

# Edexcel Diplomas

## Units

Level 3 Principal Learning  
in Creative and Media  
Draft accredited units

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# DRAFT



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# Unit 1: Capture

## Principal Learning unit

Level 3

Guided learning hours: 90

**Internally assessed**

[Assessment of this unit will be approximately 80% coincident  
with the learner's coverage of the content]

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### About this unit

You may be wondering why we have used the word 'capture' in the title of this unit. What we mean is the process of recording in a permanent form in any medium. Taking a photograph of someone captures what that person looks like or is doing at a particular moment. Writing a poem might capture an idea or emotion, whilst a play or novel might capture ideas. Painting a landscape captures the scene, and perhaps the way light falls upon it at a particular time of day. Creating a costume design could capture some of the aspects of a character to an audience.

Capture can be done in a variety of ways and for all sorts of different purposes. Artists, for example, are sometimes employed to draw people appearing in court because cameras are not allowed there. Capture can be done mechanically through traditional methods, or electronically using modern digital technology. Capture may combine elements drawn from the full range of visual, live and media arts.

So, in this unit you will explore different ways in which ideas, events, objects, or people may be captured. You will need to consider appropriate methods of recording for your chosen purpose. This will involve exploring and experimenting with different techniques and approaches in media suited to your purpose. Your explorations will encompass the use of traditional and more contemporary processes and will involve investigations into current and past practice.

Capturing material of your own will involve planning the process and putting your concept into production. You will also constantly monitor your work and working practice and use that process to refine your work.

In this unit you must bring together two or more of the disciplines as defined on page xx.

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## Learning outcomes

On completion of this unit a learner should:

- 1 Understand past and current practice of capture in a chosen medium or media
- 2 Be able to plan capture in a chosen medium or media
- 3 Be able to explore and experiment with different techniques of capture in a chosen medium or media
- 4 Be able to complete capture in a chosen medium or media
- 5 Be able to monitor capture work and working processes in order to inform own practice.

## What you need to cover

- 1.1 Understand past and current practice of capture in a chosen medium or media**
- You will investigate past and current work related to capture in specific media. You will need to identify how practice has developed over time in relation to different practitioners, and explain the reasons for that development. You will also need to show how, and perhaps why, current practice differs from previous practice. You need to:
- explore past and current practice in the medium (or media) you wish to work in
  - look at how factors such as historical developments have influenced current practice
  - explore approaches to capture by different practitioners.
- You will be required to present the results of your investigation in some form - a written report or oral presentation, for example. You must also keep a research log of your investigations, and proper notes on any material you find.
- 1.2 Be able to plan capture in a chosen medium or media**
- You will need to generate ideas and explore possibilities for capture in a chosen medium. You will need to select an idea and develop a plan for capture in a chosen medium. You need to:
- select an appropriate idea for capture in the chosen medium
  - research different possibilities for capture in the chosen medium using both primary and secondary research
  - submit a detailed plan for capture in the chosen medium.
- 1.3 Be able to explore and experiment with different techniques of capture in a chosen medium or media**
- You will try out various media, techniques and processes used for capture. You need to:
- try out alternative or new solutions to those already pursued and identify ideas for development
  - critically consider and reflect upon your use of different techniques for capture
  - make connections between your own and other people's use of media, materials and techniques
  - follow good practice in health and safety at all times.

**1.4 Be able to complete capture in a chosen medium or media**

You will need to produce a finished capture product in your chosen medium. You need to:

- use a range of appropriate approaches to capture
- follow your plan to complete a capture, adapting ideas as necessary
- manage your project effectively and work within time and budgetary constraints
- follow professional working practices and industry protocols
- follow good practice in health and safety at all times.

**1.5 Be able to monitor capture work and working processes in order to inform own practice**

You will need to critically monitor and continually review your work throughout the process of creating it. You need to think about such matters as how you have worked, how external factors affected your work, how other people might respond to your work and how they are represented in it. This means:

- keeping a log of work done
- reflecting critically on each stage of the process
- thinking about the reasons behind problems and successes
- thinking about how cultural, economic, political or social factors influenced your work
- thinking about matters such as diversity and representation.

Throughout the working process you should be reflecting upon these matters in relation to what you are producing and actively using your reflections to inform, shape or modify your work as might be appropriate.

At the end of the process you should think about what you have learnt, and how you can put this learning to good use in your next project.

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## QCF unit summary

Outcome Number	Learning Outcome The learner will:	Assessment The learner can:
1.1	Understand past and current practice of capture a chosen medium or media	<ul style="list-style-type: none"> <li>• provide a description of past and current practice in capture in a chosen medium (or media) and the relationship between them</li> <li>• describe how factors such as historical developments have influenced current practice</li> <li>• describe approaches to capture in a chosen medium (or media) by different practitioners</li> </ul>
1.2	Be able to plan capture in a chosen medium	<ul style="list-style-type: none"> <li>• generate and consider ideas for capture [CT 1]</li> <li>• undertake research into ideas for capture [IE 1, 2]</li> <li>• produce a project plan</li> </ul>
1.3	Be able to explore and experiment with different techniques of capture in a chosen medium or media	<ul style="list-style-type: none"> <li>• explore capture, and experiment with techniques [CT 2, 5]</li> <li>• make connections between own and other practitioners' use of media, materials and techniques [CT 3]</li> <li>• manage health and safety protocols [SM 4]</li> </ul>
1.4	Be able to complete capture in a chosen medium or media	<ul style="list-style-type: none"> <li>• produce a capture product using a range of approaches [SM 2]</li> <li>• manage the project, modifying ideas or plans when necessary [CT 6; SM 3, 5]</li> <li>• manage health and safety and industry protocols [SM 4]</li> </ul>
1.5	Be able to monitor capture work and working processes in order to inform own practice	<ul style="list-style-type: none"> <li>• identify cultural, economic, political or social factors that might have influenced own work [IE 5]</li> <li>• assess strengths and weaknesses, making use of these observations to refine ideas and outcomes [RL 1, 3]</li> </ul>

## How you will be assessed

This unit will be assessed by your teachers.

You must:

- undertake an investigation into a form of capture, and present the results of your investigation (learning outcome 1)
- generate and explore ideas for your own capture project, and plan the project (learning outcome 2)
- explore and experiment with your idea (learning outcome 3)
- complete your project (learning outcome 4)
- monitor and reflect upon the process and on the way your project relates to wider issues (learning outcome 5).

Whether you have worked on your own or in a group for this unit, you must produce an individual process portfolio which shows all the stages of your work - that is:

- all research
- all planning
- all production documentation
- the final piece of work
- the monitoring and review process.

This portfolio must clearly show your own contribution to the final outcome, and all group activity must be written up or recorded in some way individually by you.

Your teachers will give you further advice on how you should organise and present your process portfolio.

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## Assessment Grid

Assessment focus	Band 1	Band 2	Band 3
Understands past and current practice of capture in a chosen medium or media	<p>Describes past and current practice in capture in a chosen medium (or media) and the relationship between them.</p> <p>Describes how factors such as historical developments have influenced current practice.</p> <p>Describes approaches to capture in a chosen medium (or media) by different practitioners.</p>	<p>Discusses past and current practice in capture in a chosen medium (or media) and the relationship between them.</p> <p>Discusses how factors such as historical developments have influenced current practice.</p> <p>Discusses approaches to capture in a chosen medium (or media) by different practitioners.</p>	<p>Provides a well-evidenced critical explanation of past and current practice in capture in a chosen medium (or media) and the relationship between them.</p> <p>Provides a well-evidenced critical explanation of how factors such as historical developments have influenced current practice.</p> <p>Provides a well-evidenced critical explanation of approaches to capture in a chosen medium (or media) by different practitioners.</p>
10	1 - 4	5 - 7	8 - 10
Is able to plan capture in a chosen medium or media	<p>Generates and considers a small number of viable ideas</p> <p>Undertakes limited, partially relevant research.</p> <p>Produces a basic project plan.</p>	<p>Generates and explores a number of interesting ideas.</p> <p>Undertakes research that shows some initiative, skills in selection and the use of a fair range of sources.</p> <p>Produces a detailed project plan.</p>	<p>Generates and develops a wide range of innovative ideas.</p> <p>Undertakes extensive and well-focused research.</p> <p>Produces a thorough project plan.</p>
10	1 - 4	5 - 7	8 - 10

continued

	Band 1	Band 2	Band 3
<p>Assessment focus</p> <p>Is able to explore and experiment with different techniques of capture in a chosen medium or media</p> <p>15</p>	<p>Explores capture, and experiments using a small range of techniques/materials with limited proficiency and with partial success in achieving intentions.</p> <p>Makes limited connections between own and other practitioners' use of media, materials and techniques</p> <p>Manages health and safety procedures with limited proficiency.</p> <p>1 - 6</p>	<p>Explores capture, and experiments in a purposeful way using a fair range of techniques/materials with proficiency and with considerable success in achieving intentions.</p> <p>Makes interesting connections between own and other practitioners' use of media, materials and techniques</p> <p>Manages health and safety procedures with proficiency.</p> <p>7 - 11</p>	<p>Explores capture, and experiments in an imaginative way using a wide range of techniques/materials with high levels of consistency and precision, achieving viable and successful outcomes.</p> <p>Makes imaginative connections between own and other practitioners' use of media, materials and techniques</p> <p>Manages health and safety procedures with care and precision.</p> <p>12 - 15</p>
<p>Is able to complete capture in a chosen medium or media</p> <p>15</p>	<p>Produces a capture product, which partially fulfils intentions, using a range of techniques/materials with limited proficiency.</p> <p>Manages the project with limited proficiency showing some ability to modify ideas or plans when necessary.</p> <p>Manages health and safety procedures and industry protocols with limited proficiency.</p> <p>1 - 6</p>	<p>Produces a technically proficient capture product, with a good degree of success in achieving intentions, and using a variety of techniques/materials with a clear sense of purpose and some imagination.</p> <p>Manages the project efficiently within time and other constraints modifying ideas or plans when necessary.</p> <p>Manages health and safety procedures and industry protocols with proficiency.</p> <p>7 - 11</p>	<p>Produces an outstanding capture product which fulfils intentions to high standards, confidently using a wide range of techniques/materials with high levels of consistency and imagination.</p> <p>Manages the project very efficiently within time and other constraints showing inventiveness in modifying ideas or plans when necessary.</p> <p>Manages health and safety procedures and industry protocols with care and precision.</p> <p>12 - 15</p>

Assessment focus	Band 1	Band 2	Band 3
<p>Is able to monitor capture work and working processes in order to inform own practice</p> <p>10</p>	<p>Identifies cultural, economic, political or social factors that might have influenced own work.</p> <p>Identifies strengths and weaknesses, making limited use of these observations to refine ideas and outcomes.</p> <p>1 - 4</p>	<p>Discusses cultural, economic, political or social factors that might have influenced own work.</p> <p>Discusses strengths and weaknesses, making some use of these observations to refine ideas and outcomes.</p> <p>5 - 7</p>	<p>Critically discusses cultural, economic, political or social factors that might have influenced own work.</p> <p>Critically discusses strengths and weaknesses, making full use of these observations to refine ideas and outcomes.</p> <p>8 - 10</p>

## Guidance for teaching this unit

**NB:** It is a requirement of the qualification that the work for this unit is contextualised in relation to a minimum of two disciplines. Guidance on how this can be done is given below. Edexcel has published an exemplar assignment in the *Teacher Support Material for the Edexcel Specialised Diploma in Creative and Media* which shows how the unit can be covered in relation to **X and Y**. Further guidance on how to contextualise specific disciplines is given in the *Indicative Content Statement*, also available in the *Teacher Support Material for the Edexcel Specialised Diploma in Creative and Media*.

### Overview

This unit aims to develop students' skills in recording appropriate material for the creative and media sectors in a permanent form. Capture may combine elements drawn from the full range of visual, live and media arts within interdisciplinary activities. This might entail the combination of, for example, media techniques with performance skills to capture a performing arts production. Alternatively, art and design techniques might be used to capture such a performance.

Consequently, there are opportunities within the unit for students with a range of interests in creative and media forms to work collaboratively. Tutors might work together to design exciting interdisciplinary project work, allowing students to develop their own strengths. For example, a performance which involves choreography, sound, set design, costume and so on can be captured for the benefit of future audiences in a range of different media. Often, different production and performance skills are required for television or for radio, as opposed to a theatre audience. A dance - perhaps created specifically for this purpose - might be captured by a painter, sculptor, film maker or photographer. A graphic designer might capture stills from a rehearsal in order to generate publicity material for a forthcoming performance.

In such a collaborative project, students must each be able to produce their own individual evidence of meeting the unit learning outcomes, in ways that are appropriate to their own specialist interests. Tutors might consider identifying appropriate opportunities for covering this unit at different stages in the Level 3 Diploma, integrating it at times with activities from other units, rather than teaching it discretely.

### Teaching the unit

This unit represents ninety guided learning hours and, checking against the assessment grid, tutors should strike an appropriate balance between investigative developmental work related to capture and the planning and production of a finished product. The level of challenge of each student's work for this unit should reflect the ninety guided learning hours.

The unit requires students to work with more than one medium, from which they may, if they wish, select a specific medium for learning outcomes 3, 4 and 5. However, learners should be encouraged to be as adventurous as possible throughout this unit in combining media and disciplines to achieve their aims.

In order to meet learning outcome 1, students will be expected to research contemporary and historical practice. These studies should then inform and inspire their own experimentation and practice. There are opportunities here for tutors to invite guest speakers from a relevant field to discuss and demonstrate how they

work. Students would also benefit from visits to studios, workshops, museums and galleries.

Learning outcomes 2, 3 and 4 require first the planning, then exploration and experimentation with different processes, and then the completion of a capture product as defined in the introduction to this unit.

To meet learning outcome 5, tutors will need to ensure that students critically review the progress of their work for 2, 3 and 4. Students might provide such evidence in ways other than writing - this might include annotated storyboards or paper drafts, audio or video commentaries, podcasts or blogs. This will involve evaluating the processes used in capture as well as the product, so they should not leave the collection of relevant material until the end, but begin logging work done right at the start of the planning stage.

It is vital that tutors should fully integrate current health and safety working practice into the teaching of this unit.

## **Guidance on assessment of this unit**

### **Designing assessment vehicles**

To a great extent the assessment vehicle for this unit is the unit itself. By following the requirements of the unit learners should automatically produce the necessary evidence for assessment.

A recommended procedure, therefore, would be to construct a skeleton assignment which begins with requiring learners to decide which form of capture they intend to employ, then sets out a procedure which will ensure that they produce all the appropriate evidence to cover the assessment requirements of the unit.

The work for Assessment Focus 1 should be related to the form of capture the learner intends to employ, and to ensure that it is done in such a way as to form a solid basis for the later work, centres should require that learners produce a written report or oral presentation as evidence for that focus.

Centres must ensure that any project that learners set up or become involved in enables them to create the necessary evidence and to achieve the full range of marks.

