

SAMPLE ASSESSMENT MATERIALS (SAMS)

The background of the entire page is a vibrant, long-exposure photograph of Times Square in New York City at night. The scene is filled with tall buildings, glowing billboards, and light trails from cars. In the foreground, a man and a woman are standing on a sidewalk, looking out at the city. The man is on the left, wearing a plaid shirt and dark trousers. The woman is on the right, wearing a grey t-shirt and dark pants. The overall atmosphere is one of a busy, modern urban environment.

BTEC Tech Award in CREATIVE MEDIA PRODUCTION

Component 3 Create a media product in response to a brief
Level 1 /Level 2

First teaching September 2017 | First certification July 2019

ISSUE 1

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Please check the examination details below before entering your candidate information

Candidate surname

Other names

**Pearson BTEC
Level 1/Level 2
Tech Award**

Centre Number

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Learner Registration Number

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**Sample assessment material for first teaching
2017**

Supervised hours: 9 hours

Paper Reference **XXXX/XX**

Creative Media Production

Set task: Create a media product in response to a brief

You do not need any other materials.

Total Marks

Instructions

- This booklet contains material for the completion of the set task under supervised conditions.
- This booklet is specific to each series and this material must be issued only to learners who have been entered to undertake the task in the specified series.
- This set task should be undertaken as specified in the period timetabled by Pearson.

Information

- The total mark for this paper is 60.

Turn over ►

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Instructions to teachers/tutors and/or invigilators

The set task should be completed during the 12-week assessment period timetabled by Pearson.

The written outcomes for submission Activities 1 and 2 of the set task must be carried out under supervised conditions with a maximum duration of 5 hours. The supervised time can be in more than one session and must be completed during the time specified by Pearson.

Learners may use the 12-week assessment period to conduct independent preparation prior to Activity 3, to collect and generate material, footage and/or assets for the production process. Centres need to make provision for this preparation using scheduled lessons and ensure that learners have access to information and equipment that may be required. Learners should be working independently rather than being taught or directed.

They must then spend a maximum of 4 hours, under supervised conditions, building/creating the final media product. The supervised time can be in more than one session and must be completed during the time specified by Pearson.

Learners must produce a product individually. However, in generating the material for Activity 3 learners may enlist the help of others to create material, for example as an actor, interviewee, model, camera assistant or boom operator.

The set task is a formal external assessment and must be conducted with reference to the instructions in this task booklet and the *Instructions for Conducting External Assessments* (ICEA) document, to ensure that the supervised period is conducted correctly and that learners carry out the required activities independently.

Teachers/tutors and/or invigilators should note that they are responsible for maintaining security and for reporting issues to Pearson. In particular:

- only permitted materials for the set task can be brought into the supervised environment
- during any permitted break and at the end of the high-control session(s), materials must be kept securely and no items removed from the supervised environment.
- outcomes for Activities 1 and 2 must be held securely and made available to learners for Activity 3.

Outcomes of Submission

Learners should submit **three** pieces of evidence:

- Activity 1: Ideas Log
- Activity 2: Planning Materials
- Activity 3: Final Media Product.

After the session, the teacher/tutor and/or invigilator will confirm that all work was completed independently as part of the authentication submitted to Pearson.

Instructions for learners

Read the set task information carefully.

You must plan your time and submit all the required evidence at the end of the supervised period. Your centre will advise you of the timings for the supervised period.

You will complete this set task under supervision and your work will be kept securely during any breaks taken.

You must work independently throughout the supervised assessment period and should not share your work with other learners.

Outcomes for submission

You should submit **three** pieces of evidence:

- Activity 1: Ideas Log
- Activity 2: Planning Materials
- Activity 3: Final Media Product.

You must complete an authentication sheet.

Set Brief

Zero Tolerance is the name of a new national campaign that aims to fight against bullying.

The campaign is aimed at 11-16 year olds who are currently attending secondary schools.

Zero Tolerance are creating an interactive exhibition to take to different schools around the UK that will spread the message of the campaign. You have been asked by **Zero Tolerance** to produce a media product to be used as part of the exhibition.

Your media product should:

- be informative and appealing
- use language that will engage the target audience
- make the intended audience aware of different types of bullying, for example physical, verbal abuse and cyberbullying
- show how young people can raise their concerns with teachers or other responsible adults.

You must create a product from **one** of the following sectors: Audio/Moving Image, Publishing or Interactive.

