

Level 1 Principal Learning for the Creative and Media Diploma

Unit	Title	GLH	Assessment method
1.1	Discovering creativity	60	Internal
1.2	Investigating ideas	60	Internal
1.3	Experimenting with the tools of creativity	60	Internal
1.4	Responding creatively	60	Internal and external

What is this unit about?

The purpose of this unit is for learners to investigate their local Creative and Media industry. Through studying this unit, learners should gain a greater understanding of the industry, and sector needs within this industry.

Learners will use primary and secondary research to discover what is available in the local Creative and Media industry. They should look at the products and facilities and the people who use these.

Learners will create a presentation based on their findings using appropriate methods combining two or more disciplines. This presentation will be made to a small audience.

Learners must both review their own work and get feedback from others. They should use the review and the feedback to suggest improvements to their work.

This unit, alongside the others within the Level 1 Principal Learning in Creative and Media, has been designed to allow learners the opportunity to develop a range of Personal, Learning and Thinking Skills (PLTS), and to demonstrate these on more than one occasion. This approach will allow them to build towards a full range of PLTS. There will be opportunities within the unit for collaborative work which would provide opportunities to develop team working skills.

Learning Outcomes

The learner will:

- 1 understand, through research, the creative products and facilities in a specific sector of the local Creative and Media industry
- 2 be able to record the research findings, combining two or more disciplines
- 3 be able to present the research findings to an audience and receive feedback.

Content details

Assessment criteria

1 Research Creative and Media products and facilities in a specific sector of the local Creative and Media industry

The learner can:

- a carry out research into a specific Creative and Media sector in the local Creative and Media industry using (IE2):
 - i primary research
 - ii secondary research
- b identify the products and facilities of a specific Creative and Media sector in the local Creative and Media industry
- c identify the people who use the local Creative and Media facilities.

2 Recording research findings

The learner can:

- a collate and organise research findings
- b choose a suitable style for recording the findings combining two or more disciplines
- c record the research findings combining two or more disciplines.

3 Presentation of research findings

The learner can:

- a present their findings to an audience (RL6)
- b receive and review the feedback from the audience (RL4)
- c undertake their own review of the recording methods used and discuss any improvements that could be made to the recording methods chosen (RL1, 5) (EP4).

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on page x of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Guided learning hours

It is recommended that a minimum of 60 guided learning hours be spent on this unit.

Assessment

This unit is assessed through a centre set and marked assignment. Internal assessments are subject to moderation by AQA-City & Guilds.

Assessment of this unit will be through a presentation and the submission of supporting evidence which should include evidence of the research, final presentation, and appropriateness to intentions and to the chosen Sector Related disciplines.

This presentation may take a variety of forms depending upon the disciplines which the learner has employed. For example it might be a PowerPoint presentation to a small audience, a small exhibition, or a multimedia presentation. It is important that the learner makes and submits a permanent record of any presentation which is implemented. This will assess that learners have undertaken their own research into the structure of commercial organisations and developed a presentation combining two disciplines to communicate the outcome of their investigation. Learners need to show an understanding of researching and presenting, how creativity takes place within commercial contexts, and how outcomes are shaped by structures and working practices.

If all, or part of, the evidence produced by a learner relates to outcomes produced as a result of working in a group, it must be clear which evidence is to be credited to the individual learner.

The assignment will take approximately 20 of the 60 guided learning hours available for this unit. The learner should work under controlled conditions in accordance with the guidance on page xx of the specification, and evidence should be kept for moderation purposes.

Evidence requirements

The learner must produce evidence of achievement of the assessment criteria. In the assignment, the learner will produce:

- 1 details of an investigation into a local Creative and Media sector
- 2 collated and organised research findings in preparation for a presentation combining two disciplines
- 3 a presentation of findings, using an appropriate format, with a review based on feedback from an audience.

In order to attain a high mark in this unit, learners must address all of the above. It may, however, be possible to achieve a pass mark without producing every one of the evidence requirements. A table showing how the assessment topics are weighted is included below, and learners should be shown this in order that they understand how the final mark is determined.

Assignment structure

A suggested assignment structure, which would allow learners to meet the evidence requirements, may include the following steps:

- Investigate at least one local Creative and Media organisation, using primary and secondary research including talking to people who use that organisation.
- Collate and evaluate research findings, making revisions where necessary.
- Present findings, combining two different disciplines, to a previously specified audience.

- Capture feedback from the audience.
- Review and respond to audience feedback, including its fitness for purpose for the specified audience.
- Collate final supporting evidence of research, presentation, feedback and review.

Weighting of assessment criteria topics

Assessment criteria topic	Weighting	Marks
1 Research Creative and Media products and facilities in a specific sector in the local industry	25%	12
2 Record research findings, using two disciplines	25%	12
3 Present and review research findings	50%	24
Total	100%	48