### **Evidence for assessment**

Centres must ensure that learners produce evidence as follows:

- Focus 1:       the presentation of the results of the investigation in an appropriate form  
                  notes, research logs,
- Focus 2:       notes on ideas, rough work (drafts, sketches, ideas boards etc)  
                  notes on research  
                  a production plan
- Focus 3:       all experimentation work  
                  unit log or journal  
                  teacher observation records

Focus 4:       the final product  
                  unit log or journal  
                  teacher observation records

Focus 5:       unit log or journal  
                  teacher observation records

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

All physical evidence must be kept in an organised process portfolio for this unit.

Copies of teacher observation records should be given to learners to put in their process portfolios.

Each process portfolio must contain an Authentication Sheet signed by the learner and the person(s) responsible for the assessment, declaring that all work submitted for assessment is the learner's own work, carried out under appropriate supervision.

### **Using the Assessment Grid**

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

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

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

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

Grading is completely separate for each assessment focus - that is, a learner can get band 3 on one assessment focus, band 1 on another etc. All band marks are then added together for the unit total. It may be possible, depending on weighting of each assessment focus, for a learner to pass a unit even if 0 has been given for one assessment focus in the unit.

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

### **Assessment at Level 3**

At Level 3 learners will be expected to:

- apply knowledge and skills in a range of complex activities,
- demonstrate comprehension of relevant theories
- select from a considerable choice of procedures, employing a range of responses to well defined but often unfamiliar or unpredictable problems

- operate in a variety of familiar and unfamiliar contexts using a range of technical or learning skills
- access and evaluate information independently, analysing information and making reasoned judgements
- engage in self directed activity with guidance, demonstrating considerable autonomy, responsibility and commitment
- achieve outcomes within time constraints.

Any comparative terms used within the unit assessment grid should be contextualised within the limits implied by this level description. Thus, a term such as 'restricted range of techniques' must be understood in the context of a generally broader expectation of skills development at Level 3 as compared to Level 2.

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

### **Level 3, Band 1**

- In research learners will show flexibility and some initiative, being able to use a range of different sources. Learners will gather, select and consider relevant information from their sources and will begin to collate this information, albeit not very systematically.
- Learners will have a restricted understanding of relevant ideas, some of which may be theoretical in nature.
- Learners' knowledge of contexts, processes and relevant creative and media industries will be detailed but not substantial and will cover a limited area.
- Learners will be able to generate and develop to some degree a number of relevant and viable ideas for a project. They will be able to assess these ideas with some reference to the strengths and weaknesses of each.
- Learners will be able to follow both routine and less familiar procedures in the planning or production of work in a number of contexts for the most part with consistency and with some precision, and will produce records with a good level of detail documenting their work.
- A range of specialist technology, materials and techniques will be applied with a specific sense of purpose and some confidence to complex tasks, showing some proficiency in execution and moderate success in achieving intentions.
- When reviewing and reflecting upon their own work learners will be able to describe in detail relevant aspects of the work considered and provide an account of the way they dealt with a given situation with reference to strengths and weaknesses.

### **Level 3, Band 2**

- In research learners will show initiative, being able to use a good range of different sources. Learners will gather, select and begin to evaluate relevant information from their sources and will collate it with some care.
- Learners will have a good understanding of relevant ideas, some of which may be theoretical in nature.

- Learners' knowledge of contexts, processes and relevant creative and media industries will be detailed and substantial, but not extensive.
- Learners will be able to generate and develop with some imagination a number of viable ideas for a project, and they will be able to assess them with detailed reference to the strengths and weaknesses of each.
- Learners will be able to follow both routine and less familiar procedures in the planning or production of work in a number of contexts with a high level of consistency and precision and will produce detailed records documenting their work.
- A broad range of specialist technology, materials and techniques will be applied with a clear sense of purpose, confidence and imagination to a range of complex tasks, showing proficiency in execution and considerable success in achieving intentions.
- When reviewing and reflecting upon their own work learners will be able to describe in considerable detail relevant aspects of the work considered and provide an account of the way they dealt with a given situation by evaluating strengths and weaknesses.

### **Level 3, Band 3**

- In research learners will show initiative and persistence, being able to use the full range of resources available to them. Learners will gather, select and evaluate relevant information and will collate it systematically.
- Learners will have a substantial understanding of relevant ideas, some of which may be theoretical in nature.
- Learners' knowledge of contexts, processes and relevant creative and media industries will be detailed, substantial and extensive.
- Learners will be able to generate, develop and refine a number of imaginative and viable ideas for a project, thoroughly assessing them with full reference to the strengths and weaknesses of each.
- Learners will be able to follow both routine and less familiar procedures in the planning or production of work in a number of contexts with a very high level of consistency and precision and will produce thorough records documenting their work.
- As full a range of specialist technology, materials and techniques as could be expected of a Level 3 learner will be applied with a precisely focused sense of purpose, confidence and considerable imagination to a wide range of complex tasks. Learners will show high levels of proficiency in execution and success in achieving intentions.
- When reviewing and reflecting upon their own work learners will be able to describe in considerable detail relevant aspects of the work considered and provide an account of the way they dealt with a given situation by evaluating strengths and weaknesses.

## Support and accountability

The degree of support given to individual learners and the extent of accountability they demonstrate is not simply a matter of level. Level 3 learners are likely to venture into unfamiliar territory - and indeed should be encouraged to do so. On such occasions they may need support. However, they should also show increasing responsibility for their own learning. The National Qualification Framework level description therefore expects them to 'engage in self directed activity with guidance, demonstrating considerable autonomy, responsibility and commitment.'

Learners following a Specialised Diploma in Creative and Media at Level 3 will develop the ability to act effectively with increasing autonomy. When determining their mark for certain criteria, the degree to which they require support, demonstrate accountability for their work and work within time constraints should be assessed within the general expectation that learners will still, under certain circumstances, need support at this level.

For further guidance about setting and running internal assessment, please see the *Edexcel Guidance on Control of Internally Assessed Diploma Units*.

## Personal, learning and thinking skills

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

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

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

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

Outcome	Skill	
1.2	Independent enquirers	4 analyse and evaluate information, judging its relevance and value
	Creative thinkers	2 ask questions to extend their thinking 5 try out alternatives or new solutions and follow ideas through 6 adapt ideas as circumstances change
1.3	Creative thinkers	4 question their own and others' assumptions 6 adapt ideas as circumstances change
1.4	Creative thinkers	2 ask questions to extend their thinking 5 try out alternatives or new solutions and follow ideas through
	Self-managers	1 seek out challenges or new responsibilities and show flexibility when priorities change 6 respond positively to change, seeking advice and support when needed
1.5	Reflective learners	4 invite feedback and deal positively with praise, setbacks and criticism 5 evaluate experiences and learning to inform future progress

## Functional skills

This unit provides opportunities for the development of functional skills at Level 2 as follows:

ICT - use ICT systems	
Activity	Skill
Researching the history of a particular type of record	Select, interact with and use ICT systems independently for a complex task to meet a variety of needs
	Evaluate the effectiveness of the ICT system they have used
Organising information gathered from research into files and folders	Manage information storage to enable efficient retrieval
ICT - Find and select information	
Activity	Skill
Using research information to prepare a powerpoint presentation on chosen type of record	Select and use a variety of sources of information independently for a complex task
	Access, search for, select and use ICT-based information and evaluate its fitness for purpose
ICT - Develop, present and communicate information	
Using research information to prepare a powerpoint presentation on chosen type of record	Individuals can enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>
	Bring together information to suit content and purpose
	Present information in ways that are fit for purpose and audience
Monitoring and reviewing presentation work	Evaluate the selection and use of ICT tools and facilities used to present information

<b>Maths</b>	
<b>Activity</b>	<b>Skill</b>
Planning, identifying and calculating limitations on costs, materials and time using effective processes	Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations
	Identify the situation or problem and the mathematical methods needed to tackle it
	Select and apply a range of skills to find solutions
	Use appropriate checking procedures and evaluate their effectiveness at each stage
Report on limitations on costs, materials and time justifying their choices	Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations
	Draw conclusions and provide mathematical justifications
<b>English</b>	
<b>Activity</b>	<b>Skill</b>
Contributing in group planning meetings when organising the creation of a record	Speaking and listening - make a range of contributions to discussions and make effective presentations in a wide range of contexts
Writing a final report for monitoring purposes	Writing - write documents communicating information, ideas and opinions effectively and persuasively

### **Work experience**

Examples of work experience placements appropriate to this unit would be: an artists' supply shop, a graphic design studio, a media facility studio, a high street photographers, a local radio or TV station.

### **Specialist Resources**

Resources required by students for the completion of this unit will be dependent on the disciplines within which they are working. Please see the general statement on resources in the Introduction to the Level 3 Specialised Diploma in Creative and Media.

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## Unit 2: Show

### Principal Learning unit

Level 3

Guided learning hours: 90

**Internally assessed**

[Assessment of this unit will be approximately 80% coincident  
with the learner's coverage of the content]

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#### About this unit

So you've got some brilliant paintings, photographs or sculptures; your computer generated animation work is groundbreaking; you and some friends have formed a terrific band, or you've put together the first breakdance performance of *Swan Lake*. How do you tell other people about it - how do you *show* your work to the world?

In this unit you will

- explore the purposes of exhibiting or staging creative work and the possibilities it brings
- develop your skills in planning and preparing for the showing of your work, including marketing and publicity procedures
- present your show and evaluate its effectiveness through audience responses.

The term 'show' can be taken to mean a variety of things. At its most obvious it means putting on a performance of drama, dance or music, or presenting art or craft work in a showcase, display or exhibition. It could also mean a screening, a broadcast or playback event for audio-visual or audio work, or uploading interactive material onto the web. You are free to explore the possibilities and to be as inventive as you can.

The work you show must be created especially for this unit. You should be aware that the focus of assessment of the unit is on the process of showing that work rather than the work itself, though there are some marks available for that work.

In this unit you must bring together two or more of the disciplines as defined on page xx.

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## **Learning outcomes**

**On completion of this unit a learner should:**

- 1 Understand the principles of showing creative and media work
- 2 Be able to contribute to work intended for a particular show
- 3 Understand how to market and publicise a show
- 4 Know how to set up and run a show
- 5 Know how to gather and evaluate audience responses to the show

## What you need to cover

- 2.1 Understand the principles of showing creative and media work**

Shows are all about presenting and promoting work - in this case, your own work. Think about what this can mean, and why it is done. Is it done to show off work, or is it done to show off people? Is an art exhibition more about the paintings than the artist, and a play more about the actors than the play? Is street-mime exhibition or performance? Is an art work which includes real people performance or exhibition? You should explore the boundaries between these different types of creative activity and the ways in which they are displayed to an audience.

You will need to look at examples of the type of show which you yourself will be putting on. You need to think about locations, materials and technology and explore the ways they have been or are being used to show work.

You should talk to people who arrange exhibitions or stage events and find out what they are trying to achieve and how they achieve their aims. Try to establish:

- the purpose of their activities and details of their working practices
- the factors that influence their practice such as audience expectations, the form and content of work being shown, legal restraints and financial considerations.

You should look outside your own locality and try to find out what you can about how they do this sort of thing elsewhere - even in other countries.

Your investigations should also include research into the ways in which the staging and exhibiting of work has changed over time. You should consider:

- why particular practices and techniques were used and the reasons for their development.
- how historical practices can influence contemporary work.

**2.2 Be able to contribute to work intended for a particular show**

You must produce or help to produce work which is specially designed to be staged or exhibited. This could take the form of a short film, a piece of drama, music or dance, a portfolio of photographs, items of clothing or ceramic artefacts.

In the process of creating work you should consider at all stages the manner in which this work is to be shown.

You should:

- research your ideas thoroughly, considering the logistics and practicalities surrounding your plans
- select appropriate resources considering the possible uses of technology and media
- follow appropriate procedures and processes in the creation of your work
- consider relevant industrial working practices, solving problems as they arise.

Throughout the working process you should be reflecting upon these matters in relation to what you are producing and actively using your reflections to inform, shape or modify your work as might be appropriate.

- 2.3 Understand how to market and publicise a show** You need to think about marketing and publicising your show. You need to consider how you can best reach your target audience, taking into account relevant professional codes of practice and then plan and implement a campaign. For example you may:
- design promotional materials such as advertisements and flyers and place them in appropriate contexts
  - produce and send out press releases
  - set up a website
  - organise a viral campaign
  - offer inducements (such as reduced charges at certain times).
- 2.4 Know how to set up and run a show** The process of showing your work should be part of the concept of creation. This means that alongside the production of the work to be shown, you will also need to consider an appropriate platform to present your work effectively.
- You will need to plan and prepare thoroughly for the showing of the work you have produced. This should include:
- consideration of the form and nature of the work
  - investigating appropriate locations or venues
  - considering the nature (and possibly role) of the audience
  - taking account of any constraints (for example, legal or financial)
  - doing appropriate risk assessments and managing them.
- Once you have finalised your plans you will set up your show. Depending on the way you intend to show the work you must make your final preparations, getting everything you need together and any helpers you might need.
- You must ensure that you and others work safely at all times and you must also make sure that you observe any relevant legal requirements. If you are exhibiting work such as paintings or sculpture, you must ensure that all such exhibited work is properly and safely installed.
- You will need to ensure that the show runs smoothly and that you and others work safely, complying with relevant legislation at all times.
- Once the exhibition or event is over you must take it down and leave the space clean, tidy and as it was before your exhibition or event.
- 2.5 Know how to gather and evaluate audience responses to the show** You will need to continually monitor and review your own and the group's work throughout the process of setting up your show, actively using your reflections to inform, shape or modify the work as might be appropriate. You need to think about such matters as how you are working, how external factors affect your work, how other people might respond to your work and how they are represented in it.
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You should keep a log or diary of these reflections.

At the end of the project you must assess the audience's response to your show. This could be done, for example, through a questionnaire, a survey or recorded interviews.

You should investigate the audience's opinion of the show with regard to factors such as:

- the content
- the location
- the publicity campaign.
- the general organisation of the event.

When analysing your findings you will need to consider the nature of your audience and how this impacts on their perceptions of the show.

You must then use this information to evaluate your show, commenting on the success of the strategies employed, and comparing the audience's responses to your own feelings about your own and your group's work.

## QCF unit summary

Outcome Number	Learning Outcome The learner will:	Assessment The learner can:
1	Understand the principles of showing creative and media work	research and describe methods used by practitioners to present their work to audiences [IE 2, 4] research and describe how these methods have developed over a period of time [IE 2, 4] present conclusions [IE 6]
2.2	Be able to contribute to work intended for a particular show	contribute to the development of work for a show using a range of approaches and techniques [CT 1]
2.3	Understand how to market and publicise a show	contribute to the development and running of a publicity campaign aimed at a specified target audience [CT 1; TW 1, 2] contribute to the design and production of promotional materials [CT 1; TW 1, 2] understand appropriate contexts in which to publicise the event
2.4	Know how to set up and run a show	contribute to the setting up and management of a show for a specified target audience [SM 3, 5] undertake assessments of risks and manage

		<p>them [SM 4]</p> <p>manage resources to achieve intentions [SM 2]</p> <p>manage health and safety procedures [SM 4]</p>
2.5	Know how to gather and evaluate audience responses to the show	<p>use a range of methods to collect feedback from a variety of sources [IE 2, 3; RL 4]</p> <p>describe audience responses to a show comparing this to their review of their own and the group's work [RL 1]</p>

## How you will be assessed

This unit will be assessed by your teachers.

