

Delivering BTEC  
during Coronavirus (COVID-19)



# **BTEC Tech Award in Creative Media Production**

Assessment adaptation guidance and FAQ



## Introduction

Further to our proposals made to Ofqual and the Department for Education, where we have requested adaptations to the Tech Awards, this document provides specific guidance on the permitted adaptations and mitigations for the Pearson BTEC Level 1/2 Tech Award in Creative Media Production.

Our key principles are:

- All course content must be taught
- Internal Assessments can be 'streamlined' (this is explained within this document)
- The purpose and integrity of the qualification will be maintained
- Ensuring parity with other Key Stage 4 qualifications.

The structure of the Tech Awards is unique within the BTEC suite consisting of three mandatory components, two internally assessed and one externally assessed. Where possible, mitigations have been proposed for each of the internally assessed components on our Tech Awards. These mitigations apply to those learners who will be completing their assessments for these components in this academic year (2020-2021) regardless of the intended certification date.

**For 2020/2021 only, these adaptations override the published information in the specification including the Essential information for assessment sections and the assessment criteria (where appropriate).**

With the exception of the Creative sectors, which present greater challenges in meeting government guidelines for safety and social distancing, Pearson have not proposed any adaptation to the externally assessed components. This means that we expect for all students requiring a result to have an entry and to attempt the assessment in an available window this academic year. When an external assessment cannot be taken due to sickness, centres should look to defer the assessment to the next available opportunity, if reasonable. If a student is unable to take a deferred assessment, our existing [Special Considerations](#) process should be used.

Should you have any questions or would like further support with the delivery of your Tech Awards, please contact us via the following link, we will be very happy to support you: <https://qualifications.pearson.com/en/contact-us.html>

Further information and guidance can be found at: <https://qualifications.pearson.com/en/campaigns/teaching-and-learning-support-in-2020.html>



## Pearson BTEC L1/2 Tech Award in Creative Media Production

Outline Summary for Pearson BTEC L1/2 Tech Award in Creative Media Production				
Component	Internal/external assessment	Learning Aim	Stated assessment evidence	Adaptations to assessment evidence
<b>1: Exploring Media Products</b> (36GLH/30%)	Internal	A	Explore a range of media products, including three sectors.	Reduce the requirement to one sector.
		B	Media production techniques used in one sector.	No adaptation.
<b>2: Developing Digital Media Production skills</b> (36GLH/30%)	Internal	A	Demonstrate development of media production skills and techniques.	No adaptation. <b>(Clarification of minimum evidence below)</b>
		B	Demonstrate application of media production skills and techniques.	No adaptation. <b>(Clarification of minimum evidence below)</b>
		C	Review own progress and development of skills and practices.	No adaptation. <b>(Clarification of minimum evidence below)</b>
<b>3: Create a Media Product in a Response to a Brief</b> (48GLH/40%)	External	n/a	12 week assessment window.	Extended assessment window.



## Component 1

### Exploring Media Products (36GLH/30%)

Internally assessed

<p><b>Learning Aim A:</b></p>	<p>A reduction to the assessment burden as suggested in the Authorised Assignment Brief (AAB) <b>from three sector case studies to one sector case study</b>. It is encouraged that this sector will be the sector chosen for Component 3.</p> <p>Exploring three media products from one sector will meet the 'considered examples' required for achievement at Distinction level.</p> <p><b>For 2020/2021 only, the assessment criteria have been adapted to reflect the reduced requirement from three sectors to one as follows:</b></p> <p>A1.P1, A1.M1 remain unchanged.</p> <p>A.2P1 Describe media products, their purpose and audience, with reference to relevant examples from <b>one or more sectors</b>.</p> <p>A.2M1 Discuss the relationships between media products, their purpose and specific audiences, using appropriate examples from <b>one or more media sectors</b>.</p> <p>A.2D1 Analyse the relationships between media products, their purpose and specific audiences, using considered examples from <b>one or more media sectors</b>.</p>
<p><b>Learning Aim B:</b></p>	<p>The assessment criteria in the specification remain relevant and unchanged for this Learning Aim.</p> <p>It is recommended that centres deliver content across both learning aims holistically to support exploration and consolidate learning in practice.</p> <p>The Centre Standardisation Materials and supporting commentary are based on this component for this academic year.</p>



## Component 2

### Developing Digital Media Production Skills (36GLH/30%)

*Internally assessed*

To mitigate against the impact of reduced access to specialist practical resources and facilities, assessment evidence on the development of media skills and techniques should focus on **one sector** per learner to be taken from:

- Audio/Moving Image
- Publishing
- Interactive Media.

There is no minimum requirement for this Component. It should be noted that any content that follows an e.g. is indicative content and not compulsory.

As directed by the Component 1 and 2 Combined Authorised Assignment Briefs published on the Pearson website, you can give learners an assignment that includes a task designed to produce evidence for both Learning Aim B of Component 1 and Learning Aim A of Component 2.