Assessment grid

Assessment criteria topic	Band 1	Band 2	Band 3
	The learner has:		
	0 to 4 marks	5 to 8 marks	9 to 12 marks
1 Research Creative and Media products and facilities in a specific sector in the local industry	<p>Provided some evidence that research has been carried out.</p> <p>Shown a limited understanding of the nature of products and facilities in a sector of local Creative and Media industries.</p> <p>Made some identification of the use of local Creative and Media industries.</p>	<p>Carried out primary and secondary research with some degree of effectiveness and appropriateness.</p> <p>Shown some understanding of the nature of products and facilities in a sector of local Creative and Media industries.</p> <p>Been able to identify people who use local Creative and Media industries.</p>	<p>Carried out primary and secondary research effectively and appropriately.</p> <p>Shown an understanding of the nature of products and facilities in a sector of local Creative and Media industries.</p> <p>Made a clear identification of people who use local Creative and Media industries.</p>
	0 to 4 marks	5 to 8 marks	9 to 12 marks
2 Record research findings, using two disciplines	<p>Attempted to organise findings.</p> <p>Made some attempt to combine disciplines.</p>	<p>Collated and organised findings with some logic and sense of purpose.</p> <p>Been able to combine two disciplines appropriately.</p>	<p>Collated and organised findings logically and with a convincing sense of purpose.</p> <p>Shown imagination in combining two appropriate disciplines to record findings.</p>
	0 to 8 marks	9 to 16 marks	17 to 24 marks
3 Present and review research findings	<p>Created some evidence of presentation.</p> <p>Given a limited response to audience feedback.</p> <p>Demonstrated some basic engagement with issues raised by recording methods chosen.</p> <p>Attempted discussion of potential for improvement.</p>	<p>Presented findings appropriately to an audience.</p> <p>Responded to audience feedback.</p> <p>Produced a review with some level of engagement to issues raised by recording methods chosen.</p> <p>Offered some ideas of potential for improvement.</p>	<p>Presented findings with flair and imagination to an audience.</p> <p>Responded positively and with sensitivity to audience feedback.</p> <p>Produced a review which engages effectively with issues raised by recording methods chosen.</p> <p>Intelligent and engaged discussion and ideas for potential for improvement.</p>

Guidance for delivery

Learners must choose disciplines in accordance with the combination of sector related disciplines which can be found on page x. Teachers may wish to stipulate or limit learner choice where there are limitations in resources.

In this unit learners will be introduced to recording skills and how these can be used within the Creative and Media industries. Learners will learn how to research, produce and present different types of information, and how to create a presentation which communicates to a target audience. They will develop skills which underpin many of the creative processes essential to the Creative and Media industries, such as skills in drawing, photography, film and sound recording.

The learner will be asked to produce a record of research and observations of a local Creative and Media organisation of their choice, and then to make a presentation available to a small audience. The presentation should be appropriate to the recording methods the learner has used but it is expected that she or he will combine recording methods from two or more disciplines in making this presentation. The learner may opt, for example, to make a PowerPoint presentation to a small audience or set up a static exhibition for individuals to visit.

Individual and group work

The unit provides opportunities for learners to work independently, in pairs, or as part of a team. Learners' choices about working individually or co-operatively may change throughout the progress of the unit, depending on preference and the appropriateness of different ways of working for different tasks.

The process of reflection and review should be seen as an integral part of decision making. The learner should produce appropriate evidence of evaluation of both process and progress. This will provide evidence for a range of Personal, Learning and Thinking Skills. In addition the learner will also need to obtain and respond to feedback from the audience.

Constraints

Learners should be provided with advice which supports them in their choice of an appropriate context of study; one which, in the opinion of the teacher, capitalises on the resources available and chosen Sector Related Discipline.

When studying the Creative and Media sector chosen for this unit, learners should be encouraged to consider a variety of aspects. For example, the people involved, the activities taking place, the building styles, and the local environment. Primary research could be supported by secondary research which will help the learner contextualise the local study.

Opportunities should be taken to use different technologies in exploring a variety of approaches to recording and presentational skills. The appropriateness of these will often depend on the Sector Related Discipline. Teachers should provide guidance to the learner on choice where necessary.

Teachers must, therefore, ensure that there are opportunities to observe the production process in order that an evaluation can be made of each individual learner's ability to meet the assessment objectives.

Themes

Throughout this unit the learner will develop the following skills and knowledge from the four themes as outlined in the Creative and Media DDP document. Page x of this specification explains the themes in more detail.

Theme One – Creativity in context

Introduction to:

- a range of different examples of Creative and Media production and practice
- audience response to Creative and Media practice
- the work of a range of practitioners.

Theme Two – Thinking and working creatively

Introduction to:

- exploring and experimenting with ideas
- communicating ideas
- the characteristics of a range of Creative and Media forms
- planning and production as a flexible process
- undertaking research in order to realise creative ideas
- review own ideas and the ideas of others.

Theme Three – Principles, processes and practice

Introduction to:

- the effect that the audience, consumer and/or user can have on the production process.

Theme Four – Creative business and enterprise

Introduction to:

- working creatively with available resources.

Unit 1 Discovering creativity

Personal, Learning and Thinking Skills

Level 1

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the assessment criteria alone. There will be opportunities within the unit for collaborative work which would provide opportunities to develop team working skills.

Alternative approaches could be selected.

The learner could develop PLTS by:

Independent enquirers

- identifying and grouping together the sectors of the Creative and Media industry

Creative thinkers

- choosing a method of recording and presentation
- selecting one specific Creative and Media sector for research

Reflective learners

- reviewing progress
- inviting feedback and dealing positively with the outcome

Self-managers

- organising time and resources to complete the research of one specific Creative and Media sector

Effective participators

- using and selecting sources of research to complete the research of one specific Creative and Media sector.

What is this unit about?

The purpose of this unit is for learners to investigate ways in which ideas can be developed for creative outcomes based on an initial stimulus.

Learners will be offered a source of stimulus from which to explore potential creative outcomes which might be exploited within one or more sector contexts.

Learners will be required to present their ideas using a suitable format, showing how two disciplines might be interlinked to create a response to the stimulus. They are expected to identify an appropriate choice of disciplines for their potential creative outcome.

Learners will be required to use the ideas they have developed as the basis for a creative outcome in Unit 3: Experimenting with the tools of creativity. Teachers may find it useful to develop an overarching brief for both units, linked to the stimulus materials, to ensure continuity and cohesion across the units.

This unit, alongside the others within the Level 1 Principal Learning in Creative and Media, has been designed to allow learners the opportunity to develop a range of Personal, Learning and Thinking Skills (PLTS), and to demonstrate these on more than one occasion. This approach will allow them to build towards a full range of PLTS. There will be opportunities within the unit for collaborative work which would provide opportunities to develop team working skills.