You are likely to be asked to produce, or contribute to the production of:

- a written report or an oral presentation on the principles of showing creative and media work (learning outcome 1)
- the work which will be shown (learning outcome 2)
- a file containing planning documents for a publicity campaign and for the promotional materials, and the promotional materials (learning outcome 3)
- a show (learning outcome 4)
- a written report or an oral presentation supported by a file of documentation (learning outcome 5).

All your work must be collected together in a process portfolio. Whether you have worked on your own or in a group for this unit, you must produce an individual portfolio which shows all the stages of your work. In the case of group work, this portfolio must clearly show your own contribution to the final outcome, and all group activity must be written up or recorded in some way individually by you. You must show:

- all research
- all planning
- all production documentation
- the monitoring and review process.

Your teachers will give you further information about how you should organise and present your unit portfolio.

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## Assessment Grid

Assessment focus	Band 1	Band 2	Band 3
Understands the principles of showing creative and media work 10	Uses limited research. Provides a description of some methods used by practitioners to present their work to audiences. Notes how these methods have developed over a period of time. 1 - 4	Provides an explanation of methods used by practitioners to present their work to audiences. Explains how these methods have developed over time. Uses research based on a range of sources that shows some skill in selection. 5 - 7	Provides a detailed and well-evidenced explanation of how practitioners present their work to audiences. Provides a detailed and well-evidenced explanation of how these methods have developed over time. Uses extensive and well-focused research 8 - 10
Is able to contribute to work intended for a particular show 15	Produces work for a show, which partially fulfils intentions. Uses a limited range of approaches and techniques with some proficiency. 1 - 6	Produces, within time constraints, technically proficient work for a show with considerable success in achieving intentions. Uses a variety of approaches and techniques with a sense of purpose and some imagination. 7 - 11	Produces, within time constraints, outstanding work for a show which fulfils intentions to high standards. Confidently uses a wide range of approaches and techniques with high levels of consistency and precision. 12 - 15
Understands how to market and publicise a show 10	Makes a limited contribution to the development and running of a publicity campaign. Makes a limited contribution to the design and production of promotional materials. Proposes appropriate contexts to publicise the event. Demonstrates a limited understanding of the target audience. 1 - 4	Makes a positive and proficient contribution to the development and running of a publicity campaign. Makes a positive contribution to the design and production of promotional materials. Proposes, with a sense of purpose and some imagination, carefully chosen contexts to publicise the event. Demonstrates some understanding of the target audience. 5 - 7	Makes a substantial and innovative contribution to the development and running of a publicity campaign. Makes a substantial and innovative contribution to the design and production of promotional materials. Proposes, confidently and creatively, precisely chosen contexts to publicise the event. Demonstrates substantial understanding of the target audience. 8 - 10

continued

Assessment focus	Band 1	Band 2	Band 3
<p>Knows how to set up and run a show</p> <p>15</p>	<p>Makes a limited contribution to setting up and managing a show for a specified target audience.</p> <p>Manages appropriate resources with limited proficiency to partially achieve intentions.</p> <p>Shows limited capabilities in risk assessment/management.</p> <p>Manages health and safety procedures with limited proficiency.</p> <p>1 - 6</p>	<p>Makes a positive contribution to setting up and managing a show for a specified target audience within time constraints.</p> <p>Manages appropriate resources with proficiency, achieving intentions with a degree of success.</p> <p>Shows proficiency in risk assessment/management.</p> <p>Manages health and safety procedures with proficiency.</p> <p>7 - 11</p>	<p>Makes a substantial and innovative contribution to setting up and managing a show for a specified target audience within time constraints.</p> <p>Manages appropriate resources with high levels of proficiency, achieving intentions with a high level of success.</p> <p>Shows high levels of proficiency in risk assessment/management.</p> <p>Manages health and safety procedures with care and precision.</p> <p>12 - 15</p>
<p>Knows how to gather and evaluate audience responses to the show</p> <p>10</p>	<p>Uses a limited range of methods to collect feedback from a limited range of sources.</p> <p>Describes audience responses to a show including perceptions of strengths and weaknesses.</p> <p>Makes limited comparison to own review of personal contribution and group work.</p> <p>1 - 4</p>	<p>Uses a range of methods to collect relevant feedback from a range of sources.</p> <p>Carries out an analysis of audience responses to a show explaining their perceptions of strengths and weaknesses.</p> <p>Makes some good comparisons to own review of personal contribution and group work.</p> <p>5 - 7</p>	<p>Uses a wide range of methods to collect well-focused feedback from a wide range of sources.</p> <p>Carries out a detailed analysis of audience responses to a show giving informed and justified evaluation of strengths and weaknesses.</p> <p>Makes substantial and precise comparison to own review of personal contribution and group work.</p> <p>8 - 10</p>

## Guidance for teaching this unit

**NB:** It is a requirement of the qualification that the work for this unit is contextualised in relation to a minimum of two disciplines. Guidance on how this can be done is given below. Edexcel has published an exemplar assignment in the *Teacher Support Material for the Edexcel Specialised Diploma in Creative and Media* which shows how the unit can be covered in relation to **X and Y**. Further guidance on how to contextualise specific disciplines is given in the *Indicative Content Statement*, also available in the *Teacher Support Material for the Edexcel Specialised Diploma in Creative and Media*.

### Overview

The purpose of this unit is to encourage learners to explore and experiment with the showing of work and to think about the principles underlying the activity as well as the physical realities of showing, exhibiting or performing, whether for its own sake or as a promotional activity. It should also be noted that whilst the focus of this unit is on the process of presenting and showing work, it also incorporates the creation of work suitable for showing to others in a way that relates to the work. The showing of the work should be considered in the creation of the work itself.

In terms of covering disciplines, the unit will automatically enable learners to combine advertising with whatever discipline their work derives from. Teachers should, however, encourage learners to explore combinations across the other discipline areas as freely as possible. There are opportunities to combine dance, drama and music whilst each one of those could be brought together with audio and audio visual production in the creation of effects for a live performance, as could, of course, 2D and 3D visual arts for the provision of sets and props.

### Teaching the unit

In working towards achievement of learning outcome 1 learners will need to explore methods of presenting creative and media work to an audience. They should, to begin with, develop some understanding of how this is done across a range of disciplines, regardless of their individual specialisms. This will give them a broad base of knowledge upon which to develop their own ideas, and encourage them to think across the traditional discipline-based ways of showing work.

They will need to explore the methods used and the reasons for showing work to others. This can be done through individual research, group discussions and first-hand experience such as viewing live or recorded theatre, dance and music performances, visiting galleries and exhibitions or experiencing various forms of broadcast media.

For learning outcome 2, learners will need to investigate and apply appropriate processes in the planning and preparation of work for their show. Teachers may find the provision of documentation relating to procedures common to particular specialisms will assist learners in this process. Once the show has been defined, learners should work on an appropriate contribution to it, in order to meet this learning outcome.

When approaching learning outcome 3, teachers may find the discussion and analysis of existing products a useful exercise in raising learner awareness of publicity techniques. The application of this understanding will be crucial to successfully meeting this outcome. Learners will need to formulate and carry out a publicity

campaign on a scale suitable to their activity and they may require some guidance in doing this.

It should be noted that learning outcome 4 is concerned with the process of staging or running the show, not with the quality of the show itself. Attention could profitably be paid here to project management skills and the development of standard procedures for dealing with an event that will be repeated on a number of consecutive occasions. Attention should also be paid to health and safety procedures.

To achieve learning outcome 5 learners will need to provide evidence of audiences responses to their show. Effective qualitative and quantitative results from audience feedback will be essential in addressing this outcome.

## **Guidance on assessment of this unit**

### **Designing assessment vehicles**

To a great extent the assessment vehicle for this unit is the unit itself. By following the requirements of the unit learners should automatically produce the necessary evidence for assessment. The teachers' responsibility is to ensure that any projects that learners set up or become involved in enables them to create the necessary evidence and to achieve the full range of marks.

### **Evidence for assessment**

Centres must ensure that learners produce evidence as follows:

- Focus 1: research material and presentation of outcomes for investigation of methods used by practitioners to present their work to audiences.
- Focus 2: all pre-production, production and post-production documentation, all trials and experiments, and the work to be shown (and a record of it where appropriate)
- Focus 3: all planning documentation for publicity campaign and for production of materials  
finished promotional materials  
minutes of planning meetings
- Focus 4: risk assessments / contingency plans  
teacher observation records for the running of the show
- Focus 5: research material and presentation of outcomes for evaluation of the show.

The learner's log or journal will contribute to the assessment of all five learning outcomes, as will tutor observation records.

All physical evidence must be kept in an organised process portfolio for this unit.

Arrangements must be made to record any performance work in some suitable form and all learners who contributed to such work should have a copy of the recording in their portfolios.

Copies of teacher observation records should be given to learners to put in their process portfolios.

Each process portfolio must contain an authentication sheet signed by the learner and the person(s) responsible for the assessment, declaring that all work submitted for assessment is the learner's own work, carried out under appropriate supervision.

### **Using the Assessment Grid**

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

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

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

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

Grading is completely separate for each assessment focus - that is, a learner can get band 3 on one assessment focus, band 1 on another etc. All band marks are then added together for the unit total. It may be possible, depending on weighting of each assessment focus, for a learner to pass a unit even if 0 has been given for one assessment focus in the unit.

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

### **Assessment at Level 3**

At Level 3 learners will be expected to:

- apply knowledge and skills in a range of complex activities,
- demonstrate comprehension of relevant theories
- select from a considerable choice of procedures, employing a range of responses to well defined but often unfamiliar or unpredictable problems
- operate in a variety of familiar and unfamiliar contexts using a range of technical or learning skills
- access and evaluate information independently, analysing information and making reasoned judgements
- engage in self directed activity with guidance, demonstrating considerable autonomy, responsibility and commitment
- achieve outcomes within time constraints.

Any comparative terms used within the unit assessment grid should be contextualised within the limits implied by this level description. Thus, a term such as 'restricted range of techniques' must be understood in the context of a generally broader expectation of skills development at Level 3 as compared to Level 2.

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

### **Level 3, Band 1**

- In research learners will show flexibility and some initiative, being able to use a range of different sources. Learners will gather, select and consider relevant information from their sources and will begin to collate this information, albeit not very systematically.
- Learners' knowledge of relevant contexts, background and history will be detailed but not substantial and will cover a limited area.
- Learners will have a restricted understanding of relevant ideas, some of which may be theoretical in nature.
- Learners will be able to generate and develop to some degree a number of relevant and viable ideas for a project. They will be able to assess these ideas with some reference to the strengths and weaknesses of each.
- Learners will be able to follow both routine and less familiar procedures in the planning or production of work in a number of contexts for the most part with consistency and with some precision, and will produce records with a good level of detail documenting their work.
- A range of specialist technology, materials and techniques will be applied with a specific sense of purpose and some confidence to complex tasks, showing some proficiency in execution and moderate success in achieving intentions.
- When reviewing and reflecting upon their own work learners will be able to describe in detail relevant aspects of the work considered and provide an account of the way they dealt with a given situation with reference to strengths and weaknesses.

### **Level 3, Band 2**

- In research learners will show initiative, being able to use a good range of different sources. Learners will gather, select and begin to evaluate relevant information from their sources and will collate it with some care.
- Learners' knowledge of relevant contexts, background and history will be detailed and substantial, but not extensive.
- Learners will have a good understanding of relevant ideas, some of which may be theoretical in nature.
- Learners will be able to generate and develop with some imagination a number of viable ideas for a project, and they will be able to assess them with detailed reference to the strengths and weaknesses of each.
- Learners will be able to follow both routine and less familiar procedures in the planning or production of work in a number of contexts with a high level of consistency and precision and will produce detailed records documenting their work.
- A broad range of specialist technology, materials and techniques will be applied with a clear sense of purpose, confidence and imagination to a range of complex tasks, showing proficiency in execution and considerable success in achieving

intentions.

- When reviewing and reflecting upon their own work learners will be able to describe in considerable detail relevant aspects of the work considered and provide an account of the way they dealt with a given situation by evaluating strengths and weaknesses.

### **Level 3, Band 3**

- In research learners will show initiative and persistence, being able to use the full range of resources available to them. Learners will gather, select and evaluate relevant information and will collate it systematically.
- Learners' knowledge of relevant contexts, background and history will be detailed, substantial and extensive.
- Learners will have a substantial understanding of relevant ideas, some of which may be theoretical in nature.
- Learners will be able to generate, develop and refine a number of imaginative and viable ideas for a project, thoroughly assessing them with full reference to the strengths and weaknesses of each.
- Learners will be able to follow both routine and less familiar procedures in the planning or production of work in a number of contexts with a very high level of consistency and precision and will produce thorough records documenting their work.
- As full a range of specialist technology, materials and techniques as could be expected of a Level 3 learner will be applied with a precisely focused sense of purpose, confidence and considerable imagination to a wide range of complex tasks. Learners will show high levels of proficiency in execution and success in achieving intentions.
- When reviewing and reflecting upon their own work learners will be able to describe in considerable detail relevant aspects of the work considered and provide an account of the way they dealt with a given situation by evaluating strengths and weaknesses.

### **Support and accountability**

The degree of support given to individual learners and the extent of accountability they demonstrate is not simply a matter of level. Level 3 learners are likely to venture into unfamiliar territory - and indeed should be encouraged to do so. On such occasions they may need support. However, they should also show increasing responsibility for their own learning. The National Qualification Framework level description therefore expects them to 'engage in self directed activity with guidance, demonstrating considerable autonomy, responsibility and commitment.'

Learners following a Specialised Diploma in Creative and Media at Level 3 will develop the ability to act effectively with increasing autonomy. When determining their mark for certain criteria, the degree to which they require support, demonstrate accountability for their work and work within time constraints should be assessed within the general expectation that learners will still, under certain circumstances, need support at this level.

