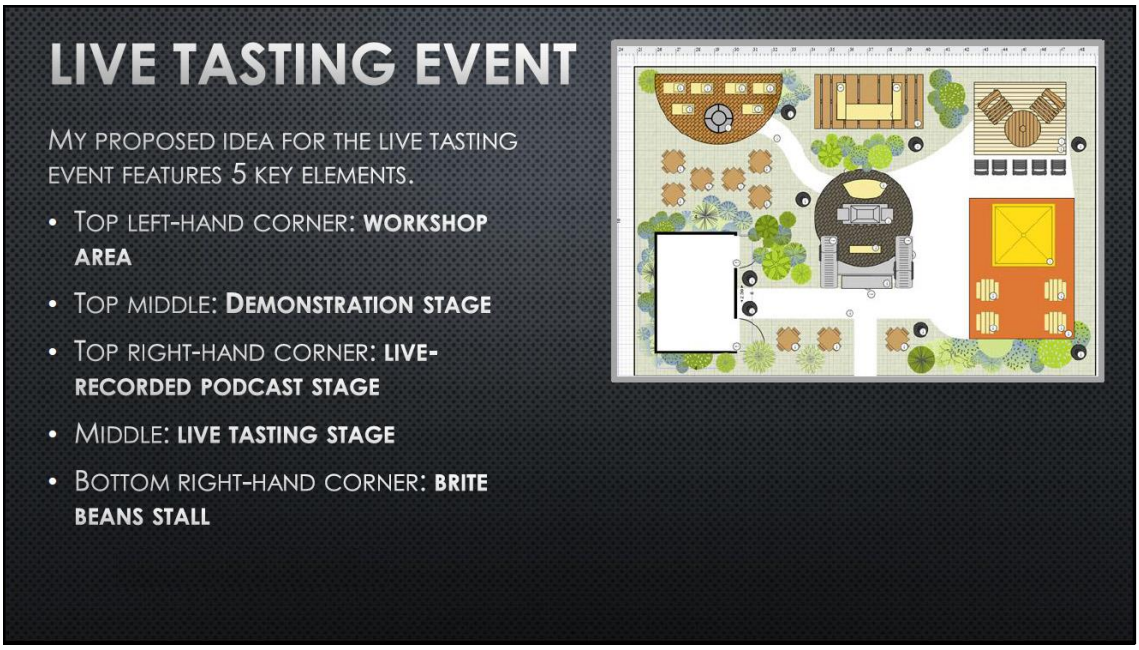
Some students did not submit speaker notes in response to Task 2B. Although Task 2B is assessed using the presentation slides, speaker notes and viewing the presentation itself, the speaker notes are an essential part of the evidence requirements for Task 2B, as they provide substantial evidence of attainment against the Task 2B descriptors.

The speaker notes must provide a clear rationale for how the selected ideas:

- meet the aims of the project brief
- are consistent with the company's brand values
- will benefit the client
- will appeal to the target audience
- compare to existing live events at food festivals, social media graphics and food podcasts
- are supported by your research findings.

This is an extract from a student's presentation slides and speaker notes submitted in response to Task 2B:

The first element I will be discussing is my ideas for the live tasting event.



This meets the aims of the project brief as:

- it showcases the use of bean-based recipes as an alternative to meat, in the workshops, live tasting, and demonstration area.

- and it promotes the Brite Beans brand by selling and promoting their products directly at their stall, and by promoting their products indirectly throughout the event such as on the live tasting stage.

The idea is consistent with the company's brand values, as it:

- empowers others to try new foods,

- it promotes meat-free alternatives in a simplistic way, by providing demonstrations, live tastings and workshops, giving participants the knowledge they need to recreate these dishes and live more sustainably.

- and it shows their respect for the planet by providing information of the benefits of beans as a meat-free alternative.

This event will benefit the client in many ways. For example,

- the pop-up stand allows Brite Beans to directly sell and promote their products, such as jars of different beans that are sold on their website,

- It exposes the brand into the industry by being part of an event with other food producers, street food vendors, chefs, and local brewers and distillers.

- This allows Brite Beans to expand their business connections.

- By having professional chef Martin Jones at the event at the podcast stage, this increases publicity for the event as fans of Martin Jones may appear at the event. Also, having a business connection with Martin Jones allows for greater opportunities for networking in his sector.

- By promoting at a food festival with other vendors, this allows the opportunity for new clients to be introduced to Brite Beans.

The event will benefit yourselves, as:

- This event is hosted outdoors, surrounded by nature. As can be seen in the floor plan, the area is covered with lots of trees.
- The Brite Beans area promotes eco-conscious food alternatives, as we would sell a variety of nutritious beans at their stall. We also offer demonstrations and a live food tasting of our recipes, as well as talks and Q&As on the benefits of beans at the podcast stage.