Learning Outcomes

The learner will:

- 1 know how to develop ideas within a work related context, based on a source of stimulus
- 2 be able to present their ideas, combining two disciplines, in an appropriate format
- 3 know how to review ideas in light of audience feedback and identify any issues relating to copyright and intellectual property (IP).

Content details

Assessment criteria

1 Develop ideas within a work related context, based on a source of stimulus

The learner can:

- a develop a range of ideas in response to a stimulus (CT1, 5)
- b assess the potential of ideas, testing these on an audience where appropriate (IE4)
- c identify workable ideas capable of combining two disciplines in the available sector context (IE1).

2 Present ideas to an audience

The learner can:

- a select an appropriate format for presenting ideas, which combines two disciplines
- b collate and arrange ideas into a presentable format
- c make a presentation to a small audience.

3 Review ideas and identify issues

The learner can:

- a receive and respond to audience feedback (RL4)
- b review their ideas, incorporating (RL1, 2, 3):
 - i their own views
 - ii audience feedback
 - iii recommendation for further work
 - iv issues surrounding copyright and IP, and how these were resolved.

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on page x of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Guided learning hours

It is recommended that a minimum of 60 guided learning hours be spent on this unit.

Assessment

This unit is assessed through a centre set and marked assignment. Internal assessments are subject to moderation by AQA-City & Guilds.

Assessment of this unit will be through a presentation and the submission of supporting evidence which should include evidence of the research, final presentation, the appropriateness to intentions and to the chosen Sector Related disciplines.

This will assess that learners have undertaken their own research and development of ideas from a given source. They will be required to develop a presentation combining two disciplines to communicate the outcome of this development. Learners need to show an understanding of researching and presenting, as well as working from a given sources.

If all, or part of, the evidence produced by a learner relates to outcomes produced as a result of working in a group, it must be clear which evidence is to be credited to the individual learner.

The assignment will take approximately 20 of the 60 guided learning hours available for this unit. The learner should work under controlled conditions in accordance with the guidance on page xx of the specification, and evidence should be kept for moderation purposes.

Evidence requirements

The learner must produce evidence of achievement of the assessment criteria. In the assignment, the learner will produce:

- 1 a record of their development of ideas from the given source of stimulus
- 2 a presentation of the developed idea, in an appropriate format using two disciplines
- 3 a review of work including their response to audience feedback.

In order to attain a high mark in this unit, learners must address all of the above. It may, however, be possible to achieve a pass mark without producing every one of the evidence requirements. A table showing how the assessment topics are weighted is included below, and learners should be shown this in order that they understand how the final mark is determined.

Assignment structure

A suggested assignment structure, which would allow learners to meet the evidence requirements, may include the following steps:

- Experiment and develop ideas from a given stimulus.
- Establish which is the most workable idea from the given parameters ie audience, chosen disciplines.
- Develop a presentation to show the ideas, including which ideas was chosen and why. The presentation should combine two disciplines.
- Present ideas in an appropriate format, combining two disciplines, to an audience.
- Receive feedback from the audience.
- Review work, incorporating audience feedback, own review, issues of copyright and IP, how these were overcome, and recommendations for the future.
- Record evidence of the generation of ideas, presentation and review of work for moderation.

Weighting of assessment topics

Assessment criteria topic	Weighting	Marks
1 Develop ideas based on a stimulus	50%	24
2 Present ideas across tow disciplines to an audience	25%	12
3 Review work and identify issues	25%	12
Total	100%	48

Assessment grid

Assessment criteria topic	Band 1	Band 2	Band 3
	The learner has:		
	0 to 8 marks	9 to 16 marks	17 to 24 marks
1 Develop ideas within a work-related context based on a source of stimulus	<p>Demonstrated limited creative use of resources to develop ideas.</p> <p>Made an attempt to assess their ideas.</p> <p>Made some attempt to identify workable ideas.</p>	<p>Demonstrated some imagination and creative use of resources to develop ideas.</p> <p>Assessed their ideas and tested them on an audience.</p> <p>Identified workable ideas capable of using two disciplines.</p>	<p>Demonstrated a good level of imagination and creative use of resources to develop ideas.</p> <p>Carefully assessed their ideas and tested them on an audience.</p> <p>Identified coherent workable ideas capable of using two disciplines, for the available sector context.</p>
	0 to 4 marks	5 to 8 marks	9 to 12 marks
2 Present ideas across to an audience using two disciplines	<p>Produced an outcome which has few links to the investigation, and shown limited evidence of use of resources and the source stimulus.</p> <p>Shown limited engagement and attempt to combine disciplines.</p>	<p>Produced an outcome which is informed by its links with the investigation and demonstrates a fair level of finish, with evidence of use of resources.</p> <p>Demonstrated a degree of engagement and some ability to combine two disciplines.</p>	<p>Produced an outcome which is clearly informed by its links with the investigation and demonstrates a high level of finish, with evidence of imaginative and proficient use of resources firmly derived from the source stimulus.</p> <p>Demonstrated a high degree of engagement and an effective ability to combine two disciplines.</p>
	0 to 4 marks	5 to 8 marks	9 to 12 marks
3 Review ideas and identify issues	<p>Made some attempt at a review and recorded some feedback.</p>	<p>Produced a review which offers evidence of some engagement with key issues, feedback and fitness for purpose.</p> <p>Considered amendment and development.</p>	<p>Offered a coherent review which clearly engages key issues, with detailed consideration of feedback and fitness for purpose.</p> <p>Made imaginative and creative suggestions for amendment and further development.</p>

Guidance for delivery

Learners must choose disciplines in accordance with the combination of sector related disciplines which can be found on page x. Teachers may wish to stipulate or limit learner choice where there are limitations in resources.

The purpose of this unit is to encourage learners to appreciate the importance of developing an idea derived from a given source. Teachers are expected to select and offer to the class a source of stimulus appropriate to the range of disciplines in which learners are working. The nature of the material is left to the teacher's discretion. It might be a piece of music, a photograph or painting, a lyric or even a pattern on a piece of fabric or wallpaper.