For further guidance about setting and running internal assessment, please see the

### **Personal, learning and thinking skills**

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

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

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

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

<b>Outcome</b>	<b>Skill</b>	
2.1	Independent enquirers	5 consider the influence of circumstances, beliefs and feelings on decisions and events
2.3	Creative thinkers	4 question their own and others' assumptions
2.4	Self-managers	1 seek out challenges or new responsibilities and show flexibility when priorities change 6 respond positively to change, seeking advice and support when needed
2.5	Independent enquirers	1 identify questions to answer and problems to resolve
	Reflective learners	3 review progress, acting on the outcomes 6 communicate their learning in relevant ways for different audiences

### **Functional skills**

This unit provides opportunities for the development of functional skills at Level 2 as follows:

<b>ICT - use ICT systems</b>	
<b>Activity</b>	<b>Skill</b>
Researching the history of a form of performance	Select, interact with and use ICT systems independently for a complex task to meet a variety of needs
	Evaluate the effectiveness of the ICT system they have used
Organising and filing information found	Manage information storage to enable efficient retrieval
	Follow and understand the need for safety and security practices
Recovering lost or inadvertently deleted files	Troubleshoot
<b>ICT - Find and select information</b>	
<b>Activity</b>	<b>Skill</b>
Researching the history of a form of performance	Select and use a variety of sources of information independently for a complex task
	Access, search for, select and use ICT-based information and evaluate its fitness for purpose
<b>ICT - Develop, present and communicate information</b>	
Presenting results of research in the form of an illustrated Power Point presentation	Individuals can enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>
	Bring together information to suit content and purpose
	Present information in ways that are fit for purpose and audience
	Evaluate the selection and use of ICT tools and facilities used to present information
Communicating with other members of a group engaged in the same research activity	Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists

<b>Maths</b>	
<b>Activity</b>	<b>Skill</b>
Working out a budget for a performance based on projected income from ticket sales	Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations
	Identify the situation or problem and the mathematical methods needed to tackle it
	Select and apply a range of skills to find solutions
	Use appropriate checking procedures and evaluate their effectiveness at each stage
	Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations
	Draw conclusions and provide mathematical justifications
<b>English</b>	
<b>Activity</b>	<b>Skill</b>
Rehearsing for a performance	Speaking and listening - make a range of contributions to discussions and make effective presentations in a wide range of contexts
Researching a form of performance and presenting results in a written report	Reading - compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions
	Writing - write documents communicating information, ideas and opinions effectively and persuasively

### **Work experience**

Examples of work experience placements appropriate to this unit would be: a theatre, an arts centre, an art gallery, a shop or department store, an exhibition company, an events lighting company.

### **Specialist Resources**

Resources required by students for the completion of this unit will be dependent on the disciplines within which they are working. Please see the general statement on resources in the Introduction to the Level 3 Specialised Diploma in Creative and Media.

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## Unit 3: Interaction

### Principal Learning unit

Level 3

Guided learning hours: 90

**Internally assessed**

[Assessment of this unit will be approximately 90% coincident  
with the learner's coverage of the content]

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### About this Unit

You may know that artists, designers, performers and producers often work with local authorities, communities and groups to support projects, initiatives and campaigns.

This unit will give you the opportunity to develop work in a social context. Your work might reflect specific community or minority group actions and concerns. You could work with a community to create a music, drama or dance performance, help with a celebration of an anniversary, produce an exhibition or document particular aspects of social change.

The main requirement is that you interact with other people - and not just your mates - to produce your work, and the extent and quality of that interaction is the key to success for this unit.

Examples could include street theatre, printed banners for a party, taking photographs or making a programme in an audio or audio-visual medium about a changing community, writing songs or performing and arranging a show to mark an occasion, creating an exhibition about a particular idea, place or time

In this unit you must bring together two or more of the disciplines as defined on page xx.

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### Learning outcomes

On completion of this unit a learner should:

1. Be able to identify opportunities for interaction work
2. Be able to work in partnership to develop an idea with a common purpose
3. Be able to work within the constraints that influence interactive work
4. Be able to produce material that fulfils the intentions of all partners
5. Understand how own work relates to its historical and contemporary contexts.

## What you need to cover

- 3.1 Be able to identify opportunities for interaction work**
- Wherever you live, in any type of community, there are opportunities for interaction. You need to:
- explore the cultural diversity in your area (this should include groups and individuals)
  - research possible partners such as charities, healthcare agencies, youth work bodies, event organisers etc
  - generate, research and explore initial ideas for projects.
- You then need to determine upon one of these potential partners, arrange to meet with them and agree to work together.
- This stage will need considerable help from your teachers, who may well facilitate the agreement. However, you will meet your partner at an early stage and engage in initial discussions with them about what you would like to do, and what they are willing and able to do with you. This will move you into stage 2.
- 3.2 Be able to work in partnership to develop an idea with a common purpose**
- To develop a final idea with a partnership for a given project you will need to:
- understand how communities and individuals have different needs and be sensitive to those needs
  - communicate your ideas, talents and skills to partners and be part of a free exchange of ideas
  - develop a clear direction for the agreed project
  - attend meetings and keep records of them
  - ensure your working partners share in the development of the project with you.
- 3.3 Be able to work within the constraints that influence interactive work**
- You must work within project constraints. This means you must:
- show how the resources available will influence your ideas
  - recognise financial, time or resources constraints
  - modify your ideas in response to changing needs
  - take health and safety and any other legal or practical constraints into consideration.

**3.4 Be able to produce material that fulfils the intentions of all partners**

The final work must be produced to a standard suitable for the target audience, and on time.

You should experiment with materials and processes before you decide on a final direction. You must keep notes and other evidence that will demonstrate this.

You will need to monitor your work and working processes regularly with your teachers and working partners to ensure you are working toward the agreed goal, and must actively use these discussions to inform, shape or modify your work as might be appropriate. You must keep records of this process.

**3.5 Understand how own work relates to its historical and contemporary contexts.**

Your work will be part of a continuum of similar work. You need to be able to show how what you have done relates to other social and community-based activity, both past and present, in the area where you are working. Depending on where you live and the kind of work you have done, you can focus on the wider community or a smaller section of it.

Whilst developing your ideas and working on them you will come across similar projects that have taken place recently. You need to take careful note of these, and do all you can to find out:

- who was involved
- what the aims of the project were
- how successful it was.

You will also need to use archive and library materials to research and explore earlier examples of interaction work in your chosen community.

You must present the results of this research in an appropriate format to be agreed with your tutors. This could be, for example, a written report, a class presentation, or a blog.

## QCF unit summary

Outcome Number	Learning Outcome The learner will:	Assessment The learner can:
3.1	be able to identify opportunities for interaction work	<ul style="list-style-type: none"> <li>research local cultural diversity [IE 3]</li> <li>research relevant agencies as possible partners for interaction work [IE 2, 4]</li> <li>generate and explore initial ideas for interaction work [CT 1]</li> </ul>
3.2	be able to work in partnership to develop an idea with a common purpose	<ul style="list-style-type: none"> <li>work with partners to develop an idea for creative interactive work, showing sensitivity to and understanding of the needs of groups or individuals [CT 3; TW 1, 4; EP 1]</li> <li>communicate ideas persuasively to partners [EP 2]</li> <li>develop an agreed project proposal [EP 3]</li> </ul>
3.3	be able to work within the constraints that influence interactive work	<ul style="list-style-type: none"> <li>manage the financial, legal and practical constraints which influence interactive work [SM 5]</li> </ul>
3.4	be able to produce material that fulfils the intentions of all partners	<ul style="list-style-type: none"> <li>work with others to produce material for a common partnership goal [TW 1, 2]</li> <li>use appropriate management and monitoring procedures [SM 3, 6; RL 2, 3]</li> <li>modify and adapt work when need arises [CT 6; SM 1]</li> </ul>
3.5	understand how own work relates to its historical and contemporary contexts	<ul style="list-style-type: none"> <li>research and analyse similarities and differences between own interactive work and past and current practice [IE 2, 3, 4]</li> <li>present conclusions effectively [IE 6]</li> </ul>

## How you will be assessed

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

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

In order to be assessed for the unit you must have in your process portfolio:

- your research plan and research material for investigating possible partners for interactive work, along with minutes of initial meetings with partners or prospective partners (learning outcome 1)
- minutes of all meetings with your partners (learning outcome 2)
- all pre-production documentation (learning outcome 3)
- all production documentation, all trials and experiments, and the final piece of work, or a record of it (learning outcome 4)
- your research plan and research material for investigating the historical and contemporary context of your interactive work and the presentation of your results in an appropriate format (learning outcome 5).

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

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

Your tutors will give you further advice on what work you must complete and what each section of the process portfolio should contain.

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## Assessment Grid

Assessment focus	Band 1	Band 2	Band 3
Is able to identify opportunities for interaction work.	<p>Undertakes limited, partially relevant research which:</p> <ul style="list-style-type: none"> <li>explores to a limited extent local cultural diversity</li> <li>identifies and explores to a limited extent a small number of relevant agencies for interaction work</li> <li>generates and explores to a limited extent a small number of initial ideas for interaction work.</li> </ul> <p>1 - 4</p>	<p>Undertakes research which uses a good range of sources and shows skill in selection, and which:</p> <ul style="list-style-type: none"> <li>identifies and carefully explores a range of possible partners for interaction work</li> <li>generates and explores with some imagination viable ideas for interaction work</li> <li>carefully explores local cultural diversity.</li> </ul> <p>5 - 7</p>	<p>Undertakes extensive and well-focused research which:</p> <ul style="list-style-type: none"> <li>identifies and fully explores a wide range of possible partners for interaction work</li> <li>generates and fully explores innovative ideas for interaction work</li> <li>fully explores local cultural diversity.</li> </ul> <p>8 - 10</p>
Is able to work in partnership to develop an idea with a common purpose	<p>Works with partners showing some sensitivity to and understanding of the needs of groups or individuals, to develop a straightforward idea for creative interactive work.</p> <p>Communicates ideas to partners to a limited extent.</p> <p>Develops an outline proposal for the agreed project.</p> <p>1 - 6</p>	<p>Works closely with partners showing sensitivity to and understanding of the needs of groups or individuals, to develop with some success an imaginative idea for creative interactive work.</p> <p>Communicates ideas sufficiently to partners to allow progress.</p> <p>Develops a proposal with some detail for the agreed project.</p> <p>7 - 11</p>	<p>Develops very effective partnerships, showing great sensitivity to and understanding of the needs of groups and individuals, to develop an innovative idea for creative interactive work</p> <p>Communicates ideas to partners with clarity enabling good progress to be made.</p> <p>Develops a thorough proposal with a clear direction for the agreed project.</p> <p>12 - 15</p>
Is able to work within the constraints that influence interactive work	<p>Shows a limited capacity to work within the financial, legal and practical constraints which influence interactive work.</p> <p>1 - 4</p>	<p>Works for the most part within the financial, legal and practical constraints which influence interactive work.</p> <p>5 - 7</p>	<p>Efficiently manages the financial, legal and practical constraints which influence interactive work.</p> <p>8 - 10</p>

continued

Assessment focus	Band 1	Band 2	Band 3
<p>Is able to produce material that fulfils the intentions of all partners</p> <p>15</p>	<p>Produces material for a common partnership goal which partially fulfils intentions.</p> <p>Uses appropriate approaches, including monitoring procedures, with some proficiency.</p> <p>Shows limited ability to modify work when need arises.</p> <p>1 - 6</p>	<p>Produces proficient and imaginative material for a common partnership goal within time constraints.</p> <p>Uses appropriate approaches, including monitoring procedures, with some success and some sense of purpose to achieve intentions with considerable success.</p> <p>Shows willingness to modify work when need arises.</p> <p>7 - 11</p>	<p>Produces accomplished and innovative material for a common partnership goal within time constraints.</p> <p>Confidently uses appropriate approaches, including monitoring procedures, to fulfil intentions to high standards with high levels of consistency and a precise sense of purpose.</p> <p>Makes effective modifications to work when need arises.</p> <p>12 - 15</p>
<p>Understand how own work relates to its historical and contemporary contexts.</p> <p>10</p>	<p>Produces limited, partially relevant research material.</p> <p>Identifies similarities and differences between own interactive work and past and current practice.</p> <p>1 - 4</p>	<p>Produces relevant research material derived from a good range of sources, showing some skill in selection.</p> <p>Explains similarities and differences between own interactive work and past and current practice.</p> <p>5 - 7</p>	<p>Produces extensive and well-focused research material derived from a full range of sources.</p> <p>Analyses in detail similarities and differences between own interactive work and past and current practice, using sound evidence to support conclusions.</p> <p>8 - 10</p>

## Guidance for teaching this unit

**NB:** It is a requirement of the qualification that the work for this unit is contextualised in relation to a minimum of two disciplines. Guidance on how this can be done is given below. Edexcel has published an exemplar assignment in the *Teacher Support Material for the Edexcel Specialised Diploma in Creative and Media* which shows how the unit can be covered in relation to **X and Y**. Further guidance on how to contextualise specific disciplines is given in the *Indicative Content Statement*, also available in the *Teacher Support Material for the Edexcel Specialised Diploma in Creative and Media*.

### Overview

This unit requires students to develop work in partnership with and for other communities and individuals. A significant number of examples of community-based work exist in all creative and media sectors. In the visual arts they include murals, exhibitions of local landscape paintings, sculpture parks, graphic design for posters, brochures and websites for community groups and organisations. These may be installation work or site-specific art. Examples in design include planning and running fashion shows, re-designing specific spaces and places for play, organising performance and social activity, creating tactile and sensory stimulus environments.

Performance art includes issue-based, political, social and historical drama, dance, puppetry, mime and physical theatre. Media examples include photographs, programmes or feature packages for radio, videos documenting local issues and events, community newspapers, blogs, websites or 'wikis'.

Health and safety must be paramount throughout the unit and other legal constraints must be borne in mind at all times, such as public liability, indemnity and insurance.

### Teaching the unit

The teacher's role in this unit is very much that of a facilitator. It may be necessary for centres to do some of the initial groundwork with potential partners for the learners to work with and to set up the parameters of the project, but after that, learners should be very much encouraged to stand on their own feet. They should still, for instance, research the potential partners for themselves to find out what kinds of work are possible with each one. They can also, of course, be encouraged to look beyond what the centre might have already initiated, though here centres will have to be mindful of their responsibilities to learners.

It is also worth noting that there is little skills development to do in this unit, as learners should be using skills they have developed already. However, teachers should be ready to respond to group or individual needs to develop skills where learners wish to extend themselves, or move into unfamiliar territory.

For learning outcome 1, teachers could encourage learners to explore and consider issue-based activities; this is likely to encourage and highlight contact with the local community. This may best be done in partnership with other agencies, such as Child Line, Children In Need or Age Concern. Other educational establishments and centres might also be considered.

Teachers should introduce as many examples as possible of work produced in a social and community context. For example, videos and plays based on contemporary social issues, such as homelessness, drug and alcohol abuse and under age pregnancy may arise from close partnerships between artists and communities. Documentary photography, touring educational theatre and workshops are also good examples.

It is expected that when learners are working on learning outcome 2, teachers may broker initial meetings with partners, but it is equally important that learners feel confident to

initiate their own contacts. Examples might include local authority public art programmes, street festivals, community celebrations, tributes to local personalities and characters or special events, such as kite festivals and New Year celebrations.

Local contemporary arts centres and multi-purpose arts venues are places where working professionals often interact with the community in the commissioning and development of interaction work. These may provide help and guidance in the early stages of project development.