This is comparable to existing food festivals, such as:

- The Good Food Summer. Our podcast stage was inspired by their 'Let's Talk Good Food' Stage, which is a live-recorded podcast.
- The St Ives Food and Drink Festival, which features masterclasses and demonstrations.
- The Porthleven Food Festival, which features workshops from professional chefs.



This meets the aims of the project brief as it:

- promotes the live tasting event
- represents bean-based dishes.
- Represents the Brite Beans brand.

The idea is consistent with the company's brand values, as:

- The colours are bold, vibrant and exciting, clearly conveying ambition as one of their core values
- The graphic is relatively simplistic, featuring a cartoonish style, with simple elements such as the orange halftone, and the colour block drop shadows on the heading text.
- The promotion of bean-based products as a meat alternative conveys the company's respect for the planet.

This graphic will benefit the client in many ways. For example,

- Directly promotes their brand and products
- Promotes their association with Tastz Food Festival

- Represents the collaboration and unity of two companies, coming together to share their love for food, which could be enticing to a lot of potential customers.
- It will be appealing to a variety of demographics. This is because I wanted to play on the idea of beans sometimes being associated with the (pre/post)-war period, as it was a simple, affordable and nutritious source of food, which can be grown and persevered in harsh conditions. Therefore, I wanted to use a cartoonish mascot, with a retro style, paired with modern typography, to symbolise how Brite Beans can transform and modernise the way that we think about food such as beans, peas and pulses.

The graphic will benefit yourselves, as:

- The graphic utilises bold and vibrant colours, conveying excitement and adventure.
- It shows that beans can be used in surprising dishes, and it can inspire the audience to try out new recipes using beans as a substitute.
- It celebrates the use of beans and showcases the collaboration with a bigger brand, being Tastz Food Festival, which could empower the audience to try Brite Beans' products.

Despite its unique style, I believe that my social media graphic compares to other food and drink promotional graphics.

From my research, my biggest inspirations for this piece were:

- Innocent Drinks, which uses a handwritten logo, which inspired the style of the heading typography.
- It was also inspired by Chobani's social media feed, where they post creative recipes using their products. This inspired the use of the curry graphic.

Principal Examiner Commentary

The student has partially met the Band 3 descriptors (7 marks) for Grid 1 of Task 2B. This is because the speaker notes demonstrate some comprehensive understanding of how the selected ideas for the live event and social media graphics meet the Grid 1 descriptors. For example, there is some effective justification for how the ideas maintain the client's brand values and benefit the client.

To fully meet the Band 3 descriptors, the student would need to demonstrate more comprehensive understanding of how the ideas meet the aims of the project brief, such as how the social media graphics specifically promote the Brite Beans brand.

The student has fully met the Band 2 descriptors (6 marks) for Grid 2 of Task 2B. This is because the speaker notes demonstrate good understanding of how the selected ideas appeal to the target audience and compare to existing practice. Although the response doesn't refer directly to the characteristics of the target audience, the points in the speaker notes clearly state how the ideas will appeal to the target audience profile.

To fully meet the Band 3 descriptors, the student would need to demonstrate comprehensive understanding of how the ideas are supported by research findings. For example, detailed reference to pertinent research findings to support the final ideas, such as images, facts and figures and key insights taken from the research outcomes.

Task 2C: Present Ideas

It should be noted that the maximum amount of time students should be allowed for their presentation is ten minutes.

Most students presented direct to the camera with their presentation in shot. Students also have the option to create a screencast where they talk over the presentation or appear on screen as an overlay. Audio-only presentations are not permissible.

There were many examples of effective presentations that met the Band 3 descriptors for Grid 1 of Task 2C through a lively and enthusiastic tone of voice, an appropriate level of detail, non-technical language appropriate to the audience and appropriate pacing.

The communication of the chosen ideas in relation to how they meet the aims of the project brief and generate audience appeal is assessed in Grid 2 of Task 2C. There were some examples of students who met the band 3 descriptors through the clear and coherent communication of their ideas for a live-tasting event, social media graphics and pilot podcast episode.

Task 3: Production Planning

Students have 3 hours to produce a planning pack, which includes a budget forecast and production schedule. It is recommended that students move between the two aspects of Task 3 during the 3 hours available. For example, it may become clear to a student when drafting their production schedule that the time allocated to a crew member in the budget forecast is insufficient and needs to be increased or some of the kit included in the budget forecast is unnecessary and can be removed.

Most students completed the templates appropriately and accurately calculated their costs and the total costs for the crew and kit as a percentage of the total budget. Although most students did not exceed the £4,000 available (80% of the total budget), only a minority of students made effective use of the available budget.