Responses developed in this unit will be used as basis for the outcome of Unit 3: Experimenting with the tools of creativity. It is important that in preparing for this unit teachers ensure that there is an overarching link which will combine the units. Details of how this concept may be achieved are given in the Unit 3 guidance.

In delivering this unit, it is important that teachers bear in mind that the creative activity outlined above needs to take place within an industrial or work related context. Learners will be required to contextualise their creative output in this unit by identifying the potential in the ideas that they are developing. Emphasis needs to be placed on the significance of ideas and how they can be developed creatively within a work related context.

Learners are expected to respond to a source of stimulus as a means of developing and presenting ideas using two disciplines. The unit should also provide teachers with an opportunity to explore how ideas might be presented and commercially exploited within a professional context. In order to do this they are expected to develop and record their ideas and to map how they have used the stimulus creatively.

The recording and presentation process should take a form appropriate to the contexts in which learners would apply the ideas. It might take such forms as photographs, drawings, scripts, or sound recordings. The presentation of their ideas might take the form of a multimedia folder demonstrating the learner's ability to use different recording skills to develop their ideas. However, they will be expected to ensure that their ideas were firmly anchored within the specific disciplines and contexts within which they had chosen to work.

An important element of the unit is that of testing out ideas on potential audiences. Teachers will need to develop mechanisms for enabling learners to get access to potential audiences. This will enable them to showcase ideas that have been developed and to obtain feedback. This might be achieved using such methodologies as questionnaires and focus groups. Learners should be encouraged to assess, and where appropriate act upon, this feedback to help in the further development of their folder.

In addition learners are also required to take account of issues raised by the demands of copyright and intellectual property. This will require research into appropriate legislation and professional practice as it relates to the disciplines and contexts in which they are working. They should be encouraged to look at how professional creative people are required to deal

with and resolve issues that might arise from developing material based on other people's creative output.

This is an important opportunity for learners to identify the significance of developing ideas that can have a creative potential across different disciplines. It should also signal to them the importance of ideas and how these have a potential for development in different industrial and creative contexts.

Individual and group work

Learners may work either individually, in pairs or in small groups for this unit. The unit does, however, present important opportunities for learners to develop their individual creativity. It is suggested therefore that they work individually unless there is a particular reason for a group-based activity. Where group work is involved, learners should be encouraged to explore the opportunities for collaborative approaches to creativity and production, and to understand how these might be appropriate within a work related context.

Constraints

Individual teachers are expected to present learners with stimulus material for this unit. It is important that this is chosen carefully, both to stimulate a response from learners as well as to offer appropriate opportunities to develop ideas within the potential industrial contexts. While there will be no formal vetting procedure for the choice of stimulus materials, teachers may wish to discuss their intentions with their AQA-City & Guilds coursework adviser prior to introducing this to their learners. Teachers should also see this unit as an opportunity to explore the issues of copyright and intellectual property. This is particularly the case when learners are being asked to discover and explore their own sources of inspiration and stimuli.

Resources

Resource needs in this unit will obviously be determined by the focus and context of creativity. However, the nature of this unit is to develop and record ideas rather than bring these to a sophisticated degree of realisation. It is anticipated that much of this unit will focus on the preparatory stages of creativity and should not therefore, require extensive use of technology.

The presentation of the unit could take any form or contain a combination of recorded and written work, in forms such as sketchbooks, notes, photographs, video and sound recordings.

Themes

Throughout this unit the learner will develop the following skills and knowledge from the four themes as outlined in the Creative and Media DDP document. Page x of this specification explains the themes in more detail.

Theme One – Creativity in context

Introduction to:

- a range of different examples of Creative and Media production and practice
- audience response to a Creative and Media practice.

Theme Two – Thinking and working creatively

Introduction to:

- exploring and experimenting with ideas
- communicating ideas

- how to research and realise creative ideas
- reviewing own ideas and the ideas of others.

Theme Three – Principles, processes and practice

Introduction to:

- a range of equipment and materials including new technologies
- the effect that the audience can have on the production process.

Theme Four – Creative business and enterprise

Introduction to:

- working creatively with available resources.

Unit 2 Investigating ideas

Personal, Learning and Thinking Skills

Level 1

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the assessment criteria alone. There will be opportunities within the unit for collaborative work which would provide opportunities to develop team working skills.

Alternative approaches could be selected.

The learner could develop PLTS by:

Independent enquirers

- identifying techniques for developing ideas

Creative thinkers

- identifying a variety of methods for recording the development of ideas

Reflective learners

- recording the development of ideas

Self-managers

- identifying techniques for developing ideas
- using stimuli to inform the development of ideas
- recording the development of ideas

Effective participators

- identifying techniques for developing ideas
- identifying a variety of methods of recording the development of ideas
- identifying different stimuli
- assessing the potential of sources of inspiration and stimuli in the development of ideas
- using sources of inspiration to gain ideas
- using stimuli to inform the development of ideas
- seeking out sources of inspiration and stimuli and utilising these in developing ideas
- recording the development of ideas.

What is this unit about?

The purpose of this unit is for learners to experiment with technologies and techniques to produce a creative outcome which combines two disciplines, or two outcomes using different disciplines. Learners will learn to work within the Health and Safety regulations of the industry.

Learners will record their ideas and experiments before producing their final work. They should present the final outcome to an audience and receive feedback.

This unit, alongside the others within the Level 1 Principal Learning in Creative and Media, has been designed to allow learners the opportunity to develop a range of Personal, Learning and Thinking Skills (PLTS), and to demonstrate these on more than one occasion. This approach will allow them to build towards a full range of PLTS. There will be opportunities within the unit for collaborative work which would provide opportunities to develop team working skills.