Teachers may invite outside professionals who have been involved with local and regional arts bodies who can talk through case studies and suggest possible ideas for projects. Learners should be encouraged to undertake research and development of their own ideas, arising from personal experience and local knowledge, clearly identifying common constraints and those which are relevant to their own project in order to satisfy learning outcome 3.

While planning and producing work for learning outcome 4, teachers must guide learners in the keeping of minutes or other records of meetings, planning activities and preparation of budgets. This should begin as soon as planning commences so learners will have material to refer to when working on learning outcome 5 to relate that work to wider contexts.

## **Guidance on assessment of this unit**

### **Designing assessment vehicles**

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

### **Evidence for assessment**

Centres must ensure that learners produce evidence as follows:

- Focus 1: research plan and research material for investigating possible partners for interactive work, along with minutes of initial meetings with partners or prospective partners.
- Focus 2: minutes of all meetings with partners.
- Focus 3: all pre-production documentation.
- Focus 4: all production documentation, all trials and experiments, and the final piece of work, or a record of it.
- Focus 5: research plan and research material for investigating the historical and contemporary context of the interactive work and the presentation of results in an appropriate format.

The learner's log or journal will contribute to the assessment of all five learning outcomes, as will tutor observation records.

All physical evidence must be kept in an organised process portfolio for this unit.

Arrangements must be made to record any performance work in some suitable form and all learners who contributed to such work should have a copy of the recording in their portfolios.

Copies of teacher observation records should be given to learners to put in their process portfolios.

Each process portfolio must contain an authentication sheet signed by the learner and the person(s) responsible for the assessment, declaring that all work submitted for assessment is the learner's own work, carried out under appropriate supervision.

### Using the Assessment Grid

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

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

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

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

Grading is completely separate for each assessment focus - that is, a learner can get band 3 on one assessment focus, band 1 on another etc. All band marks are then added together for the unit total. It may be possible, depending on weighting of each assessment focus, for a learner to pass a unit even if 0 has been given for one assessment focus in the unit.

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

### Assessment at Level 3

At Level 3 learners will be expected to:

- apply knowledge and skills in a range of complex activities,
- demonstrate comprehension of relevant theories
- select from a considerable choice of procedures, employing a range of responses to well defined but often unfamiliar or unpredictable problems
- operate in a variety of familiar and unfamiliar contexts using a range of technical or learning skills
- access and evaluate information independently, analysing information and making reasoned judgements
- engage in self directed activity with guidance, demonstrating considerable autonomy, responsibility and commitment
- achieve outcomes within time constraints.

Any comparative terms used within the unit assessment grid should be contextualised within the limits implied by this level description. Thus, a term such as 'restricted range of techniques' must be understood in the context of a generally broader expectation of skills development at Level 3 as compared to Level 2.

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

### **Level 3, Band 1**

- In research learners will show flexibility and some initiative, being able to use a range of different sources. Learners will gather, select and consider relevant information from their sources and will begin to collate this information, albeit not very systematically.
- Learners' knowledge of relevant contexts, background and history will be detailed but not substantial and will cover a limited area.
- Learners will have a restricted understanding of relevant ideas, some of which may be theoretical in nature.
- Learners will be able to generate and develop to some degree a number of relevant and viable ideas for a project. They will be able to assess these ideas with some reference to the strengths and weaknesses of each.
- Learners will be able to follow both routine and less familiar procedures in the planning or production of work in a number of contexts for the most part with consistency and with some precision, and will produce records with a good level of detail documenting their work.
- A range of specialist technology, materials and techniques will be applied with a specific sense of purpose and some confidence to complex tasks, showing some proficiency in execution and moderate success in achieving intentions.
- When reviewing and reflecting upon their own work learners will be able to describe in detail relevant aspects of the work considered and provide an account of the way they dealt with a given situation with reference to strengths and weaknesses.

### **Level 3, Band 2**

- In research learners will show initiative, being able to use a good range of different sources. Learners will gather, select and begin to evaluate relevant information from their sources and will collate it with some care.
- Learners' knowledge of relevant contexts, background and history will be detailed and substantial, but not extensive.
- Learners will have a good understanding of relevant ideas, some of which may be theoretical in nature.
- Learners will be able to generate and develop with some imagination a number of viable ideas for a project, and they will be able to assess them with detailed reference to the strengths and weaknesses of each.
- Learners will be able to follow both routine and less familiar procedures in the planning or production of work in a number of contexts with a high level of consistency and precision and will produce detailed records documenting their work.
- A broad range of specialist technology, materials and techniques will be applied with a clear sense of purpose, confidence and imagination to a range of complex tasks, showing proficiency in execution and considerable success in achieving intentions.
- When reviewing and reflecting upon their own work learners will be able to describe in considerable detail relevant aspects of the work considered and provide an account of the way they dealt with a given situation by evaluating strengths and weaknesses.

### **Level 3, Band 3**

- In research learners will show initiative and persistence, being able to use the full range of resources available to them. Learners will gather, select and evaluate relevant information and will collate it systematically.

- Learners' knowledge of relevant contexts, background and history will be detailed, substantial and extensive.
- Learners will have a substantial understanding of relevant ideas, some of which may be theoretical in nature.
- Learners will be able to generate, develop and refine a number of imaginative and viable ideas for a project, thoroughly assessing them with full reference to the strengths and weaknesses of each.
- Learners will be able to follow both routine and less familiar procedures in the planning or production of work in a number of contexts with a very high level of consistency and precision and will produce thorough records documenting their work.
- As full a range of specialist technology, materials and techniques as could be expected of a Level 3 learner will be applied with a precisely focused sense of purpose, confidence and considerable imagination to a wide range of complex tasks. Learners will show high levels of proficiency in execution and success in achieving intentions.
- When reviewing and reflecting upon their own work learners will be able to describe in considerable detail relevant aspects of the work considered and provide an account of the way they dealt with a given situation by evaluating strengths and weaknesses.

#### **Support and accountability**

The degree of support given to individual learners and the extent of accountability they demonstrate is not simply a matter of level. Level 3 learners are likely to venture into unfamiliar territory - and indeed should be encouraged to do so. On such occasions they may need support. However, they should also show increasing responsibility for their own learning. The National Qualification Framework level description therefore expects them to 'engage in self directed activity with guidance, demonstrating considerable autonomy, responsibility and commitment.'

Learners following a Specialised Diploma in Creative and Media at Level 3 will develop the ability to act effectively with increasing autonomy. When determining their mark for certain criteria, the degree to which they require support, demonstrate accountability for their work and work within time constraints should be assessed within the general expectation that learners will still, under certain circumstances, need support at this level.

For further guidance about setting and running internal assessment, please see the *Edexcel Guidance on Control of Internally Assessed Diploma Units*.

#### **Personal, learning and thinking skills - Level 3**

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

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

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

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

Outcome	Skill	
3.1	Independent enquirers	5 consider the influence of circumstances, beliefs and feelings on decisions and events
3.2	Creative thinkers	2 ask questions to extend their thinking
	Team workers	2 reach agreements, managing discussions to achieve results 3 adapt behaviour to suit different roles and situations
	Effective participators	4 identify improvements that would benefit others as well as themselves 5 try to influence others, negotiating and balancing diverse views to reach workable solutions
3.3	Creative thinkers	5 try out alternatives or new solutions and follow ideas through 6 adapt ideas as circumstances change
3.4	Creative thinkers	5 try out alternatives or new solutions and follow ideas through
	Reflective learners	4 invite feedback and deal positively with praise, setbacks and criticism
	Team workers	3 adapt behaviour to suit different roles and situations 4 show fairness and consideration to others 5 take responsibility, showing confidence in themselves and their contribution 6 provide constructive support and feedback to others
	Self-managers	5 deal with competing pressures, including personal and work-related demands 6 respond positively to change, seeking advice and support when needed
3.5	Independent enquirers	1 identify questions to answer and problems to resolve 5 consider the influence of circumstances, beliefs and feelings on decisions and events

### Functional skills at Level 2

This unit provides opportunities for the development of functional skills at Level 2 as follows:

ICT - use ICT systems	
Activity	Skill
Constructing a website as part of	Select, interact with and use ICT systems

an interactive project	independently for a complex task to meet a variety of needs
	Evaluate the effectiveness of the ICT system they have used
Gathering content for the website	Manage information storage to enable efficient retrieval
	Follow and understand the need for safety and security practices
Recovering lost or inadvertently deleted files	Troubleshoot
<b>ICT - Find and select information</b>	
<b>Activity</b>	<b>Skill</b>
Researching the history of a form of performance	Select and use a variety of sources of information independently for a complex task
	Access, search for, select and use ICT-based information and evaluate its fitness for purpose
<b>ICT - Develop, present and communicate information</b>	
Presenting results of research in the form of an illustrated Power Point presentation	Individuals can enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>
	Bring together information to suit content and purpose
	Present information in ways that are fit for purpose and audience
	Evaluate the selection and use of ICT tools and facilities used to present information
Communicating with other members of a group engaged in the same research activity	Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists
<b>Maths</b>	
<b>Activity</b>	<b>Skill</b>
Working out a budget for a performance based on projected income from ticket sales	Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations
	Identify the situation or problem and the mathematical methods needed to tackle it
	Select and apply a range of skills to find solutions
	Use appropriate checking procedures and evaluate their effectiveness at each stage

	Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations
	Draw conclusions and provide mathematical justifications
<b>English</b>	
<b>Activity</b>	<b>Skill</b>
Rehearsing for a performance	Speaking and listening - make a range of contributions to discussions and make effective presentations in a wide range of contexts
Researching a form of performance and presenting results in a written report	Reading - compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions
	Writing - write documents communicating information, ideas and opinions effectively and persuasively

### Work experience

Examples of work experience placements appropriate to this unit would be: a theatre, an arts centre, an art gallery, a shop or department store, an exhibition company, an events lighting company.

### Specialist Resources

Resources required by students for the completion of this unit will be dependent on the disciplines within which they are working. Please see the general statement on resources in the Introduction to the Level 3 Specialised Diploma in Creative and Media.

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## Unit 4: Commission

### Principal Learning unit

Level 3

Guided learning hours: 90

**Internally assessed**

[Assessment of this unit will be approximately 90% coincident  
with the learner's coverage of the content]

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### About this Unit

Do you want to be paid to do work in the creative and media industries? A lot of this work is produced in response to a commission. For example, a graphic artist might be commissioned by a publisher to produce illustrations for a book on first aid, a musician might be commissioned by a radio station to write a number of jingles which it will use between and during programmes, or a dancer might be commissioned to choreograph and perform a dance sequence for a television drama, documentary or a music video. In the theatre sets, sound, lighting, costume and props can all be designed to a detailed commission in what is called a brief.

Commissions are a vital source of income. It is therefore important for any kind of creative or media person to have the skills needed to work to a commission. This means being able to:

- find out exactly what is required by the client (the client is the person who gives you the commission)
- come up with suitable creative ideas to achieve what is required
- produce an outcome that will satisfy the client
- estimate accurately how much it will all cost
- review your work and working practices in order to learn from each commission undertaken.

In this unit you will be given a commission and will work with the client to produce a suitable outcome.

In this unit you may focus on one of the disciplines as defined on page xx.

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## Learning outcomes

On completion of this unit a learner should:

- 1 Know how to work with a client to develop a proposal in response to a commission
- 2 Understand the importance of the target audience when considering a commission
- 3 Be able to use materials, technologies and techniques to fulfil a commission
- 4 Be able to manage the production process to fulfil a commission
- 5 Understand how completed commissions might further a career in a relevant sector

## What you need to cover

- 4.1 Know how to work with a client to develop a proposal in response to a commission**
- The first stage of working to a commission involves meeting the client and developing a good relationship. You need to be able to find out exactly what the client wants. You then need to do some research which will help you come up some creative and workable ideas to put to your client. The client will choose an idea, and you will then develop it into a final proposal.
- You will need to work to a budget. This may be given to you by the client. You will need to be able to cost your proposal accurately and within the budget you are given.
- In order to come up with ideas you will need to think creatively - that is, be able to:
- generate ideas and explore possibilities
  - ask questions to extend your thinking
  - make connections between your own and other people's ideas and experiences in inventive ways
  - try out alternatives or new solutions and follow ideas through
  - adapt ideas as circumstances change.
- 4.2 Understand the importance of the audience when considering a commission**
- Understanding the audience for your work is as important as understanding what your client wants.
- You need to be aware of the nature of the audience aimed at and the different groups that make it. You need to consider how your product is likely to be received by this intended audience - how they might react to its content.
- You also need to think about how familiar your audience is with the technologies you are using and adapt the way you are using those technologies accordingly.
- 4.3 Be able to use materials, technologies and techniques to fulfil a commission**
- You will need to understand the materials, processes and technologies - traditional and new - necessary for fulfilling a commission in the discipline in which you have chosen to work.
- You will need to demonstrate a good grasp of the skills and techniques needed to use these materials and technologies, as well as a good understanding of the discipline in which you are working.
- You must demonstrate safe working practices in the use of materials and technology at all times.

**4.4 Be able to manage the production process to fulfil a commission**

You will need to show you can manage the production process. This means:

- understanding and following relevant production management procedures (these will depend on the discipline in which you are working)
- understanding and following industry protocols where relevant (including the law relating to intellectual property rights)
- being inventive and flexible in dealing with problems
- communicating effectively with your client and those you are working with
- constantly monitoring work and working practices and actively using this process to inform, shape or modify your work as might be appropriate.
- completing all work to deadlines and within budget
- working at all times in such a way as to protect the health and safety of yourself, those you are working with and the general public.

**4.5 Understand how completed commissions might further a career in the creative and media sectors**

In the creative and media world it is often the case that your last piece of work is the most important one. You must, therefore, learn how to get the maximum benefit from each piece of work.

You need to learn how to assess your own work and weigh up what is good about it and what is not so good, actively using your reflections to inform, shape or modify your work as might be appropriate. More importantly, you need to be able to get an accurate idea of what other people think of your work, as it's what other people think that really matters when it comes to the next job.

This means you need to be able to reflect on your own work effectively, and that involves:

- keeping a log of work done
- reflecting critically on each stage of the process, and acting on the outcomes
- thinking about the reasons behind problems and successes
- setting goals with success criteria
- inviting feedback and dealing positively with praise, setbacks and criticism
- evaluating your experiences and what you have learnt in order to inform future progress.

You also need to think about how you can get potential new clients to see the work, bearing in mind that the client may well own the work you have produced.