When deciding how much of the budget to spend on crew, students should carefully consider who are the key personnel required to meet the client's requirements. For this brief, the key roles included a Producer for quality assurance, Writer and Host(s) for creative input and a Sound Engineer and Editor for technical expertise. To demonstrate thorough understanding of the costs involved in delivering the proposed idea, students should have devoted most of the available budget on these roles.

Judicious spending on support roles, such as a Coordinator, and the other crew members available, namely a Graphic Designer, Outreach Manager and Voice Over Specialist, was also rewarded providing the student made appropriate use of them in their production schedule.

Similarly, the essential kit to deliver the proposed podcast included microphones, headphones and a digital audio workstation. Even though they had sufficient money available, most students did not budget for enough microphones and headphones to deliver their proposed idea, such as only budgeting for one microphone and pair of headphones for a podcast production with a host, guests and Sound Engineer. Students should only budget for the kit they need. For

example, unless their production schedule demonstrated the need for wireless mics and digital recorders, this did not demonstrate sound budgeting.

This is an example of a student's Budget Forecast submitted in response to Task 3:

Budget Forecast **Client:** Brite Beans			
Crew Required	**Rate (£)**	**Days/hours**	**Total (£)**
Producer	580	8 hours	580
Writer	288 (half day) and 72 (hourly)	3 hours	216
Sound engineer	580	8 hours	580
Editor	348	4 hours	348
Host	288 (half day) and 72 (hourly)	5 hours	360
Voice over specialist	240 (half day) and 60 (hourly)	5 hours	300
Graphic Designer	270	4 hours	270
Contest Winners (x7)	Free	10 minutes each	Free
Total crew			**2,654**

Kit	**Rate (£)**	**Days/hours**	**Total (£)**
Condenser Microphones	70	8 hours	70
Digital Recorders	35	8 hours	35
Mixers and Audio Interfaces	35	8 hours	35
Digital Audio Workstation	70	8 hours	70
Headphones	15	8 hours	15
Total kit			**225**

Percentage of total budget			
Total crew			2654
Total kit			225
Total crew + kit			**2879**
		Total budget	**5000**
		Crew + kit as a percentage of total budget	**58%**

Principal Examiner Commentary

The student fully met the Band 2 descriptors (6 marks). The selection of crew demonstrates some thoroughly detailed understanding of the costs involved in delivering the proposed podcast, as the most money is spent on a Producer and Sound Engineer. The money spent on an Editor, Host and Writer is also proportionate to their roles in the production. However, the same amount of money is spent on a Voice Over Specialist and Graphic Designer as the Host and Editor, which is a less judicious way to allocate the available budget.

However, there is only some detailed understanding (Band 1) of the costs involved in delivering the proposed idea shown through the selection of kit. Only one microphone and one pair of headphones is budgeted for. Part of the budget is also allocated to a digital recorder, although this isn't included in the production schedule.

Although the student did not exceed 80% of the budget and kept a contingency fund, they had a large proportion of the budget unallocated and insufficient kit to deliver their proposed idea.

On balance, a mark at the top of Band 2 is the best fit mark, as the budget forecast demonstrates mostly detailed understanding. To meet the Band 3 descriptors, the student should have allocated a higher percentage of the available budget to key roles, such as Producer, Sound Engineer, Host and Editor, and the kit required, such as sufficient microphones and headphones. For example, some of the £1,121 contingency could have been allocated to more hours for the Producer to provide quality assurance of the graphic design and final edit.

The Production Schedule should cover the main activities required to create the intended content. This should include activities relating to preparation, recording and post-production. Students who included preparatory activities for creating content, such as finalising scripts/script outlines, interview preparation, script run-throughs, confirming timings/cues and preparing guests, and preparatory activities for recording, such as equipment set-up, audio checks, test recordings and safety considerations, demonstrated a comprehensive understanding of the activities required to deliver content (Band 3).

Recording activities included recording voices and monitoring the quality of the recordings. However, mixing and mastering, recording ambient sound, reviewing the audio recordings, scheduling time for re-recording and storing the recordings, were less common.

Post-production activities commonly included editing the content and creating artwork. However, students should be encouraged to break this down further, for example into listening and logging, creating a rough edit, ensuring audio clarity/consistency, creating the final edit and reviewing the user experience.

Most students were aware of the main responsibilities of each member of their production team. However, they did not always make use of the available budget to schedule for all the activities and crew members involved in the production of a podcast. Students who met the Band 3 descriptors demonstrated sufficient understanding of the responsibilities of the crew involved, which included appropriate collaborations, such as collaboration between the Writer and Host to prepare the content.