Learning Outcomes

The learner will:

- 1 be able to experiment with new technologies and techniques to produce ideas in response to a brief and to record these in an appropriate format
- 2 be able to develop a chosen idea into a creative outcome combining two disciplines, or two outcomes using different disciplines
- 3 be able to present the creative outcome(s) to an audience and review these in light of their feedback.

Content details

Assessment criteria

1 Experiment with new technologies and techniques to produce ideas in response to a brief

The learner can:

- a identify suitable technologies and skills within the different disciplines (CT1, 5)
- b experiment with materials, tools, technologies and techniques, working within Health and Safety regulations (CT1, 5, 6)
- c record ideas and experiments in a chosen format.

2 Production of creative outcome combining two disciplines, or of two outcomes using different disciplines

The learner can:

- a produce a creative outcome combining two disciplines, or two outcomes using different disciplines, that meets the demands of a brief.

3 Present the creative outcome(s) to an audience and review in light of their feedback

The learner can:

- a present the creative outcome(s) to the audience (RL6)
- b receive feedback from the audience (RL4)
- c review their own work, including (IE4) (RL1, 5):
 - i audience feedback
 - ii future development of the materials and/or technology used
 - iii how well the outcome(s) answered the brief.

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on page x of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Guided learning hours

It is recommended that a minimum of 60 guided learning hours be spent on this unit.

Assessment

This unit is assessed through a centre set and marked assignment. Internal assessments are subject to moderation by AQA-City & Guilds.

Learners will produce a creative outcome combining two disciplines, or two outcomes using different disciplines, from ideas derived in Unit 2: Investigating ideas, and developed through their experiments with various technologies, techniques, tools and materials. They will need to show they have tried out ideas and experimented with technologies, techniques, tools and materials, in order to produce possible responses to meet the demands of a brief, and how ideas can be developed from an initial source into a realised outcome that is viable within the sector.

Learners need to indicate the ways in which different disciplines within the Creative and Media sector can be combined and interlinked to develop a coherent solution to the issues raised in a brief.

If all, or part of, the evidence produced by a learner relates to outcomes produced as a result of working in a group, it must be clear which evidence is to be credited to the individual learner.

The assignment will take approximately 20 of the 60 guided learning hours available for this unit. The learner should work under controlled conditions in accordance with the guidance on page xx of the specification, and evidence should be kept for moderation purposes.

Evidence requirements

The learner must produce evidence of achievement of the assessment criteria. In the assignment, the learner will produce:

- 1 a record of ideas and experiments with a range of technologies, techniques, tools and materials, including Health and Safety considerations
- 2 a creative outcome combining two disciplines, or two outcomes using different disciplines
- 3 a presentation of their creative outcome(s) to an audience
- 4 a report including a record of feedback from the audience, and a review of their own work and of that feedback, with ideas for improvements.

In order to attain a high mark in this unit, learners must address all of the above. It may, however, be possible to achieve a pass mark without producing every one of the evidence requirements. A table showing how the assessment topics are weighted is included below, and learners should be shown this in order that they understand how the final mark is determined.

Assignment structure

A suggested assignment structure, which would allow learners to meet the evidence requirements, may include the following steps:

- Experiment with new technologies, techniques, tools and skills to find an idea in answer to the brief.
- Record these experiments and ideas in appropriate format.
- Produce the creative outcome(s).
- Present the creative outcome(s) to the audience.
- Receive and respond to feedback from the audience.

- Review own work, including feedback, how well the outcome(s) answered the brief, and ideas for further development.
- Record and collate the ideas and experiments, the presentation and the review, for moderation purposes.

Weighting of assessment topics

Assessment criteria topic	Weighting	Marks
1 Experiment with new technologies and techniques to develop ideas in response to brief	37.5%	18
2 Production of creative outcome combining two disciplines, or two outcomes using different disciplines	37.5%	18
3 Present the creative outcome(s) to an audience and review in light of their feedback	25%	12
Total	100%	48 marks

Assessment grid

Assessment criteria topic	Band 1	Band 2	Band 3
	The learner has:		
	0 to 6 marks	7 to 12 marks	13 to 18 marks
1 Experiment to develop ideas in response to brief	<p>Provided some evidence of competence in recording suitable materials/technology/tools/materials for future reference.</p> <p>Produced some evidence of trialling ideas, using a recording method(s) which may not be wholly appropriate for its purpose.</p> <p>Provided limited evidence relating to Health and Safety requirements.</p>	<p>There is clear and organised evidence of recording suitable materials/technology/tools/materials for future reference.</p> <p>Produced evidence of well recorded trialling ideas and information in response to the brief.</p> <p>Conformed to Health and Safety requirements.</p>	<p>Recorded the selection of materials/technology/tools/materials for future reference, using a method which demonstrates a high level of finish.</p> <p>Demonstrated imagination and innovation in the development of idea; comprehensively recorded idea, and responded effectively to the brief.</p> <p>Conformed to Health and Safety requirements with a thorough understanding of the issues.</p>
	0 to 2 marks	5 to 6 marks	9 to 10 marks
2 Production of creative outcome using two disciplines	<p>Provided limited evidence of competence in the selection of suitable tools/materials/technology/techniques for the production of the item(s).</p> <p>Produced an outcome(s) which shows limited development of ideas.</p>	<p>Provided clear and organised evidence of competence in the selection of suitable tools/materials/technology/techniques for the production of the item(s).</p> <p>Produced an outcome(s) which uses two disciplines, attempts to respond to the brief and shows relevance to further development of ideas.</p>	<p>Produced a well organised creative outcome(s) with a thoroughly appropriate selection of tools, technologies/techniques/materials, demonstrating a high level of finish.</p> <p>Produced an outcome(s) which successfully combines or uses two disciplines to meet the brief.</p>
	0 to 2 marks	5 to 6 marks	9 to 10 marks
3 Presentation and review	<p>Made some attempt to present the outcome(s) to the audience and to gain some feedback.</p> <p>Made a limited attempt at a review.</p> <p>Shown little development of ideas.</p>	<p>Given a competent presentation to the audience with relevant feedback gained and recorded.</p> <p>Produced a review which offers evidence of some engagement with key issues, feedback and fitness for purpose.</p> <p>Considered some future developments.</p>	<p>Presented outcome(s) convincingly and persuasively, with detailed and effective feedback gained and well recorded.</p> <p>Offered a coherent review which clearly engages with key issues, with detailed consideration of feedback and fitness for purpose.</p> <p>Made imaginative and creative suggestions for further expansion to the brief.</p>