## QCF unit summary

Outcome Number	Learning Outcome The learner will:	Assessment The learner can:
4.1	know how to work with a client to develop a proposal in response to a commission	develop a relationship with a client [TW 1, 2] grasp a brief generate and research ideas for fulfilling the brief [CT 1, 2] produce a proposal and budget
4.2	understand the importance of the target audience when considering a commission	understand the target audience when producing ideas to fulfil a commission consider the target audience's relationship to the technology/techniques to be used [CT 3]
4.3	be able to use materials, technologies and techniques to fulfil a commission	use materials, technologies and techniques in fulfilling a commission understand the discipline chosen to work in
4.4	be able to manage the production process to fulfil a commission	manage the production process [SM 2, 3] achieve creative intentions maintain communication with client [TW 1] monitor work and working practices, using this process to inform or modify work [RL 2, 3] manage health and safety procedures, and industry and legal protocols [SM 4]
4.5	understand how completed commissions might further a career in a relevant sector	use a range of methods to collect feedback from a variety of sources and review responses to the completed commission [IE 2, 3; RL 4] assess strengths and weaknesses and consider their implications for the future [RL 1, 5]

## How you will be assessed

Whether you have worked on your own or in a group for this unit, you must produce an individual process portfolio which shows all the stages of your work. In the case of group work, this portfolio must clearly show your own contribution to the final outcome, and all group activity must be written up or recorded in some way individually by you. You must show:

- all research
- all planning
- all production documentation
- the final piece of work
- the monitoring and review process.

Your teachers will give you further advice on what work you must complete and what each section of the process portfolio should contain.

[Assessment method is the process portfolio as required by the Subject Criteria. The process portfolio enables learners to demonstrate their skills, knowledge and understanding in an applied context, and to demonstrate also the the ‘investigate, plan, produce, review’ cycle of learning.]

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## Assessment Grid

Assessment focus	Band 1	Band 2	Band 3
Knows how to work with a client to develop a proposal in response to a commission	<p>Demonstrates limited proficiency in developing a relationship with a client.</p> <p>Demonstrates a limited grasp of the brief.</p> <p>Generates some viable ideas based on limited research.</p> <p>Produces a basic proposal and budget.</p> <p>Requires frequent support and guidance.</p> <p>1 - 4</p>	<p>Demonstrates proficiency in developing a relationship with a client.</p> <p>Demonstrates a grasp of the brief.</p> <p>Generates and explores interesting ideas using research based on a good range of sources.</p> <p>Produces a detailed proposal and budget.</p> <p>Requires only occasional support and guidance.</p> <p>5 - 7</p>	<p>Demonstrates outstanding proficiency in developing a relationship with a client.</p> <p>Demonstrates a thorough grasp of the brief.</p> <p>Generates and develops innovative ideas using extensive and well-focused research.</p> <p>Produces a fully detailed proposal and budget.</p> <p>Works independently and efficiently.</p> <p>8 - 10</p>
Understands the importance of the audience when considering a commission	<p>Demonstrates a limited understanding of the target audience in producing ideas to fulfil a commission.</p> <p>Demonstrates a limited consideration of the target audience's relationship to the technology/techniques to be used.</p> <p>1 - 4</p>	<p>Demonstrates a careful understanding of the target audience in producing ideas to fulfil a commission.</p> <p>Demonstrates a careful consideration of the target audience's relationship to the technology/techniques to be used.</p> <p>5 - 7</p>	<p>Demonstrates a thorough and detailed understanding of the target audience in producing ideas to fulfil a commission.</p> <p>Demonstrates a thorough and detailed consideration of the target audience's relationship to the technology/techniques to be used.</p> <p>8 - 10</p>
Is able to use materials, technologies and techniques to fulfil a commission	<p>Uses materials, technologies and techniques with limited proficiency in fulfilling a commission.</p> <p>Demonstrates limited understanding of the chosen discipline.</p> <p>1 - 6</p>	<p>Uses materials, technologies and techniques, with proficiency and some imagination in fulfilling a commission.</p> <p>Demonstrates understanding of the chosen discipline.</p> <p>7 - 11</p>	<p>Uses materials, technologies and techniques, confidently and with high levels of skill and creativity in fulfilling a commission.</p> <p>Demonstrates thorough understanding of the chosen discipline.</p> <p>12 - 15</p>

continued

Assessment focus	Band 1	Band 2	Band 3
<p>Is able to manage the production process to fulfil a commission</p> <p>15</p>	<p>Manages the production process following the main procedures with limited proficiency.</p> <p>Partially achieves creative intentions.</p> <p>Shows limited ability to maintain communication with client.</p> <p>Occasionally monitors work and working practices, using this process to inform or modify work.</p> <p>Manages health and safety procedures, and industry and legal protocols with limited proficiency.</p> <p>1 - 6</p>	<p>Manages the production process within time and budget constraints, following most procedures with reasonable efficiency.</p> <p>Shows some success in achieving creative intentions.</p> <p>Maintains communication with client.</p> <p>Frequently monitors work and working practices, using this process to inform or modify work.</p> <p>Manages health and safety procedures, and industry and legal protocols with proficiency.</p> <p>7 - 11</p>	<p>Manages the production process skilfully within time and budget constraints, following all procedures precisely.</p> <p>Shows outstanding success in achieving creative intentions.</p> <p>Maintains excellent communication with client.</p> <p>Constantly monitors work and working practices, making full use of this process to inform or modify work.</p> <p>Manages health and safety procedures, and industry and legal protocols with care and precision.</p> <p>12 - 15</p>
<p>Understands how completed commissions might further a career in the creative and media sectors</p> <p>10</p>	<p>Uses a limited range of methods to collect feedback from a limited range of sources.</p> <p>Describes a narrow range of responses to the completed commission.</p> <p>Identifies some strengths and weaknesses and notes some implications for the future.</p> <p>1 - 4</p>	<p>Uses a range of methods to collect relevant feedback from a range of sources.</p> <p>Discusses a range of responses to the completed commission.</p> <p>Discusses strengths and weaknesses relating them to implications for the future.</p> <p>5 - 7</p>	<p>Uses a wide range of methods to collect well-focused feedback from a wide range of sources.</p> <p>Critically discusses a wide range of responses to the completed commission.</p> <p>Analyses strengths and weaknesses explaining their implications for the future.</p> <p>8 - 10</p>

## Guidance for teaching this unit

**NB:** It is a requirement of the qualification that the work for this unit is contextualised in relation to a minimum of two disciplines. Guidance on how this can be done is given below. Edexcel has published an exemplar assignment in the *Teacher Support Material for the Edexcel Specialised Diploma in Creative and Media* which shows how the unit can be covered in relation to **X and Y**. Further guidance on how to contextualise specific disciplines is given in the *Indicative Content Statement*, also available in the *Teacher Support Material for the Edexcel Specialised Diploma in Creative and Media*.

### Overview

The first thing to note about this unit is that students must work to a ‘real’ commission. This does not mean it must be for money, but that it must be for an external client, not someone who is teaching on the course. For example:

- creating marketing materials for their own or another school or college, or for a parent who owns a business (a course prospectus, a promotional video, a brochure, or a website, for example)
- creating a set or costumes for a drama or dance performance, or for a television production
- creating materials to raise awareness about an issue such as bullying
- producing a programme for hospital, student or local voluntary radio
- producing a documentary that follows showcases the work of a college or school based dance company
- producing a set of portraits of a group of people such as the canteen or cleaning staff
- devising a Theatre in Education piece on a given theme.

Throughout the unit this experience should be as close to a professional situation as is possible. Ideally students should work with a real budget, but where this is not possible realistic costings must be done and students must be aware of what the project would actually cost in terms of, for instance, resources, personnel costs, and equipment hire.

Whether students work individually or in a group will depend upon the discipline within which they work. In some circumstances it would be unrealistic to expect each student to work to a separate commission. However, some commissions could be worked on separately by a number of different students - for example, a department manager might be prepared to act as client to a number of different students who are all producing portraits of his departmental staff. One student might work in a 2D visual medium, another in a 3D visual medium, another in video, and another in sound.

### Teaching the unit

A practice-centred approach is required for successful completion of this unit.

Some general introduction should be given to working to a commission - developing and maintaining a relationship with the client and maintaining communications, reading a brief, presenting ideas, presenting a budget, dealing with critical feedback

etc. Regular review sessions should be held with each learner (or group of learners working on the same commission) to ensure that things are progressing smoothly.

For learning outcome 1, learners should be supported in developing understanding of how to work with a client, but then they should begin the process, accepting a brief, planning and pitching a proposal.

In order to meet the requirements for achieving learning outcome 2, the proposal should reflect the importance of the target audience, and evidence should be provided of individual learners' understanding of this. If successful, they should then move on to fulfil the brief according to the agreed specification.

Learning outcomes 3 and 4 requires learners to exhibit through their own practice a range of skills involved in working professionally to fulfil a brief. They will need to demonstrate good self-management and team-working skills. Good self-management means: seeking out challenges or new responsibilities, showing flexibility when priorities change, working towards goals, showing initiative, commitment and perseverance, organising time and resources, prioritising actions, anticipating, taking and managing risks, and dealing with competing pressures, including personal and work-related demands.

Learning outcome 5 requires them to show how examples of completed commissions may be used within a portfolio in a particular style in order to gain future commissions and contribute to career development.

Where students have worked on a group project it is important that each individual student has a detailed record of their role in the process for assessment purposes.

## **Guidance on assessment of this unit**

### **Designing assessment vehicles**

The assessment vehicle for this unit will be a commission brief.

The source of the commissions must external to the Diploma in Creative and Media teaching group. It need not be, however, external to the centre.

Commissions may be initiated by the teaching group, or directly by learners. In either case, teachers must ensure that any commissions undertaken by a learner will produce the necessary evidence and provide opportunities to the learner to achieve the full range of marks.

### **Evidence for assessment**

Centres must ensure that learners produce evidence as follows:

- Focus 1:       minutes of meetings with client  
                  all notes, sketches, rough drafts etc produced in generating ideas  
                  proposal and budget  
                  records of teacher observation and client feedback
- Focus 2:       minutes of meetings with client  
                  all notes, sketches, rough drafts etc produced in generating ideas  
                  proposal  
                  records of teacher observation and client feedback

Foci 3 and 4: the final product  
all pre-production, production and post-production documentation  
records of teacher observation and client feedback

Focus 5: presentation of summative review  
unit log or journal  
records of teacher observation and client feedback.

The learner's log or journal will contribute to the assessment of all five learning outcomes, as will tutor observation records.

Client feedback should be obtained through standardised procedures (a standard client feedback form, for example) to ensure that all such evidence is comparable.

All physical evidence must be kept in an organised process portfolio for this unit.

Arrangements must be made to record any ephemeral work (such as a client pitch) in some suitable form and all learners who contributed to such work should have a copy of the recording in their portfolios.

Copies of teacher observation records should be given to learners to put in their process portfolios.

Each process portfolio must contain an authentication sheet signed by the learner and the person(s) responsible for the assessment, declaring that all work submitted for assessment is the learner's own work, carried out under appropriate supervision.

### **Using the Assessment Grid**

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

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

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

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

Grading is completely separate for each assessment focus - that is, a learner can get band 3 on one assessment focus, band 1 on another etc. All band marks are then added together for the unit total. It may be possible, depending on weighting of each assessment focus, for a learner to pass a unit even if 0 has been given for one assessment focus in the unit.

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

### Assessment at Level 3

At Level 3 learners will be expected to:

- apply knowledge and skills in a range of complex activities,
- demonstrate comprehension of relevant theories
- select from a considerable choice of procedures, employing a range of responses to well defined but often unfamiliar or unpredictable problems
- operate in a variety of familiar and unfamiliar contexts using a range of technical or learning skills
- access and evaluate information independently, analysing information and making reasoned judgements
- engage in self directed activity with guidance, demonstrating considerable autonomy, responsibility and commitment
- achieve outcomes within time constraints.

Any comparative terms used within the unit assessment grid should be contextualised within the limits implied by this level description. Thus, a term such as 'restricted range of techniques' must be understood in the context of a generally broader expectation of skills development at Level 3 as compared to Level 2.

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

#### Level 3, Band 1

- Learners will be able to generate and develop to some degree a number of relevant and viable ideas for a project. They will be able to assess these ideas with some reference to the strengths and weaknesses of each.
- In research learners will show flexibility and some initiative, being able to use a range of different sources. Learners will gather, select and consider relevant information from their sources and will begin to collate this information, albeit not very systematically.
- A range of specialist technology, materials and techniques will be applied with a specific sense of purpose and some confidence to complex tasks, showing some proficiency in execution and moderate success in achieving intentions.
- Learners will be able to follow both routine and less familiar procedures in the planning or production of work in a number of contexts for the most part with consistency and with some precision, and will produce records with a good level of detail documenting their work.
- Learners will have a restricted understanding of relevant ideas, some of which may be theoretical in nature.
- Learners' knowledge of contexts, processes and relevant creative and media industries will be detailed but not substantial and will cover a limited area.
- When reviewing and reflecting upon their own work learners will be able to describe in detail relevant aspects of the work considered and provide an account of the way they dealt with a given situation with reference to strengths and

weaknesses.

### **Level 3, Band 2**

- Learners will be able to generate and develop with some imagination a number of viable ideas for a project, and they will be able to assess them with detailed reference to the strengths and weaknesses of each.
- In research learners will show initiative, being able to use a good range of different sources. Learners will gather, select and begin to evaluate relevant information from their sources and will collate it with some care.
- A broad range of specialist technology, materials and techniques will be applied with a clear sense of purpose, confidence and imagination to a range of complex tasks, showing proficiency in execution and considerable success in achieving intentions.
- Learners will be able to follow both routine and less familiar procedures in the planning or production of work in a number of contexts with a high level of consistency and precision and will produce detailed records documenting their work.
- Learners will have a good understanding of relevant ideas, some of which may be theoretical in nature.
- Learners' knowledge of contexts, processes and relevant creative and media industries will be detailed and substantial, but not extensive.
- When reviewing and reflecting upon their own work learners will be able to describe in considerable detail relevant aspects of the work considered and provide an account of the way they dealt with a given situation by evaluating strengths and weaknesses.

### **Level 3, Band 3**

- Learners will be able to generate, develop and refine a number of imaginative and viable ideas for a project, thoroughly assessing them with full reference to the strengths and weaknesses of each.
- In research learners will show initiative and persistence, being able to use the full range of resources available to them. Learners will gather, select and evaluate relevant information and will collate it systematically.
- As full a range of specialist technology, materials and techniques as could be expected of a Level 3 learner will be applied with a precisely focused sense of purpose, confidence and considerable imagination to a wide range of complex tasks. Learners will show high levels of proficiency in execution and success in achieving intentions.
- Learners will be able to follow both routine and less familiar procedures in the planning or production of work in a number of contexts with a very high level of consistency and precision and will produce thorough records documenting their work.
- Learners will have a substantial understanding of relevant ideas, some of which may be theoretical in nature.
- Learners' knowledge of contexts, processes and relevant creative and media industries will be detailed, substantial and extensive.
- When reviewing and reflecting upon their own work learners will be able to

describe in considerable detail relevant aspects of the work considered and provide an account of the way they dealt with a given situation by evaluating strengths and weaknesses.

### **Support and accountability**

The degree of support given to individual learners and the extent of accountability they demonstrate is not simply a matter of level. Level 3 learners are likely to venture into unfamiliar territory - and indeed should be encouraged to do so. On such occasions they may need support. However, they should also show increasing responsibility for their own learning. The National Qualification Framework level description therefore expects them to 'engage in self directed activity with guidance, demonstrating considerable autonomy, responsibility and commitment.'