Audio/Moving Image sector

Produce an audio **or** moving image media product that:

- is between 2 and 3 minutes in duration
- includes audio and/or footage that you have recorded/filmed yourself
- makes appropriate use of sound and/or sound effects
- uses appropriate editing techniques
- is saved in an appropriate format.

Publishing sector

Produce a publishing media product that:

- has between 2 to 4 pages
- includes images and graphics that you have produced yourself
- makes appropriate use of page layout and design techniques
- includes written content appropriate to the brief
- is saved in an appropriate format.

Interactive sector

Produce an interactive media product that:

- has 2 or 3 pages, screens or levels
- includes assets that you have produced yourself
- has appropriate interactivity features
- has appropriate navigation between pages, screens or levels
- is saved in an appropriate format.

Set Task

You must complete ALL activities within the set task.

Activity 1: Ideas Log

Carry out research to support you in the generation of ideas in response to the brief.

Complete an ideas log on the development of your chosen idea for a media product in response to the brief.

You must complete a log providing information on:

- Your ideas and how they will meet the brief with reference to:
 - The target audience
 - How your ideas will communicate the charity's message
 - How any other media products influenced your ideas
- The content of your ideas, how they will be structured into a narrative, running order, pages or screens and how they meet the requirements of the brief.
- The style that will be used in your ideas, as is appropriate to your chosen sector.

You will be assessed on your interpretation of the brief, development of ideas and consideration of the target audience.

You have **2 hours** to complete an ideas log, under supervised conditions, during the time scheduled by your teacher/tutor and/or invigilator.

(Total for Activity 1 = 15 marks)

Activity 2: Planning Materials

You must develop your ideas by producing planning materials in order to visualise the content and style of your media product.

A. Produce planning materials for your chosen sector.

Audio/Moving Image

Produce either a script or a storyboard for your audio **or** moving image product.

The script should include:

- edits and timings
- A description of the audio
- dialogue.

The storyboard should include a key 30 seconds of your sequence:

- the visual content of the product
- details on sound
- edits and timings.

Publishing

Produce the layout and design for all the pages of your publishing product.

The page layout and design should include:

- headlines and straplines
- the positioning of copy, images and any other assets
- notes on design features

Interactive

Produce the layout and design for all your pages/screens/levels of your interactive media product.

The layout and design should include:

- the positioning of text, images and any other assets
- notes on design features
- notes on interactivity, navigation, movement and sound.

You will be assessed on your understanding of and appropriate use of skills and techniques to design a product for a specific audience and purpose.

You have **3 hours** to produce the planning materials, under supervised conditions, during the time scheduled by your teacher/tutor and/or invigilator.

(Total for Activity 2 = 15 marks)

Activity 3: Create a digital media product

Use your ideas from Activity 1, planning materials from Activity 2 and footage and/or assets that you have collected or generated to create your media product in response to the brief.

Export your product in an appropriate digital file format.

You will be assessed on the skills and techniques used in your production and the extent to which your media product meets the requirements of the brief.

You have a maximum of **4 hours** to create your media product, under supervised conditions, during the time scheduled by your teacher/tutor and/or invigilator.

(Total for Activity 3 = 30 marks)

TOTAL FOR PAPER = 60 MARKS

Component 3: Create a media product in response to a brief

General Marking Guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Marking grids should be applied positively. Learners must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the marking grid not according to their perception of where the grade boundaries may lie.
- All marks on the marking grid should be used appropriately.
- All the marks on the marking grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the learner's response is not rewardable according to the marking grid.
- Where judgment is required, a marking grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the marking grid to a learner's response, a senior examiner should be consulted.

Specific Marking guidance

The marking grids have been designed to assess learner work holistically. Rows within the grids identify the assessment focus/outcome being targeted. When using a marking grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner response and place it within that band.
- The mark awarded within the band will be decided based on the quality of the response in relation to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