Guidance for teachers

Guidance for delivery

The purpose of this unit is to develop in the learner skills required whilst working with materials, resources and equipment. The unit will require learners to develop further the ideas with which they experimented in Unit 2: Investigating ideas, and to use these as the basis for their response to an internally set brief. Teachers are advised, therefore, to plan the delivery of these units in tandem and to have devised a brief appropriate to the stimulus they select for Unit 2.

A record should be created of the learner's ideas and experimentation, showing the development of the skills, materials, tools and technologies used. Teachers are expected to support a learner through the development of these skills, offering advice and guidance as to methods of recording appropriate to the range of disciplines in which they are working. An awareness of sector working practices, such as Health and Safety requirements of materials and processes, should be demonstrated throughout.

Learners are expected to combine two disciplines using ideas developed from their initial experimentation with materials, technology and tools. They will present the outcome(s) in a way which records production processes, experiments, reviews and any refinement process undertaken. It might take such forms as photographs, drawings, samples, scripts or sound recordings, depending upon the practicalities of the discipline. Learners will be aware that there are different methods of producing an item(s). They will produce a plan and record their development of ideas for future reference.

Individual and group work

Learners will be able to work either individually, in pairs, or in small groups for this unit. The unit does, however, present important opportunities for learners to develop their individual creativity. It is expected that learners will discuss and review their findings with at least one other person.

Constraints

Teachers are expected to present learners with appropriate resources. It is important that these are chosen carefully both to stimulate a response from learners as well as to offer opportunities to develop skills. It is expected that Health and Safety requirements are adhered to at all times.

Resources

Resource needs in this unit will be determined by the focus and context of creativity. It is anticipated that much of this unit will focus on an experimentation and refinement process. The presentation of the unit's work should be in the form of a combination of visual recorded and written work in such forms as sketchbooks, notes, photographs, posters, creative outcome(s), CD-ROM, video or sound recordings.

Themes

Throughout this unit the learner will develop the following skills and knowledge from the four themes as outlined in the Creative and Media DDP document. Page x of this specification explains the themes in more detail.

Theme One – Creativity in context

Introduction to:

- a range of different examples of Creative and Media production and practice
- audience response to Creative and Media practice
- the work of a range of practitioners
- technology in Creative and Media practice and products.

Theme Two – Thinking and working creatively

Introduction to:

- exploring and experimenting with ideas
- communicating ideas
- the characteristics of a range of Creative and Media forms
- planning and production as a flexible process
- researching in order to realise creative ideas
- reviewing their own ideas and the ideas of others.

Theme Three – Principles, processes and practice

Introduction to:

- a range of equipment and materials, including new technologies
- issues relating to Health and Safety
- producing Creative and Media forms.

Theme Four – Creative business and enterprise

Introduction to:

- working creatively with available resources.

Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the assessment criteria alone. There will be opportunities within the unit for collaborative work which would provide opportunities to develop team working skills.

Alternative approaches could be selected.

The learner could develop PLTS by:

Independent enquirers

- exploring issues
- identifying questions to answer
- resolving problems

Creative thinkers

- generating ideas and exploring possibilities
- asking questions
- trying out alternatives and following ideas through
- adapting ideas

Reflective learners

- identifying opportunities
- reviewing progress
- evaluating experience and learning to inform future progress

Team workers

- co-operating with others in the workshop or studio
- considering Health and Safety requirements

Self-managers

- working towards goals
- organising time and resources
- seeking advice and support when needed

Effective participators

- discussing issues of concern, seeking resolutions when required
- identifying potential for improvements.

What is this unit about?

The purpose of this unit is to encourage learners to use a variety of creative methods to explore alternative solutions to address an industry brief. This will enable learners to respond to the needs of a client and to target their work at a specified audience.

The unit will encourage learners to use a variety of research methods to explore alternative solutions to address an industry brief. Learners will be expected to research a brief, produce a creative outcome combining two disciplines, and present the creative outcome and research to the client and target audience. Learners should continually review their work in light of the brief and again in light of audience feedback. They should use the review and feedback to improve their work.

This unit is 50% externally assessed and 50% internally assessed.

This unit, alongside the others within the Level 1 Principal Learning in Creative and Media, has been designed to allow learners the opportunity to develop a range of Personal, Learning and Thinking Skills (PLTS), and to demonstrate these on more than one occasion. This approach will allow them to build towards a full range of PLTS. There will be opportunities within the unit for collaborative work which would provide opportunities to develop team working skills.

Learning Outcomes

The learner will:

- 1 know how to undertake appropriate research, planning and production to respond to a brief from an industry client
- 2 be able to use production skills to produce a creative outcome, combining two disciplines, to meet a brief for an industry client
- 3 know how to review their work.

Content details

Assessment criteria

1 Respond to a brief from an industry client

The learner can:

- a explore different means of responding to the demands of a client brief (CT1)
- b agree with the client a commission and a target audience in response to a brief (EP3, 5)
- c undertake appropriate research and planning for production to complete a commission (SM3).

2 Use production skills to produce and present a creative outcome

The learner can:

- a confirm the brief and target audience, undertake research and produce a production plan to realise a creative outcome, combining two disciplines to meet an industrial brief (IE6)
- b produce a creative outcome appropriate to the needs of the client and target audience
- c present their completed creative outcome to the client and the target audience
- d obtain and document feedback from the client and target audience (RL4).