Learners following a Specialised Diploma in Creative and Media at Level 3 will develop the ability to act effectively with increasing autonomy. When determining their mark for certain criteria, the degree to which they require support, demonstrate accountability for their work and work within time constraints should be assessed within the general expectation that learners will still, under certain circumstances, need support at this level.

For further guidance about setting and running internal assessment, please see the *Edexcel Guidance on Control of Internally Assessed Diploma Units*.

### **Personal, learning and thinking skills**

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

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

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

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

Outcome	Skill	
4.1	Team workers	3 adapt behaviour to suit different roles and situations 5 take responsibility, showing confidence in themselves and their contribution
4.4	Reflective learners	1 assess themselves and others, identifying opportunities and achievements 4 invite feedback and deal positively with praise, setbacks and criticism
	Self-managers	1 seek out challenges or new responsibilities and show flexibility when priorities change 5 deal with competing pressures, including personal and work-related demands 6 respond positively to change, seeking advice and support when needed
4.5	Reflective learners	3 review progress, acting on the outcomes

## Functional skills at Level 2

This unit provides opportunities for the development of functional skills at Level 2 as follows:

ICT - use ICT systems	
Activity	Skill
	Select, interact with and use ICT systems independently for a complex task to meet a variety of needs
	Evaluate the effectiveness of the ICT system they have used
	Manage information storage to enable efficient retrieval
	Follow and understand the need for safety and security practices
	Troubleshoot
ICT - Find and select information	
Activity	Skill
	Select and use a variety of sources of information independently for a complex task
	Access, search for, select and use ICT-based information and evaluate its fitness for purpose
ICT - Develop, present and communicate information	
	Individuals can enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>
	Bring together information to suit content and purpose
	Present information in ways that are fit for purpose and audience
	Evaluate the selection and use of ICT tools and facilities used to present information
	Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists

<b>Maths</b>	
<b>Activity</b>	<b>Skill</b>
	Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations
	Identify the situation or problem and the mathematical methods needed to tackle it
	Select and apply a range of skills to find solutions
	Use appropriate checking procedures and evaluate their effectiveness at each stage
	Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations
	Draw conclusions and provide mathematical justifications
<b>English</b>	
<b>Activity</b>	<b>Skill</b>
	Speaking and listening - make a range of contributions to discussions and make effective presentations in a wide range of contexts
	Reading - compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions
	Writing - write documents communicating information, ideas and opinions effectively and persuasively

### **Work experience**

Examples of work experience placements appropriate to this unit would be: a photography studio, a video production company, a graphic design studio, an advertising company.

### **Specialist Resources**

Resources required by students for the completion of this unit will be dependent on the disciplines within which they are working. Please see the general statement on resources in the Introduction to the Level 3 Specialised Diploma in Creative and Media.

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**Unit 5: Evaluation**  
**Principal Learning unit**  
**Level 3**  
**Guided learning hours: 90**

**Externally assessed**  
[External assessment of this unit will take five hours]

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### **About this unit**

Once you've finished a piece of work, the job's not done yet! You should always reflect how it went and what you have gained personally from the experience. In this unit you should reflect on your learning and personal development on the whole course.

You will be asked to answer questions based on the work completed during your course. You will be expected to discuss your ideas, progress, achievements and your personal development. This will include reference to the tutorials, critiques and discussions that form part of your course.

You will be asked to think about your working methods over the whole course generally, your own creative and subject development and your work both in teams and as an individual.

You will also be asked questions about your future plans for progression or employment, your understanding of the professional world and a sense of the 'journey' you have been on during this multi-disciplinary experience.

Your response to these questions will be externally assessed. You will be allowed to use any notes and journals you completed during the course when writing your externally assessed evaluation.

Although every other unit includes some evaluation, this unit is seeking greater depth and detail. Some of that depth and detail will come from visits, guest lectures, seminars and tutorials, with the intention of placing your work and experience in a broader real-world context.

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### **Learning outcomes**

**On completion of this unit a learner should:**

- 1 Understand how to keep and use an evaluative record of factors that have influenced work and decision making
- 2 Be able to investigate opportunities for progression in education and employment
- 3 Be able to summarise own development and relate it to intentions for progression.

## What you need to cover

### 5.1 Understand how to keep and use an evaluative record of factors that have influenced work and decision making

Anyone who does work which involves creativity should keep records of their work in progress, their ideas and any factors that affect the success of their work. For this unit the focus is on detailed evaluation and appraisal of the challenges and successes that arise whilst you are working.

You must keep records of each piece of work you do, making notes on such matters as:

- how other artists and designers influenced you in your work
- whether the processes, techniques and media used were appropriate and effective
- how well styles, genres, language and formal elements conveyed and communicated your intentions
- how the work was affected by consideration of its intended audience and other constraints
- the strengths and weaknesses of your work
- problems you encountered and your solutions to them
- what you would change if you could
- what you learned ?

Your evaluative record must include:

- records of correspondence with external parties with additional notes on the value and effect of these contacts
- reflections on primary research generated from site visits
- copies of material, secondary research sources, bibliographies, website lists (not Google) and notes that explain the value of these to the development of your work
- records in note form or otherwise that demonstrate how critiques and peer discussion have helped progress ideas and outcomes
- preparation for discussion and critiques
- completion of a personal progression plan in response to advice.

### 5.2 Be able to investigate opportunities for progression in education and employment

There are many ways to investigate progression.

You must be able to:

- develop strategies that support a personal progression plan
- identify suitable opportunities for different progression routes
- arrange and undertake visits to relevant organisations and higher education institutions
- use discussions with other people to evaluate possible progression routes.

**5.3 Be able to summarise own development, and relate it to intentions for progression**

Realistic self-assessment is a key to personal development and preparation for progression. You must be able to:

- show that you are aware of your strengths and weaknesses in your chosen discipline and how these have changed over time
  - show how your thinking, creativity and working practices have changed and evolved during your course and why
  - explain how these factors have affected your thinking about progression routes.
-

## QCF unit summary

Outcome Number	Learning Outcome The learner will:	Assessment The learner can:
5.1	Understand how to keep and use an evaluative record of factors that have influenced work and decision making	gather, record and use relevant information to reflect on processes, techniques and media employed and decisions made, with reference to: <ul style="list-style-type: none"> <li>• influence of other practitioners</li> <li>• appropriateness and effectiveness of the processes, techniques and media employed</li> <li>• how styles, genres, language and formal elements have been used to convey and communicate intentions</li> <li>• how work is affected by consideration of its intended audience and other constraints</li> <li>• the strengths and weaknesses of the work</li> </ul> [RL 1, 5]
5.2	Be able to investigate opportunities for progression in education and employment	research, identify, explore and evaluate opportunities for and barriers to progression to employment and higher education [IE 1, 2, 4, 6]
5.3	Be able to summarise own development and relate it to intentions for progression	use feedback and other sources to evaluate own creative development over time and relate that to intentions for progression [RL 1, 2, 4, 5]

## How you will be assessed

This unit will be externally assessed through your response to a pre-set paper.

Your response must be completed in electronic form working under controlled conditions. You will be given opportunities to prepare your answers and will be allowed access to your records and notes when writing.

You will be allowed up to five hours to complete your response to the set paper. This time will be spread over several sessions.

You will be asked to write about:

- the way that tutorials and group discussions have influenced the style and production of your work (learning outcome 1)
- the way that tutorials and group discussions have influenced your decision-making (learning outcome 1)
- how your ideas, skills and career intentions have developed and changed during your course (learning outcome 2)
- your progression plan (learning outcome 3).

You must provide electronic versions of the records you have kept and used when answering these questions.

You may also provide illustrative material showing any work you refer to in your responses by adding a file in an appropriate format to your folder.

Further information about which files you may attach and how to do so will be given to you by your teachers.

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## Assessment

This unit is externally assessed through a response to the paper given in the Appendix to this unit.

### Writing the response

Edexcel produces an electronic version of this paper which should be downloaded from the Edexcel website. Candidates must write their responses directly on to this electronic document.

Candidates must be given up to five hours in which to write their response to the paper, during which time they must be working

- under supervision
- under conditions in which they do not communicate with anybody except an invigilator.

The work will be spread over more than one session so centres must ensure:

- that the maximum period of five hours is not exceeded in total for any candidate
- that in between writing sessions the work in progress is stored securely and safely, in such a way that candidates cannot access their responses.

Candidates may work with access to their notes and records.

Once candidates have started to write their responses their work must be transferred to an individual folder for each candidate and stored securely. The folder must be named as follows:

edexcel\_diploma\_in\_cam/level\_3\_unit\_5/candidate\_response/centre number/  
candidate\_name\_in\_full/candidate number

When the work is completed centres must ensure that they are able to sign the Authentication Statement (provided in *Appendix X*) which declares that the work submitted for assessment

- a is the candidate's own unaided work
- b refers to work created by the candidate writing about it (either individually as an active member of a group).

#### **Illustrative material**

Learners must provide electronic versions of the records used to answer these questions. This material must be attached to the responses to the questions as evidence of the record-keeping work referred to in each learner's answers.

The file must be named:

edexcel\_diploma\_in\_cam/level\_3\_unit\_5/work\_reported\_on/centre number/  
candidate\_name\_in\_full/candidate number

Candidates may also attach illustrative material showing any work they refer specifically to by adding a file in an appropriate format to their folders (*Edexcel will provide advice on what is an appropriate file format*).

All attached files must be produced outside the assessment time and must be added to the candidate's folder by a teacher or other authorised person outside the assessment time.

This material may be taken into account by the assessor but it will not be directly assessed or have marks attached to it.

#### **Storing and submitting the responses**

Centres must keep each candidate's response and illustrative material in a separate folder, as instructed above, under secure conditions.

All folders must be sent electronically to Edexceladdress by xx<sup>th</sup> of Xxxx in the year of examination at the latest.

**Any candidate whose work is not received by Edexcel by that date will be deemed not to have taken the external paper for the Level 3 Diploma in Creative and Media.**

## Guidance for Teaching this Unit

**NB:** It is a requirement of the qualification that the work for this unit is contextualised in relation to a minimum of two disciplines. As the work for this unit consists of a response to work done in other units which themselves require the combination of two or more disciplines, this requirement should be automatically observed. Further guidance on how to contextualise specific disciplines is given in the *Indicative Content Statement*, also available in the *Teacher Support Material for the Edexcel Specialised Diploma in Creative and Media*.

### Overview

Creative people should constantly be reviewing their work. The best way to do this is by keeping records of their work in progress, their ideas development and any factors that might have affected the success of their work or its content. They should also get feedback from friends and colleagues, clients and audiences at every available opportunity.

The focus of this unit is on the process of evaluation and appraisal of the learner's development as a creative worker over the long term - what has been learnt, how has it been learnt, and where will it lead. It is also concerned with the process of keeping and using records for that evaluative process.

### Teaching the unit

This unit should be spread over the whole course. Sessions for both one-to-one reviews with teachers and group sessions for peer review should be built into the timetable on a regular basis.

Effective evaluation means that teachers must strive to improve learners' analytical and critical skills, making them review their progress against objectives, improving their time management and organisation, and improving communication skills.

The process of evaluation should encourage learners to answer questions such as:

- How have other producers and performers influenced this project?
- Are the processes, techniques and/or media used appropriate and effective?
- Have the styles, genres, language and formal elements used successfully conveyed and communicated my intentions, the feel and message?
- Has the brief been successfully answered in terms of audience and other constraints?
- What are the strengths and weaknesses of my work?
- What problems did I encounter and how were they solved?
- What would I change if I could?
- What have I learned ?

Learners should prepare for and participate in meaningful tutorials, critiques, discussions and reviews, individually and in groups. Aspects of self-appraisal will also emerge from these sessions. Records should be kept that show action planning, ongoing reflection and decisions about direction.

Teachers should ensure that learners produce a record that demonstrates that they can:

- Prepare for tutorials
- Participate in individual and group tutorials
- Complete and progress a personal action plan in response to tutorial advice
- Attend and participate in critiques, peer and group discussions that inform the development of the project in a professional productive manner
- Teaching should also focus on ensuring that all learners have a full understanding of the range of progression routes to higher education and employment, with a clearly defined programme of supporting sessions that might include visits, work with careers advisors, UCAS officers, progression coaches and personal tutors.

Learners must:

- develop strategies that support a personal progression plan
- prepare for progression
- use individual and group discussions to explore and evaluate possible progression routes.
- explain how they have made decisions about chosen progression routes.

Teaching should refer to aspects of choice of process, getting ideas into order, techniques and skills, new media and methods, and applying contextual knowledge about artists, producers and designers and how they work in each of the disciplines.. Realistic self-assessment is a key to personal development and preparation for progression. Learners must be able to:

- answer questions to show that they are aware of your strengths and weaknesses in any chosen discipline
- discuss the influence of the professional world on their work
- show how their own thinking, creativity and working practices have changed and evolved during the course.

In order to be able to respond fully to the question paper at the end of this unit, learners should assemble and keep:

- records of correspondence with external parties with additional notes on the value and effect of these contacts
- reflections on primary research generated from site visits
- copies of material, secondary research sources, bibliography, website lists (not Google) and notes that explain the value of these to the development of their work.
- records in note form or otherwise that demonstrate how critiques and peer discussion have helped develop their ideas and outcomes.

## Guidance on assessment

This unit is externally assessed.

Immediately after submission of the responses a teacher (or other authorised person) must transfer the files, along with any illustrative material supplied by candidates, to a CDROM, putting each candidate's work in a separate folder. Each folder must be clearly labelled with the following information in the following order:

- centre name
- centre number
- candidate name
- candidate number.

A copy of the CDROM must be kept by the centre. Another copy must be sent directly to Edexcel by **xxth of Xxxx in the year of examination** at the latest. Any candidate whose work is not received by Edexcel by that date will be deemed not to have taken the external paper for the Level 3 Specialised Diploma in Creative and Media.

Teachers may go over the paper with their learners in advance of their writing their responses and elaborate on the questions. They may not, however, assist them during or after the writing of the response.

For further guidance about setting and running external assessment, please see the *Edexcel Guidance on Control of Externally Assessed Diploma Units*.