Job roles, responsibilities and interdependencies is an area of development for most students. It should also be noted that understanding of Content Area 9: *Project methodology and administration* in the core content will support students to produce their production schedule, which offers an opportunity for application of the knowledge and understanding developed through the teaching and learning of this Content Area.

Mark Grid 3 of Task 3 assesses the student's understanding of timings, sequencing, dependencies and contingencies. Most students did not devote sufficient time to recording the audio. The most effective production schedules gave prominence to recording the audio and included parallel activities and contingencies.

This is an example of a student's Production Schedule submitted in response to Task 3:

Production Schedule

Client: Brite Beans

Production Day No. One

Time/ Duration	Description of Activity	People Involved/ Responsibilities	Notes on Dependencies/ Contingencies
10:20-12:00	Pre-production will begin, with a script for the podcast being prepared. Equipment will also be tested and prepared for when the rest of the crew arrives. The sound engineer will speak to the producer on where everything should be. This script will also include a set of questions for the contestant winners.	Producer – Responsible for assigning the writer a set of rules for what needs to be included in the script (e.g. information about the company and comedy). Writer – Responsible for writing the podcast script. Sound Engineer – Responsible for testing equipment.	Sound engineer relies on the producer to provide information on where equipment should be and how it will be used. Copies of the script will be saved in case the original is lost/unavailable, or some other disruption occurs.
12:00-12:30	Lunch	Producer – Responsible for bringing food and refreshments Writer Sound Engineer	Writer and Sound Engineer rely on the Producer to provide food and refreshments to them.
12:30-13:00	Before 13:00, the script is expected to be completed. 20 minutes should be the time in between the script's completion and the recording of the podcast.	Producer – Responsible for making sure that the writer and sound designer are on task. Writer – Responsible for finishing the podcast script. Sound Engineer – Responsible for final testing of equipment.	The writer must make sure they have kept the script safe and accessible for the crew to use later. If script is not fully complete, the producer must compensate the writer to work longer (even if this means the writer must stay during production).
13:20-14:15	Production begins; the equipment has already been tested and set up. A 5-minute audio test is conducted before work begins on the rest of the podcast. Work on the intro should take 50 minutes, multiple takes will be done.	Producer – Oversees the project to make sure that they are on time. Sound Engineer – Responsible for making sure audio is clear for both the test and the rest of the takes. Host – Responsible for making the podcast engaging, involving how they present themselves. The host sets the tone for the rest of the podcast. Voice over specialist – Responsible for providing further commentary, either providing information or comedy.	If audio is still proving difficult after 5 minutes, the produce will pay the sound engineer more to fix the problem quickly and reduce the amount of time wasted. The extra time dedicated to working on the 6 minute intro gives the crew time to account for pacing, errors and delivery from the host and specialist

14:15-15:35	This is when the individual interviews with the contest winners begins. 10 minutes of each interview will be recorded while 3 minutes of each one will be used on the podcast, meaning 21 minutes in total. Interviews should be completed around an hour however there is an extra 20 minutes in case.	Producer – Responsible for making sure that the interviews are completed in time Sound Engineer – they will make sure that audio from the contest winners is clear throughout the 7 interviews. Host – Responsible for introducing and primarily communicating with the contest winners. Voice over specialist – Responsible for providing questions to the contest winners. Contest winners – Talking about their experiences at the tasting event and giving answers to any questions given.	If any of the contestants are unable to attend the podcast studio, the production will need to interview them through calls via computers/phones. This may affect audio quality so the sound engineer will receive extra pay for making it as good as it can be. If no other form of communication is available, the crew will need to either return later and receive contingency funding or they could talk around this interview. However, the additional time for the interviews could reduce issues, 10 minutes are still usable during this time if 70 minutes (10 for each interview) has been used well.
15:35-17:05	An hour and 30 minutes dedicated to talking about the recipes, including different takes.	Producer – Responsible for authenticating information provided Sound Engineer – Responsible for audio clarity Host – Responsible for making the information engaging to viewers Voice over specialist – Responsible for providing comedy to this section.	The extra half hour can be useful if any issues or mistakes occur, reducing the need for contingency funding. However, there may still be issues such as misinformation which may need to be accounted for with this contingency funding if not corrected in time.
17:05-18:20	1 hour and 15 minutes dedicated to the outro of the podcast, multiple takes can be done under this time.	Producer – Responsible for making sure everything has been completed before 18:20. Sound Engineer – Responsible for making sure that everything within the 5 hours has been checked and recorded properly. Host – Responsible for encouraging listeners to want more from the podcast Voice over specialist – Assist host while providing comedy.	If something has been left uncomplete or has gone missing, then contingency funding must be used to ensure that all the crew and equipment will be accounted for, and work can begin again the next day. However, this may affect work associated with the graphic designer and editor