3 Know how to review their work

The learner can:

- a review the process used to respond to a brief (RL3, 5)
- b identify lessons they have learned (RL1)
- c review feedback received from both a client and target audience
- d identify potential improvements to the creative outcome in light of feedback received.

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on page x of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Guided learning hours

It is recommended that a minimum of 60 guided learning hours be spent on this unit.

Assessment

The assessment methods for this unit will be both internal and external assessment. These are taken separately and a grade is awarded for each component.

Both sections A and B are marked separately and contribute to the overall Principal Learning grade. The assessments are not dependent on each other and the learner can enter for them at different times, including re-sits.

Each assessment contributes to the overall Principal Learning grade according to its weighting in the unit:

Section A contributes 50%

Section B contributes 50%

Assessment A – External Assessment

The knowledge and understanding of the process to respond to a brief (Learning Outcome 1) and of how to review their work (Learning Outcome 3) will be assessed externally.

The external assessment will be by a one hour written examination, with structured short answer questions.

Assessment B – Internal Assessment

The production and presentation of a creative outcome in response to a brief from an industry client (Learning Outcome 2) will be internally assessed. The learner will complete a centre set and marked assignment. Internal assessments are subject to moderation by AQA-City & Guilds.

Centres must ensure that learners have an appropriate brief from an industry client, with a specific purpose and defined target audience, to which they can respond. This will give the background needed to carry out the research and planning for the creative outcome production.

Learners will be required to respond to the brief by exploring ideas, agreeing a commission and defined target audience with the client, developing a production plan, completing production of the creative outcome, and presenting this to the target audience.

The assignment will take approximately 20 of the 60 guided learning hours available for this unit. The learner should work under controlled conditions for the whole assignment, in accordance with the guidance on page xx of the specification. Evidence, including records of research, planning, production, presentation and feedback, should be kept for moderation purposes.

If all, or part of, the evidence produced by a learner relates to outcomes produced as a result of working in a group, it must be clear which evidence is to be credited to the individual learner.

Evidence requirements for Assessment B – Internal Assessment

The learner must produce evidence of achievement of the assessment criteria. In the assignment, the learner will produce:

- 1 a documented summary (one page) confirming commission and target audience agreed with the client
- 2 a production plan or schedule
- 3 a creative outcome combining two disciplines
- 4 a presentation, given to the target audience
- 5 a report summarising feedback obtained from the client and target audience.

In order to attain a high mark in this unit, learners must address all of the above. It may, however, be possible to achieve a pass mark without producing every one of the evidence requirements. A table showing how the assessment topics are weighted is included below, and learners should be shown this in order that they understand how the final mark is determined.

Assignment structure for Assessment B – Internal Assessment

A suggested assignment structure, which would allow learners to meet the evidence requirements, may include the following steps:

- Develop an appropriate response to a brief from an industry client, including pre-production research and planning.
- Produce a creative outcome, combining two disciplines, in response to the brief.
- Present the creative outcome to a defined target audience.
- Gain feedback from both the client and the target audience, and produce a review of the finished product in light of feedback.

Learners must also provide evidence that they know:

- the process by which to respond to a brief
- how to review their work in the light of experience and feedback from both client and target audience
- how to identify lessons learned and potential opportunities to make improvements.

Weighting of assessment criteria topics

Assessment criteria topic	Type of assessment	Weighting
1 Knowledge of process to research and response to a brief	External Assessment A	25%
2 Production and presentation of a creative outcome to meet a brief from an industry client	Internal Assessment B	50%
3 Knowledge of how to review their work in light of experience of the process and feedback received	External Assessment A	25%
Total		100%

Weighting of assessment criteria for Assessment B – Internal Assessment

Assessment criterion	Weighting	Marks
2a Confirm the brief and target audience, undertake research and produce a production plan to realise a creative outcome combining two disciplines to meet an industrial brief	25%	12
2b, 2c Produce and present a creative outcome, appropriate to the needs of the client and target audience, combining two disciplines	50%	24
2d Obtain and document feedback from the client and target audience	25%	12
Total	100% (50% of total marks)	48

Assessment grid for Assessment B – Internal Assessment

Assessment criterion	Band 1	Band 2	Band 3
	The learner has:		
	0 to 4 marks	5 to 8 marks	9 to 12 marks
2a Confirm the brief and target audience, undertake research and produce a production plan to realise a creative outcome combining two disciplines to meet an industrial brief	Made some attempt to confirm the brief and audience, to explore a few ideas, and to produce a rough plan for production.	Confirmed the brief and audience clearly, with sound research and exploration of ideas, and a workable plan for production.	Confirmed the brief and audience clearly, with well considered research and exploration of ideas, and a thorough and detailed plan for production.
	0 to 8 marks	9 to 16 marks	17 to 24 marks
2b, 2c Produce and present a creative outcome, appropriate to the needs of the client and target audience, combining two disciplines	<p>Produced and presented a creative outcome with some attempt to combine two disciplines, and with limited relation to the brief and target audience.</p> <p>Supported their answer with a basic flow diagram and one or two comments from experienced designers and planners.</p>	<p>Produced and presented a creative outcome combining two disciplines, largely appropriate to the brief and target audience.</p> <p>Supported their answer with a clear flow diagram and several pertinent comments from experienced designers and planners.</p>	<p>Provided a well finished and thoroughly well produced creative outcome and presentation, combining two disciplines, which meets the requirements of the brief and is appropriate for the target audience.</p> <p>Supported their answer with a clear and accurate flow diagram and a wide range of pertinent comments from experienced designers and planners.</p>
	0 to 4 marks	5 to 8 marks	9 to 12 marks
2d Obtain and document feedback from the client and target audience	Identified, as part of a team, some of the technical information used in design, and briefly described how, when and where that information is used.	Identified as part of a team and described most of the technical information used in design, briefly explaining how, when and where that information is used.	Identified as part of a team and described the technical information used in design, and briefly explained how, when and where that information is used.