The focus of the learning aims and assessment criteria, in terms of developing learners' own media skills, should focus on the chosen sector for Component 3.

As part of this adaptation, evidence for Learning Aim C could be in the form of a verbal review completed by the learner and evidenced either through a digital video or audio recording and/or a BTEC Record of Practical Activity.

It is strongly recommended that teachers and learners choose the individual discipline for assessing media production skills carefully based upon both the interests of the learner and the availability of resources within their individual context.



## Component 3

### Create a Media Product in Response to a Brief (48GLH/40%)

*Externally assessed*

The Set Task will be **released 4 weeks earlier** in January to allow for a longer assessment window to facilitate social distancing and mitigate loss of access to specialist resources due to potential local lockdowns.

It is expected that all other aspects of this external assessment will be accessible within the established parameters.

The published Assessment Objectives and marking grids remain relevant and unchanged.

This component may already be approached on an entirely individual basis as group work is not required or assessed.



## Pearson BTEC L1/2 Tech Award in Creative Media Production

### Frequently Asked Questions

**I've heard there are changes to the BTEC Tech Award in Creative Media Production for this academic year. Where can I find this information?**

You can find the following useful documents [on our website](#):

- BTEC Distance Learning and Blended Learning Guide
- BTEC External Assessment Adaptions for 2020-2021
- BTEC Tech Awards Assessment Evidence Adaptations
- Teaching and Learning Sector Guidance for Creative Media.

**Which learners does this new guidance apply to? Just those completing in summer 2021 or year 10s completing the component/s this year but certificating in summer 2022?**

These mitigations apply to those learners who will be completing their assessments for these components in this academic year (2020-2021) regardless of the intended certification date.

**Can we continue with our planned programme or do we have to change to the new guidance?**

You can continue with your plans if you are able to. The new guidance is not compulsory.

**What about my year 9s? We usually assess Learning Aim A of Component 1 in the summer term of year 9 and then do Learning Aim B in year 10?**

Year 9 would best be used for teaching and learning, and possibly some formative/mock assessments. Centres need to consider the learners' maturity and ability to engage successfully with the Level 2 assessment requirements of this qualification. Even if one learning aim is assessed in Year 9 and the other in Year 10, the assessment decision for the whole component would not be conferred until Year 10 in any case.

**Do I need to rewrite my assessment plan?**

It may be necessary to adjust assessment planning as the COVID-19 situation continues, for example, revised deadlines may become necessary. Assessment Plans are flexible and allow for adaptation, but it is important to keep your Standards Verifier informed of any changes.



## **Do I need to rewrite my assignment briefs?**

If the work for an existing assignment is underway or has been completed, it might not be necessary to rewrite the brief, but it would be advisable to write an addendum if you are using any of the adaptations, to ensure learners understand how they are being assessed. If the brief has yet to be issued, it would be advisable to include any adaptations you are making. Please note that the Authorised Assignment Briefs supplied by Pearson are not being rewritten to reflect the mitigations, however, if using the AABs, an addendum would be supportive for learners.

## **For Component 1: will the assessment criteria be changed to reflect the adaptations?**

The assessment criteria have been adapted and are included in this guidance document i.e. to reflect that learners can now select media products from one, two or three media sectors in response to Learning Aim A.

## **My year 10 group have all been working on Learning Aim A of Component 1 since returning in September and have selected media products from all three media sectors to use in their assignment; are they still able to use these in their assignment?**

Yes. The new guidance is available for all students, however, there is no requirement to apply these adaptations and learners may continue to explore media products from all three media sectors in response to Learning Aim A of Component 1.

## **What about if learners have finished components under the old guidance (investigating media products from all three sectors for Learning Aim A of Component 1 for example); can we just submit these grades as they are or do we have to change them to meet the new guidelines?**

The grades should be submitted as they are. There is no requirement to change them.

## **For Learning Aim A of Component 1, does the evidence needed for three media products under one sector need to be as long and as detailed as they would have been if they were exploring three different sectors?**

The change to the assessment criteria has reduced the breadth of evidence required from three sectors to one or more sectors. However, just as in the original assessment criteria, learners must still 'analyse - methodically and in detail, typically in order to interpret' to meet the A.2D1 assessment criteria.





**My Year 10 learners have worked hard on Learning Aim A of Component 1 using media products from three different sectors for assessment - is this ok?**

Yes - centres do not have to apply the adaptations. Essentially, if work has already been completed, it should be assessed using the original assessment criteria.

**My Year 10 class are due to complete Component 1 this year, am I still able to teach media products from all three media sectors and then allow learners to choose their own media products from one sector for the final assessment?**

The requirement to teach the entire content has not changed. Your Year 10 learners can still study media products from all three media sectors but only need to submit media products from one sector for formal assessment. However, it is recommended that learners focus on the same media sector for all three components of the qualification in order to develop a holistic understanding of their chosen sector.