Production Schedule

Client: Brite Beans

Production Day No. Two

Time/ Duration	Description of Activity	People Involved/ Responsibilities	Notes on Dependencies/ Contingencies
10:00-12:00	The producer will hire someone to create 2 main graphics for the podcast; additional graphics will be assigned later on.	Graphic Designer – Responsible for creating the graphics for the podcast.	Producer will provide assets to the graphic designer, such as font and colour scheme. Material must be saved by the graphic designer. The 2 main graphics need to be completed by 12:00 so that the editor has enough time to send them to the editor later. Contingency funding will be used if it one or both have not been completed by this time.
13:00-15:00	Additional graphics for the podcast will be made.	Graphic Designer - Responsible for creating the graphics.	Material must be saved and copied by the graphic designer to reduce likelihood of loss.
16:00-17:00	The initial edit of the podcast will be created.	Editor – Responsible for choosing which material is best to use for the edit.	Editing material must be saved by the editor. Copies are also suggested to reduce need for contingency funding.
17:00-18:00	Initial podcast is expected to be completed. This will then be reviewed with feedback from producer.	Editor – Responsible for completing and sending the initial edit to the producer.	The producer will need to provide clear, concise and beneficial feedback to the editor before the final edit is made.

Production Schedule

Client: Brite Beans

Production Day No. Three

Time/ Duration	Description of Activity	People Involved/ Responsibilities	Notes on Dependencies/ Contingencies
14:00-15:00	The final edit will be created, using the initial edit as a basis. Edit is expected to be 40 minutes.	Editor – Responsible for the material included in the final edit. They must adhere to the set structure of events.	The editor must make sure that their material is stored securely, especially the initial edit. Editing material must be saved by the editor. Copies are also suggested to reduce need for contingency funding.
15:00-16:00	Final edit is expected to be completed; this will then be sent over to the producer for distribution.	Editor - completing and sending the final edit to the producer.	If final edit is not completed by this time, the producer will have to use contingency funding to pay the editor. This also applies if the edit was lost, though this is reduced if copies of the edit were made.

Principal Examiner Commentary

This response was placed at the bottom of Band 3 (5 marks) for Grid 2 of Task 3. The production schedule shows comprehensively detailed understanding (Band 3) of the activities required to produce the podcast, the crew involved and their responsivities. For example, the student includes pre-production, production and post-production activities. They are aware of the responsibilities of each member of the production team, for example the quality assurance responsibilities of the Producer. The scheduled activities for pre-production are thorough, as they cover preparing for creating content and preparing for recording the audio. The recording activities are also broken down for each section of the podcast and the responsibilities of each crew member are clear and accurate.

To fully meet the Band 3 descriptors for Grid 2, the student would need to ensure some quality assurance of the activities of the Graphic Designer and Editor by the Producer.

The response was placed in the middle of Band 3 (8 marks) for Grid 3 of Task 3. This is because the timings in the schedule are realistic, the recording of the audio is prominent, the sequencing is effective, and the dependencies and contingencies contribute to the successful planning of the production. For example, the student shows understanding of the importance of contingency time when recording the intro, as it allows *time to account for pacing, errors and delivery from the host and specialist.* The scheduled hours are also consistent with Bectu working hours.

To fully meet the Band 3 descriptors for Grid 3, the student would need to demonstrate greater understanding of parallel activities and dependencies through their scheduling of Day 2 and 3 of the production. The graphic design and rough edit could have been scheduled to run concurrently on the morning of Day 2 and then the final edit could be scheduled for the afternoon, as the final edit is dependent on the feedback from the review of the rough edit, but it is not dependent on the outcomes of the graphic design.

Task 4: Group Collaboration

In response to Task 4, students must produce an individual report based on their group collaboration. Some students considered the risks, advantages and disadvantages of each of the three options in turn and then provided a rationale for their chosen option. Other students incorporated their rationale into the consideration of their chosen option. Both approaches enabled students to meet the Band 3 descriptors.

The rationale should consider the impact on the client, audience, timescale and costs.

Students should be encouraged to make effective use of report writing conventions, such as headings and subheadings, to structure their reports.