Assessment A – External Examination

Know how to respond to a brief from an industry client and how to review their work.

Structured short answer questions

Time – 60 minutes

Total Marks available = 48

Assessment topic	Weighting	Marks
1 How to explore different means of responding to the demands of a client brief	16.7%	8
2 How to agree the commission and target audience with a client	16.7%	8
3 How to undertake appropriate research and planning for production to complete a commission	16.7%	8
4 How to review the process used to respond to a brief	12.5%	6
5 How to identify lessons they have learned	12.5%	6
6 How to review feedback received from both a client and target audience	12.5%	6
7 How to identify potential improvements to a creative outcome in light of feedback received	12.5%	6
Total	100% (50% of total marks)	48 marks

Guidance for delivery

Learners must choose disciplines in accordance with the combination of sector related disciplines which can be found on page x. Teachers may wish to stipulate or limit learner choice where there are limitations in resources.

Research

Learners should be encouraged to be creative and show imagination in developing ideas about ways in which to respond to a brief.

Students may be able to identify an appropriate “industry client” for whom they will produce the creative outcome, but centres may choose to organise this for them. What is essential for this unit is that there is agreement with the client, and a brief specified with that client, prior to a learner proceeding to production.

A target audience, at which the learner’s response can be aimed, also needs to be defined in advance with the client. The audience needs to be an accessible group on which the learners can try out ideas and documents, obtaining feedback through such means as questionnaires and focus groups.

Learners should be encouraged to modify their initial response, where appropriate, in light of the feedback from the client and the target audience.

Successful delivery of the unit will depend upon learners being introduced to research methods and developing an awareness of the relative importance of different sources of information. Learners should be encouraged to be independent in their research activities and to employ a variety of research techniques.

Individual and group work

Learners are able to work singly, in pairs, or in small groups of up to four members. In order to reflect Creative and Media practice, teamwork is encouraged in each stage of the production process so that learners are able to work in co-operation towards a shared end.

Each learner should, however, undertake their own review, as an individual undertaking, which should reflect both their own role within the production or presentation and the broader demands of the production or presentation process.

Constraints

The brief for this unit is intended to be a realistic industry brief. Learners need to be aware that the Creative and Media industries operate within certain constraints. It is important that learners are helped to develop a clear understanding of working practices, alongside a realistic appraisal of their own capabilities and of the scope of the resources available.

Resources

It is acknowledged that centres will not necessarily be able to provide learners with access to industry standard resources in all areas. However, it is essential that learners have the opportunity to develop skills and techniques which reflect as closely as possible those used in

contemporary Creative and Media industries.

Legal and ethical considerations

Learners will need to be made aware of legal and ethical issues affecting the process of Creative and Media production. These include the laws of defamation, intellectual property rights, privacy, and discrimination. Learners will also need to be made aware of Health and Safety issues arising from the process of Creative and Media production.

Deadlines

As with all the units, it is essential that learners understand the need to meet deadlines. The brief should mirror industry practice and learners need to plan their response in a systematic fashion that takes into account contingencies and allows for time to make revisions where necessary.

Teacher observation

Assessment for this unit will involve an element of teacher observation and/or independent assessment by, for example, the client themselves. This relates to the production of the creative outcome and the presentation of this to the client and target audience. Teachers must, therefore, ensure that there are opportunities to observe, or for independent observation of, the production output and presentation, in order that an evaluation can be made of each individual learner's ability to meet the assessment objectives.

Themes

Throughout this unit, the learner will develop the following skills and knowledge from the four themes as outlined in the Creative and Media DDP document. Page x of this specification explains the themes in more detail.

Theme One – Creativity in context

Introduction to:

- a range of different examples of Creative and Media production and practice
- audience response to Creative and Media practice
- technology in Creative and Media practice and products
- diversity, equality and representation in Creative and Media practice and products.

Theme Two – Thinking and working creatively

Introduction to:

- exploring and experimenting with ideas
- communicating ideas
- the characteristics of a range of Creative and Media forms
- planning and production as a flexible process
- researching in order to realise creative ideas
- reviewing ideas and the ideas of others.

Theme Three – Principles, processes and practice

Introduction to:

- the stages of the production process
- the established practices and processes in creating creative outcome
- a range of equipment and materials, including new technologies

- the issues relating to Health and Safety
- producing Creative and Media forms
- the effect that the audience, consumer or user can have on the production process.

Theme Four – Creative business and enterprise

Introduction to:

- working creatively with available resources
- transferable skills that support employment
- opportunities for self-development
- skills and activities required to engage in enterprise and entrepreneurial activities.

Unit 4 Responding creatively

Personal, Learning and Thinking Skills

Level 1

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the assessment criteria alone. There will be opportunities within the unit for collaborative work which would provide opportunities to develop team working skills.

Alternative approaches could be selected.

The learner could develop PLTS by:

Independent enquirers

- carrying out research and basic planning using a brief
- presenting the creative outcome
- identifying methods of researching and planning in response to a brief
- identifying the creative possibilities in a product brief
- identifying the target audience for the creative outcome

Creative thinkers

- carrying out research and basic planning using a brief
- producing a creative outcome based upon a brief
- identifying methods of researching and planning in response to a brief
- identifying the creative possibilities in a product brief
- identifying indicators of success

Reflective learners

- reviewing the strengths and weaknesses of the product
- identifying indicators of success

Self-managers

- carrying out research and basic planning using a brief
- creating an action plan
- producing a creative outcome based upon a brief
- presenting the creative outcome
- identifying methods of researching and planning in response to a brief
- identifying the creative possibilities in a product brief

Effective participators

- presenting the creative outcome
- reviewing the strengths and weaknesses of the creative outcome
- identifying the target audience for the creative outcome
- identifying indicators of success.