**Under the new adaptations, do learners now have to discuss or analyse the relationship between the media products they select from their chosen media sector in their response to Learning Aim A of Component 1?**

No, this has not changed. Learners can:

- meet the A.2D1 assessment criteria by analysing the relationship between each media product, its purpose and specific audience(s) *without analysing the relationship between the selected media products.*
- meet the A.2M1 assessment criteria by discussing the relationship between each media product, its purpose and specific audiences *without discussing the relationship between the selected media products.*

**The changes to Learning Aim A of Component 1 seem unfair on my students who have selected past and present media products from three media sectors (6 media products in total) - I feel there will be other students who haven't done much work and will now get the same / better grade than my hard-working students. Why have you done this?**

We are ensuring that no learner is disadvantaged, whether the approved adaptations to assessment have been applied or if they haven't. The adaptations reduce the requirement to assess work covering all three media sectors, rather than reduce the standards/ requirements for quality and so learners will still achieve the grade that their work deserves.

Under both the original and adapted assessment criteria, there is no requirement for learners to explore past and present media products in their assignment. Learners should select at least three media products to explore for their assignment. One way a learner could demonstrate that they are 'using considered examples', which is one of the requirements to meet the A.2D1 assessment criteria, is by selecting past and present



examples of media products. However, it is important to stress that this is not a requirement, only an example of how learners can demonstrate they are using 'considered examples.' Other ways to demonstrate that they are using 'considered' examples would be for learners to select media products that link together in some way, for example, by audience, theme, content or genre.

**My Year 10 students will be completing the internal components this year. Will they both need to be checked by a Standards Verifier before the cut off deadline this academic year for the adaptations to be accepted?**

You will be allocated an SV who will negotiate with you the sample based on the sampling rules (the Guide to Standards Verification will be released shortly and will detail sampling sizes for this year). Sampling deadlines for this year will also be confirmed in the Guide. If you are applying any of the adaptations, these will of course be taken into consideration by the SV.

**When we complete an assessment, do we put the grades directly onto Edexcel Online? Will they not be Standards Verified?**

We have suggested you should put interim grades on to EOL – a sample will still be required for external verification by your SV. In the event of any grades changing following SV, you will still have the ability to change them.

**When you say that evidence for Learning Aim C of Component 2 could be in the form of a verbal review evidenced through a BTEC Record of Practical Activity, do I still have to send the verbal review to the SV?**

When sending the requested sample to your SV, please submit the work you have been able to assess and internally verify. If the learner has made a digital video or audio recording of their review for C1, then please send the recording to the SV with the learners' other evidence for assessment. However, due to the adaptations we are allowing the tutor to complete a BTEC Record of Practical Activity, which is available [here](#) on the Pearson website.

**Following the guidance that has been released for internal components does this apply to resubmissions? It would be as follows:**

**Component 1 - Although the original piece of work included media products from three sectors, the resubmission only needs to include media products from one sector?**

Yes, for a resubmission, the adaptations will allow a resubmission to focus on just one media sector for Learning Aim A. Centres are reminded that the resubmission rules apply – the centre should be certain that the learner is capable of independently submitting improved work, for the resubmission to be authorised.



**My students submitted their work for Component 1 in early October. I didn't offer them a resubmission opportunity. Now these rules have been released, can we now offer a resubmission opportunity, even though it's gone well past the 15-day timescale?**

Because we have released the guidance at the end of October, you can return to the work and reassess the work on the basis of the mitigations now in place, and if appropriate, offer a resubmission opportunity, providing the learner is deemed capable of improving their work independently.

**I am currently teaching practical moving image skills and techniques to my learners. Due to COVID-19 restrictions, our centre, in line with government guidance, is making our learners socially distance when filming. With this being the case, can learners adapt the short film extracts that they have planned for Learning Aim B of Component 2?**

Yes - if it's not possible for learners to carry out their original intentions, please allow them to make any adjustments as appropriate. Our Standard Verifiers are fully aware of the conditions under which learners are working and so please continue to support your learners as best you can. Please also refer to the Teaching and Learning Sector Guidance for Creative Media.

**In Year 10, during the teaching and learning for Component 1, my learners completed a series of workshops to support their understanding of how media products provide meaning and engage audiences. Can learners include the outcomes of these practical workshops in their evidence for Learning Aim A of Component 2?**

No - the internal assessment rules still apply. The evidence for assessment for Learning Aim A of Component 2 must be generated by the learner during the assignment for this Learning Aim.

However, learners could undertake similar, or adapted, production exercises that they were involved in for Component 1 during their assignment for Component 2. You can also use the Component 1 and 2 Combined Authorised Assignment Briefs, available on the Pearson website, that include a task to produce evidence for both Learning Aim B of Component 1 and Learning Aim A of Component 2.