This is an example of a student's response to Activity 1 of Task 4:

Activity 1

The option I ended up choosing was option B, to create a 30 second video of jinx talking to the camera and preparing some of the recipes. The main reason being because the advantages outweigh the disadvantages for this option in comparison to the others. Firstly, this idea effectively meets client aims, to promote the recipe book, as in the video jinx will be preparing some of the recipes from the book so the viewers can see the book being put to action, increasing curiosity about the book and increasing the chances of a buy. Secondly, this idea will appeal to the flexitarian target audience, it is explained in the original brief that the target audience are "food adventurers" and recipes visually being prepared is proven to attract this type of audience. Thirdly, it meets the brand values simplicity can be met by keeping a simple but effective format, and empowerment comes through cooking and making your own meals. Lastly option B meets the overall style, tone and mood of the campaign, simple and playful. The podcast mentions a new recipe which can be shown in the recipe book and this option B video. The 60 second in length is not an issue as a lot of these style of videos in this current time are common to be longer in length, just make sure there is a strong hook at the start and another about halfway through. A major downside to this option however is the time consumption, as jinx is talking to the camera there will have to be retakes and possibly need to use more ingredients if there are a lot of retakes, this also contributes to cost.

The other 2 options are not bad. Option A the 30 second event video is perfect in length for social media algorithms and people's attention spans and is the norm for events videos, it may appeal to our flexitarians but its more so a gamble, and unless you specifically highlight the recipes and peoples reaction to the food at the event it still doesn't really promote the recipe book so it doesn't meet client aims as well as option B. not to mention the event is outdoors meaning the video is dependent on weather, it can make it difficult and complicated to shoot if it's raining, counterintuitive to the brand value of "simplicity". Unless you opt for a weather sealed camera but that shaves into price and budget. Option C seems to possibly be the most time consuming, creating an animated video using motion graphics takes a ton of time to do. The 15 second length is great, but the premise of animated video isn't as effective nowadays people prefer having a real person talking to them. Not to mention it shuns away most older flexitarians as animation doesn't appeal to them, it targets a smaller area of the target audience which is less effective in terms of increased sales. This option does meet the client aims as an animation it can be whatever you want it to be meaning it can also be made as simple as possible aligning with the brand values. However, an animation video in the middle of a non-animated campaign isn't great, it does not align with the mood and tone of the campaign. Therefore, by process of elimination I believe option B is the most effective route.

Principal Examiner Commentary

This response was placed at the bottom of Band 3 (5 marks) for Grid 1 of Task 4. There is some thorough consideration of the risks, advantages and disadvantages of each option. For example, when considering the first option, the student highlighted the risk of adverse weather conditions and the disadvantage that the video does not focus on the recipe book.

To fully meet the descriptors for Band 3, the student would need a more thorough consideration of the advantages of the two rejected options.

The response was placed at the top of Band 2 (4 marks) for Grid 2 of Task 4. The justification of choosing the second option was included with the consideration of the risks, advantages and disadvantages of the option of creating a 60-second video featuring Jinx talking to camera and preparing some of the recipes. The rationale demonstrates generally detailed knowledge and understanding, such as the impact of the chosen option on meeting the client's aims, maintaining brand values and audience appeal. However, to fully meet the Band 3 descriptors, the student would need to more thoroughly consider the impact on timescale and costs because the comments relating to retakes impacting the timescale and cost of ingredients only demonstrates partially detailed knowledge of this aspect of the discussion.

When considering the impact of group collaboration on outcomes, students should be encouraged to use specific examples of how collaboration with others contributed to the discussion of the risks, advantages and disadvantages of the three options and the justification of the chosen option. For example, rather than making a generic comment, such as building on the ideas of others helped our decision making, students should explain the idea and how it was specifically built on by others.

This is an example of a student's response to Activity 2 of Task 4:

Activity 2

Collaboration massively helped inform my ideas, I went in completely open minded. At first, I did not know too much on which option to pick but through discussion and complete agreement on all advantages and disadvantages we came to our choices. We both agree option C was not great at all, we agreed it had biggest time consumption and possibly cost, the style would differ from the rest of the campaign, and it shuns away a section of the target audience. Option A and B were where there was a differ in belief. My partner went with option A due to it meeting the target audience because the target audience is in the video, which though I agree however the viewers wont typically tell if they are also flexitarians. We agreed on everything else from option A being weather dependant to option B having the most advantage heavy ratio. This discussion informed me of more advantages and disadvantages to each option and directed my final decision of picking option B.

This response was placed at the top of Band 2 (4 marks) for Grid 3 of Task 4. This is because there is good consideration of how collaboration supported the decision-making process. For example, the student explains that the group members agreed the style of the third option would be inconsistent with the rest of the campaign and would not appeal to part of the target audience.

To fully meet the Band 3 descriptors, the student would need to provide a more thorough consideration of how group collaboration helped justify the chosen option rather than simply stating, *this discussion informed me of more advantages and disadvantages to each option and directed my final decision of picking option B.*

Task 5: Reflective Review

Task 5 is a reflective review of the student's presentation (Activity 1) and budget forecast and production schedule (Activity 2).