Mark	0	1-4	5-8	9 - 12	13-15
Activity Number 1: Ideas Log	No rewardable material	<ul style="list-style-type: none"> Ideas demonstrate a limited understanding of how the proposed media product will meet the requirements of the brief and how it has been influenced by other media products/trends Makes limited decisions about the content of the proposed media product with superficial connections to the requirements of the brief Limited decisions about the style of the proposed product with superficial connections to the conventions of the chosen sector 	<ul style="list-style-type: none"> Ideas demonstrate a basic understanding of how the proposed media product will meet the requirements of the brief and how it has been influenced by other media products/trends Makes appropriate decisions about the content of the proposed media product with some logical connections to the requirements of the brief Makes appropriate decisions about the style of the proposed product with some logical connections to the conventions of the chosen sector 	<ul style="list-style-type: none"> Ideas demonstrate a sound understanding of how the proposed media product will meet the requirements of the brief and how it has been influenced by other media products/trends Makes sound decisions about the content of the proposed media product with mostly logical connections to the requirements of the brief Makes sound decisions about the style of the proposed product with mostly logical connections to the conventions of the chosen sector 	<ul style="list-style-type: none"> Ideas demonstrate an effective understanding of how the proposed media product will meet the requirements of the brief and how it has been influenced by other media products/trends Makes effective decisions about the content of the proposed media product with fully logical connections to the requirements of the brief Makes effective decisions about the style of the proposed product with fully logical connections to the conventions of the chosen sector

Mark	0	1-4	5-8	9 - 12	13-15
Activity Number 2: Planning Materials	No rewardable material	<ul style="list-style-type: none"> Limited development and understanding of how idea will be realised in response to the brief Limited understanding and use of the conventions of the planning materials to show how the idea will be realised A limited use of the skills and techniques for the chosen sector which partially shape the final idea 	<ul style="list-style-type: none"> Appropriate development and understanding of how idea will be realised in response to the brief Appropriate understanding and use of the conventions of the planning materials to show how the idea will be realised Appropriate use of the skills and techniques for the chosen sector which adequately shape the final idea 	<ul style="list-style-type: none"> Sound development and understanding of how idea will be realised in response to the brief Sound understanding and use of the conventions of the planning materials to show how the idea will be realised A sound use of the skills and techniques for the chosen sector which appropriately shape the final idea 	<ul style="list-style-type: none"> Effective development and understanding of how idea will be realised in response to the brief Effective understanding and use of the conventions of the planning materials to show how the idea will be realised A creative use of the skills and techniques for the chosen sector which effectively shape the final idea

Mark	0	1-3	4-6	7-9	10-12
Activity Number 3: Creating a media product (Skills)	No rewardable material	<ul style="list-style-type: none"> • Basic use of skills and techniques to create the materials and assets for the final product • Basic use of skills and techniques to combine materials and assets and refine the final product • Basic use of equipment and software to produce a mostly ineffective final product 	<ul style="list-style-type: none"> • Competent use of skills and techniques to create the materials and assets for the final product • Competent use of skills and techniques to combine materials and assets and refine the final product • Competent use of equipment and software to produce an adequate final product 	<ul style="list-style-type: none"> • Proficient use of skills and techniques to create the materials and assets for the final product • Proficient use of skills and techniques to combine materials and assets and refine the final product • Proficient use of equipment and software to produce an effective final product 	<ul style="list-style-type: none"> • Effective use of skills and techniques to create the materials and assets for the final product • Effective use of skills and techniques to combine materials and assets and refine the final product • Sophisticated use of equipment and software to produce an accomplished final product

Mark	0	1–5	6–10	11–14	15–18
Activity Number 3: Creating a media product (Ideas)	No rewardable material	<ul style="list-style-type: none"> Partially effective final product that demonstrates a limited interpretation of the brief and planning materials. Partially effective use of the conventions of the chosen sector that rarely engage with the target audience The final product has been partially realised and has met little of the technical requirements of the brief 	<ul style="list-style-type: none"> A mostly effective final product that demonstrates an adequate interpretation of the brief and planning materials. A mostly effective use of the conventions of the chosen sector that partially engage with the target audience The final product has been adequately realised and has met some of the technical requirements of the brief 	<ul style="list-style-type: none"> Creative final product that demonstrates an effective interpretation of the brief and planning materials. Creative use of the conventions of the chosen sector that mostly engage with the target audience The final product has been effectively realised and has met most of the technical requirements of the brief 	<ul style="list-style-type: none"> Sophisticated final product that demonstrates an accomplished interpretation of the brief and planning materials. Sophisticated use of the conventions of the chosen sector that consistently engage with the target audience The final product has been comprehensively realised and has fully met the technical requirements of the brief

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BTEC Level 1/Level 2 Tech Award in Creative Media Production

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