## Personal, learning and thinking skills

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

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

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

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

Outcome	Skill	
5.1	Reflective learners	6 communicate their learning in relevant ways for different audiences
5.2	Independent enquirers	5 consider the influence of circumstances, beliefs and feelings on decisions and events
5.3	Reflective learners	6 communicate their learning in relevant ways for different audiences

### Functional skills

This unit provides opportunities for the development of functional skills at Level 2 as follows:

ICT - use ICT systems	
Activity	Skill
	Select, interact with and use ICT systems independently for a complex task to meet a variety of needs
	Evaluate the effectiveness of the ICT system they have used
	Manage information storage to enable efficient retrieval
	Follow and understand the need for safety and security practices
	Troubleshoot
ICT - Find and select information	
Activity	Skill
	Select and use a variety of sources of information independently for a complex task
	Access, search for, select and use ICT-based information and evaluate its fitness for purpose

<b>ICT - Develop, present and communicate information</b>	
	Individuals can enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>
	Bring together information to suit content and purpose
	Present information in ways that are fit for purpose and audience
	Evaluate the selection and use of ICT tools and facilities used to present information
	Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists
<b>Maths</b>	
<b>Activity</b>	<b>Skill</b>
	Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations
	Identify the situation or problem and the mathematical methods needed to tackle it
	Select and apply a range of skills to find solutions
	Use appropriate checking procedures and evaluate their effectiveness at each stage
	Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations
	Draw conclusions and provide mathematical justifications
<b>English</b>	
<b>Activity</b>	<b>Skill</b>
	Speaking and listening - make a range of contributions to discussions and make effective presentations in a wide range of contexts
	Reading - compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions
	Writing - write documents communicating information, ideas and opinions effectively and persuasively

## Specialist Resources

Resources required by students for the completion of this unit will be dependent on the disciplines within which they are working. Please see the general statement on resources in the Introduction to the Edexcel Level X Specialised Diploma in Creative and Media.

## Appendix to Unit 5

# Edexcel Level 3 Specialised Diploma in Creative and Media

## Unit 5: Evaluation - External Assessment

### Information for candidates.

Your assessment for Unit 5 will be based on your responses to the prompts in Sections A - D below.

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

You must attach electronic versions of your notes and records. You may attach additional, illustrative material to your responses if you wish. Any such material must be clearly specified in the box below your response.

### Marking

A total maximum of 60 marks are available.

### Word count

The total number of words for your response in **each section** must **not** exceed 750.

You must give the number of words in each of your responses at the end of each response.

The word count does **not** include words included in illustrative material, or captions to illustrative material. Any text in illustrative material or in captions to such material will not be considered by examiners when assessing this report.

**NB:** you will be penalised if you exceed the word count in any section.

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**Section A** With reference to your evaluative records, explain the factors that have influenced the style and production of your work in **two** different projects.

Response

Additional material

Word count for Section  
1

**Section B** How have tutorials, critiques and group discussions influenced your decision-making? Give **two** examples based on your own records.

Response

Additional material

Word count for Section  
2

**Section C** Explain how your ideas, skills and career intentions have developed and changed during your course. What are the strengths and weaknesses of your work in a chosen discipline? You should refer to your action plans, tutorials, reviews and your understanding of the professional world.

Response

Additional material

Word count for Section  
3

**Section D** Explain your own progression plan. Explain and justify your decisions with reference to records of discussions, visits and independent research into progression routes to higher education and employment in the creative and media sectors.

Response

Additional  
material

Word count for Section  
4

Total word count

End of paper

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## Unit 6: Investigation

### Principal Learning unit

Level 3

Guided learning hours: 90

Externally assessed

[External assessment of this unit will be approximately 90% coincident  
with the learner's coverage of the content]

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#### About this unit

Creative and media people, like cats, are full of curiosity, and often stray into other people's territory. Artists will design stage sets, fashion designers will do costumes for films, and composers will write scores for movies.

They can be copycats, too, often drawing inspiration from the work of others - but not slavishly. From their understanding of historical and contemporary practice they are able to develop new ideas of their own. In this way the creative and media arts benefit from a continuous process of innovation and change.

This unit aims to develop your knowledge and understanding of historical and contemporary contexts in the creative and media arts by giving you the opportunity to investigate someone whose work particularly interests you, and by whom you may have been influenced in your own creative work. You must investigate work by this person which crosses more than one discipline.

Through following this unit you will build your research skills. You will also develop your understanding of others' ideas and working methods by critically analysing work by your chosen practitioner.

You will bring your investigations together in a written study which could be illustrated with relevant material.

In this unit you must bring together two or more of the disciplines as defined on page xx.

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#### Learning outcomes

On completion of this unit a learner should:

1. Know how to undertake research into work by creative and media practitioners
2. Is able to apply appropriate critical methodology to the work of a chosen practitioner
3. Be able to respond critically to the work of a chosen practitioner

## What you need to cover

### 6.1 Know how to undertake research into work by creative and media practitioners

You must know how to carry out research in order to investigate your chosen practitioner. This will include looking at:

- the factors that influence the creation or production of her or his work
- the way the work is distributed
- the responses of audiences to the work.

You will also need to investigate the cultural, economic, political, social and technological contexts in which your chosen practitioner lived and worked.

You should use a variety of research methods. This means:

- identifying questions to answer and problems to solve
- using a range of primary and secondary research sources
- exploring issues, events or problems from different perspectives
- asking questions to extend your thinking
- identifying appropriate material for further investigation.

Your research should be as wide ranging as possible in this early stage of your investigation. You might not even be sure why you are doing some of it, but you want to be sure you have explored your subject as fully as you can. You should cover:

- the life and development of your chosen practitioner
- the professional working practices of your practitioner
- the audiences for the practitioner's work
- the practitioner's use of materials, techniques and technologies.

**6.2 Is able to apply appropriate critical methodology to the work of a chosen practitioner**

You must learn how to critically respond to work by your chosen practitioner. To do this you need to develop an understanding of a critical method that is suitable to the kind of work you are studying. If your chosen practitioner is primarily a musician, this may be an approach to analysis of music. If the practitioner is primarily a film-maker, it may be one of the many approaches to film analysis. Your approach may be a kind of textual analysis which concentrates on the work itself, it may focus on the historical development of the work, or it may aim to relate the work to its cultural, social or political context. Your teachers will give you guidance about what is appropriate.

You need to:

- develop your own critical abilities through studying the critical works of others
- develop a questioning approach to work produced by creative and media practitioners.

**6.3 Be able to respond critically to the work of a chosen practitioner**

You must produce a written response to the work of your chosen practitioner in the form of a critical analysis.

Before you start to write, though, you need to decide what the main focus of your written response is going to be. You should therefore select for further development an aspect from your earlier research that you found particularly interesting.

You then need to:

- decide on a title for your study which focuses clearly on this aspect and discuss your proposed title with your tutor
- create a schedule for the management of your study
- develop your understanding of your subject and refine your analysis, developing appropriate conclusions
- organise and write up your material in a coherent structure using clear, formal English.

Your response should cover one or more of the following:

- your own and other people's understanding of selected work by your chosen practitioner
  - technical and aesthetic structures and content of selected work
  - historical influences on practice, including the influence of the practitioner's audience on the work
  - cultural, economic, political and social forces that influence the production, distribution, use and understanding of the practitioner's work
  - issues concerning representation in the practitioner's work.
-

## QCF unit summary

Outcome Number	Learning Outcome The learner will:	Assessment The learner can:
6.1	Know how to undertake research into work by creative and media practitioners	undertake research which covers: <ul style="list-style-type: none"> <li>• the life and creative development of the chosen practitioner</li> <li>• the professional working practices of the practitioner</li> <li>• the practitioner's use of materials, techniques and technologies</li> <li>• the audiences for the practitioner's work</li> <li>• the way the work was distributed</li> <li>• the responses of audiences to the work</li> </ul> [IE 1, 2, 4]
6.2	Is able to apply appropriate critical methodology to the work of a chosen practitioner	demonstrate understanding of a critical methodology apply that methodology to the work of the chosen practitioner [CT 2]
6.3	Be able to respond critically to the work of a chosen practitioner	respond critically to work by a chosen practitioner [CT 2, 3] show appreciation of context, technical structure, content and audience assess strengths and weaknesses in the work of others[RL 1] communicate their critical appreciation and understanding of the work of others, supporting their ideas effectively [IE 6; RL 6]

### How you will be assessed

For this unit you must produce a written essay of a maximum word length of 2,500 words.

The essay must be accompanied by a research log identifying the resources you used to research the subject of your essay and setting out your research process.

Your tutor will give you further advice on what you must do and how you must present your work.

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## Assessment

This unit is externally assessed through a written essay (maximum word length 2,500 words) accompanied by a research log.

The study **must** focus on:

1. a present or past creative or media practitioner
2. work produced by that practitioner which combines two or more of the creative and media disciplines (see page xx).

**NB:** the term ‘practitioner’ is used throughout this unit for the sake of brevity and clarity. Learners may, however, study a group of practitioners who worked together on identifiable cooperative projects (for example, an avant garde opera or ballet company).

### Writing the essay

Learners should choose a subject and construct a suitable title for the study in consultation with their teachers. There is no requirement to submit topics or titles to Edexcel for prior approval. Centres may, however, if they wish, seek advice on individual topics or titles from Edexcel.

Centres must ensure that any topic undertaken by a learner will enable that learner to address all the learning outcomes of the unit and will provide opportunities to achieve the full range of marks.

The total number of marks available for this piece of work is 60, of which 10 will be available for the research log, and 50 for the essay. Of the 50 available for the essay 15 will be available for the application of a critical method, and 25 for the response to the work of the chosen practitioner.

Learners may discuss the planning of their essay with their teachers, and may also discuss with them any individual example of work by their chosen practitioner. Teachers **must not**, however, discuss drafts of the essay or any written work with the learner.

When the work is completed centres must attach an Authentication Statement (provided in *Appendix X*) which declares that the work submitted for assessment is the candidate’s own unaided work.

### Illustrative material

Learners may add an appendix of illustrative material to their essay if they wish. No marks, however, will be available for the appendix. Learners may refer to this appendix in the body of their essay, but they must not include in the appendix itself any discussion of the material it contains. Any such discussion will be ignored by the examiners and will not be able to contribute to the assessment of the essay.

Work presented to Edexcel must be word processed and presented on A4 paper or in electronic form. Essays and research logs submitted electronically **must** be in Microsoft Word documents.

The form in which submissions are presented must be consistent - that is, they must be either entirely on paper or entirely electronic. The two must **not** be mixed.

Appendices submitted in paper form must also be on A4 paper. Appendices submitted electronically should employ appropriate and common file formats (*Edexcel will provide advice on what is an appropriate file format*). Learners should be warned that if examiners cannot easily access material in appendices, such material will be ignored. Appendices should be indexed in a Microsoft Word document.

This material may be taken into account by the assessor but it will not be directly assessed or have any marks attached to it.

### Submitting the essays

All work must be sent to Edexceladdress, either by post or electronically, by xx<sup>th</sup> of Xxxx in the year of examination at the latest.

**Any candidate whose work is not received by Edexcel by that date will be deemed not to have taken the external paper for the Level 3 Diploma in Creative and Media.**

For further guidance about setting and running external assessment, please see the *Edexcel Guidance on Control of Externally Assessed Diploma Units*.

## Guidance for teaching this unit

**NB:** It is a requirement of the qualification that the work for this unit is contextualised in relation to a minimum of two disciplines. Guidance on how this can be done is given below. Further guidance on how to contextualise specific disciplines is given in the *Indicative Content Statement*, also available in the *Teacher Support Material for the Edexcel Specialised Diploma in Creative and Media*.

### Overview

This unit aims to develop students' ability to investigate work in the creative and media sectors. They will need to critically analyse work done by a practitioner of their own choice, and present their findings in a coherent manner. It requires students to work across more than one discipline. Learners might, for example, look at the work of artists such as David Hockney or Robert Rauschenberg as set designers, (famous fashion designer)'s costume designs for film, (famous composer)'s scores for films, or Stravinsky's work for ballet. A study of Dylan Thomas's writing for radio would be another possibility - the emphasis being on the way he exploited the medium rather than the relation of the work to his other writing.

### Teaching the unit

Tutors might consider identifying appropriate opportunities for covering this unit at different stages in the diploma, integrating it at times with activities from other units, rather than teaching it discretely.

In working through this unit, students will be expected to research and use contemporary and historical practice to inform and inspire their studies. There are opportunities here for tutors to invite guest speakers from a relevant field to discuss and demonstrate their practice. Students would also benefit from visits to studios, workshops, museums, galleries and theatres.

Students will need guidance in selecting appropriate research avenues to explore when working towards learning outcome 1. They will need to distinguish between different approaches to research, and to be able to access both primary and secondary contextual sources. They will need to plan their research in order for it to be carried out effectively.

Research findings must be submitted as part of the assessment of the unit in the form of a research log. This should be set out in tabulated form showing what sources or materials were looked at and what sort of information was obtained - though there is no need to summarise that information in the log. The research log should be chronological, and should also show, where relevant, how one source led to or connected with another.

Learning outcome 2 requires an introduction to the work of critical theorists and is best taught, initially through a lesson or lecture format, allowing students to explore and express their own perceptions and opinions of several relevant works. Students must be given opportunities to deliver critiques of a range of examples, using the theories of critics working today and in the past, ensuring that they appreciate the need to view creative and media work within its contexts, wherever or whenever they are.

Learning outcome 3 focuses on learners' own critical responses to the work of others, but they should be well informed, demonstrating appropriate levels of research and understanding. The considered views of a range of authorities on the chosen subject should contribute to this understanding, and they should be referenced identifiably, rather than subsumed without attribution within the learner's own opinions and assumptions.

### Personal, learning and thinking skills

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

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

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

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

Outcome	Skill	
6.1	Independent enquirers	<p>3 explore issues, events or problems from different perspectives</p> <p>5 consider the influence of circumstances, beliefs and feelings on decisions and events</p> <p>6 support conclusions, using reasoned arguments and evidence</p>
6.2	Creative thinkers	<p>3 connect their own and others' ideas and experiences in inventive ways</p> <p>4 question their own and others' assumptions</p>

## Functional skills

This unit provides opportunities for the development of functional skills at Level 2 as follows:

ICT - use ICT systems	
Activity	Skill
	Select, interact with and use ICT systems independently for a complex task to meet a variety of needs
	Evaluate the effectiveness of the ICT system they have used
	Manage information storage to enable efficient retrieval
	Follow and understand the need for safety and security practices
	Troubleshoot
ICT - Find and select information	
Activity	Skill
	Select and use a variety of sources of information independently for a complex task
	Access, search for, select and use ICT-based information and evaluate its fitness for purpose
ICT - Develop, present and communicate information	
	Individuals can enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>
	Bring together information to suit content and purpose
	Present information in ways that are fit for purpose and audience
	Evaluate the selection and use of ICT tools and facilities used to present information
	Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists

<b>Maths</b>	
<b>Activity</b>	<b>Skill</b>
	Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations
	Identify the situation or problem and the mathematical methods needed to tackle it
	Select and apply a range of skills to find solutions
	Use appropriate checking procedures and evaluate their effectiveness at each stage
	Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations
	Draw conclusions and provide mathematical justifications
<b>English</b>	
<b>Activity</b>	<b>Skill</b>
	Speaking and listening - make a range of contributions to discussions and make effective presentations in a wide range of contexts
	Reading - compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions
	Writing - write documents communicating information, ideas and opinions effectively and persuasively

### **Specialist Resources**

Resources required by students for the completion of this unit will be dependent on the disciplines within which they are working. Please see the general statement on resources in the Introduction to the Level 3 Specialised Diploma in Creative and Media.