Students must ensure that any suggestions for improvement relate directly to the context of the student's own work. For example, rather than simply suggesting better preparation would improve the delivery of the presentation, students should be encouraged to state how they would specifically prepare better and how it would improve a specific aspect of the presentation.

It should also be noted that in Activity 1, the focus is on the format, layout, visual appeal and delivery of the presentation, rather than the content of the presentation.

This is an example of a student's response to Activity 1 of Task 5:

Activity 1

The format, layout and visual appeal of my presentation was somewhat effective. I used bright colors and pictures to keep the audience engaged. I used a clear font and carefully chose a suitable font size to ensure that the information can be seen clearly. However, I think on some of the slides I could've made the visuals more appealing. For example, on the content slide I could've added some pictures of beans. This would have made the presentation more engaging and would've made the delivery more fun and interesting to watch. I tried to keep the slides brief as that way it would be easier for audiences to read and understand the information provided. I think my approach of only putting key information on the slides and most of the information on the speaker notes was effective as the viewers wouldn't get overwhelmed with information and would clearly understand the message I am trying to get across. However, when presenting I felt like I was reading off my notes a lot. To improve, instead of putting large paragraphs in my speaker notes, I could have done short bullet points of prompts to help me make sure I covered all the information I intended to go over without having large chunks of information which are hard to read. This would have improved the outcome of the delivery of my presentation as instead of just reading off my notes, I could've spent more time looking at the audience which would help me to build a stronger emotional connection with them and therefore my pitch would be more persuasive principaling to the likelihood of them choosing my idea.

I don't have much experience with public speaking and therefore I was nervous to present. I think overall I spoke at a good volume that could be heard clearly which ensured that my message was put across correctly. However, I could've projected my voice better if I had faced the audience more. This would've improved outcomes because it would make me seem more confident on the topic I was speaking about and would build a connection with the audience. I

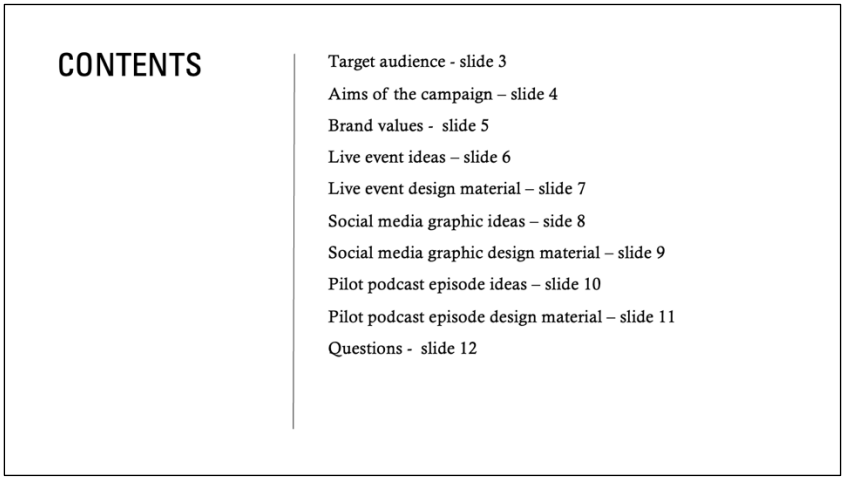
also could have made use of the space provided better and used things such as hand gestures to create a more engaging delivery of my presentation. This would've improved outcomes because it would have created a more memorable piece and would've created a strong interest in my ideas within the audience. Another area I could have improved on is if I annotated the mood board. This would have improved outcomes as during the delivery of the presentation it would have been easier to explain why each picture was chosen and the significance it has to the campaign. It would have also increased the visual appeal of the presentation as audiences could clearly see for themselves what the meaning behind each picture chosen is and it gives the impression that I am more confident and knowledgeable about what I am talking about. This would principal to my campaign being taken more seriously. I used the full 20 minutes provided before the presentation to prepare, however I think I could have used this time more effectively.

As my speaker notes contained large chunks of information, I could have highlighted key pieces of information. This would've improved the outcome of the delivery of my presentation because I would be able to just glance down at my notes, rather than having to read off them like a book. This would give me the opportunity to spend more time looking at the audience instead of down which would help me build a connection with them and would help me to project my voice further.

Principal Examiner Commentary

This response represents a good review of the effectiveness of the presentation (Band 2) with a thorough appreciation of how to improve skills for communicating ideas (Band 3). There is a good appreciation of the strengths and weakness of the presentation, such as only including key information on the slides and speaking at an appropriate volume to put the message across. To meet the Band 3 descriptors for Grid 1 of Task 4, the review requires a more thorough appreciation of strengths and weaknesses. For example, bright colours to keep the audience engaged is cited as a strength without stating which colours were used.

The format of the presentation could also have been considered to help ensure a comprehensive review of the effectiveness of the presentation.


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Social media graphic design material – slide 9
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Pilot podcast episode design material – slide 11
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The Band 3 descriptors for Grid 2 of Task 5 are met through a series of suggested improvements that are predominantly relevant to the context of the student's presentation and show a thorough appreciation of how to improve skills for communicating ideas, such as adding pictures of beans to the content slide to make the delivery more fun and interesting to watch. As shown, this is an appropriate suggestion in the context of the student's slide deck.

This is an example of a student's response to Activity 2 of Task 5:

Activity 2

In my budget and schedule (task 3), I used 79.74% of the available 80%. Most of the budget was spent on the crew specifically hiring the production manager for the three day schedule for the pilot podcast episode. I used a three day production schedule as this in my mind was the best and most effective way to carry out the production of the episode. One thing i could have improved in the hiring crew in my budget was i had a very small crew for three days, meaning there were not actually that many hands on deck, however all of the crew would be doing there jobs and then some for the production of the episode but one thing that would have improved this was to maybe make room for another crew member in the budget like a graphic designer who could have made a logo for the show or a permanent thumbnail for the podcast. this would have improved my budget and schedule as it would have added more skill diversity to the crew giving us more option in the production phase.

Secondly, my schedule was split up into a three day schedule, pre production, production and post production each day having its main end goal and purpose. on the pre production day the production manager was making calls to the guests for the episodes acting as an outreach manager and coordinator. one thing that i didn't have in my schedule was overlapping tasks, the reason that i didn't add any of that in is because a podcast is a very small production unlike a tv show or a film on a big set, a podcast is in a small room with some microphones and people talking, so there wasn't enough tasks to do or jobs to do to overlap anything that was going on. however, one way to improve my schedule would be to try to include any overlapping tasks if i could and spend some more time thinking about any tasks or activities that could have been done that weren't that could have been done and overlapped other activities like maybe the production manager could email the editor for the post production day during the recording of the podcast and tell him what and how he wants the episode layed out.

This would improve my budget and schedule as it would have then showed that i wasnt just thinking in chronological order when planning out the 3 day production for the pilot podcast episode. Moving on, one thing i thought that i did well was the dependencies and contingencies column. in this column i made titles for dependencies and contingencies and wrote copius amount of dependencies and contingencies under the headings covering any problems that could occur and things that need to happen to ensure the production of distribution of the podcast episode.

Overall on my budget and schedule, i felt that it was highly effective in showing my ideas and planning but can definitely be improved in the hiring process and overlapping tasks in the production schedule as well as including a section on data backup and data wrangling perhaps naming the sound designer be the data wrangler and ensure the safety of all of the recordings.

Principal Examiner Commentary

This response represents a good review of the effectiveness of the budget forecast and production schedule (Band 2). The student shows a good appreciation of strengths and weaknesses, such as using most of the 80% of the total budget available, scheduling pre-production, production and post-production activities and recognising that not scheduling data backup was a weakness.

To meet the Band 3 descriptors, the student would need to provide a more comprehensive review of the effectiveness of the budget forecast and production schedule, as some comments, such as reference to overlapping tasks, do not demonstrate a thorough appreciation of strengths and weaknesses.

The suggested improvements show a good appreciation of how to improve the production planning (Band 2). The suggestions are rooted in the context of the student's own work and most suggestions, such as hiring a graphic designer to design the artwork, would principal to improved outcomes. To meet the Band 3 descriptors, the student would need to show a thorough appreciation of how to improve the budget forecast and production schedule, as the reference to parallel activities would enable the student to reduce the three-day schedule but this isn't clearly explained by the student.

Summary

Based on the performance on this paper, students should focus on:

- Judging the importance, relevance and credibility of their research outcomes, which is a key element of selecting and justifying specific findings in relation to the project brief.
- Drawing on the wide range of factors included in the core component section of the specification when assessing the reliability and validity of secondary sources.
- Reading the project brief carefully to ensure they are clear about the deliverables, constraints, aims of the campaign, the target audience and the client's brand values.
- Making use of appropriate techniques to develop effective design materials.
- Making effective use of presentation software tools and design techniques to create accessible and engaging slides, such as use of a consistent house style, visual hierarchy, impactful images, data visualisations and animations.
- Carefully considering who are the key personnel and essential kit required to meet the client's requirements when deciding how much of the budget to spend on crew and kit.
- Making effective use of the report writing conventions to structure their reports and signpost key evidence for assessment.

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