

Edexcel Diplomas

Units

Level 1 Principal Learning
in Creative and Media
Draft accredited units

October 2007

DRAFT

Unit 1: Introduction to Creative and Media Skills

Principal Learning unit

Level 1

Guided learning hours: 60

Internally assessed

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

About this unit

This unit will give you a chance to try something from each of the three main areas of the creative and media industries -

- the visual arts
- performance arts
- media production.

You will have a choice of short activities and you must complete one from each of the three areas. This will give you a taste of the kinds of work you might be doing on the rest of this course and will help you decide which optional units to choose.

You will learn about jobs in the media which use the skills you are developing in the activities.

You will also learn how to improve your ability to learn.

Learning outcomes

On completion of this unit a learner should:

- 1 Be able to apply skills needed by those working in the creative and media sector
- 2 Know how to carry out basic research in the creative and media sector
- 3 Know some job roles and career paths in the creative and media sector
- 4 Be able to apply skills required to enable effective learning and thinking.

What you need to cover

- 1.1 Be able to apply skills needed by those working in the creative and media sector** You will complete three short activity modules which will all involve producing or making something. One will be a visual arts module, one a performance arts module, and one a media production module. Each module will help you to develop some skills in one of the creative and media disciplines (see page xx for a list of the disciplines).
You will be shown how to work safely with the various materials and technologies you will be using.
- 1.2 Know how to carry out basic research in the creative and media sector** You will learn some basic research skills that likely to be used by people who work in the creative and media industries.
Some of this research might be done to help you develop ideas for the activities you complete.
- 1.3 Know some job roles and career paths in the creative and media sector** Through your research you will learn about jobs and careers in the creative and media industries. You will identify some jobs which might use the kind of skills you have developed by following this unit, find out what those jobs involve, and look at how one job might lead to another.
- 1.4 Be able to apply skills required to enable effective learning and thinking** Being able to think creatively is vital in the creative and media area. It is also important to be able to learn from everything you do. If you can think and learn effectively you will be able to develop your skills, knowledge and understanding throughout this course and your career.
In this part of the unit you will explore ways of improving your ability to think and learn. You might, for example, look at how you learn new things at the moment and work with your teachers to find other ways to learn which might suit you better.

QCF unit summary

Outcome Number	Learning Outcome The learner will:	Assessment The learner can:
1.1	be able to apply skills needed by those working in the creative and media sector	develop skills in various creative and media disciplines using techniques, materials or equipment to complete tasks and work safely with materials and technologies
1.2	know how to carry out basic research in the creative and media sector	carry out research into jobs in the creative and media industries, and help develop ideas for production activities [IE 2; CT 1]
1.3	know some job roles and career	identify jobs in the creative and media sector,

	paths in the creative and media sector	understand the skills and qualifications needed for those jobs, and how they are linked to careers [IE 4]
1.4	be able to apply skills required to enable effective learning and thinking.	understand and apply ways of improving thinking and learning [IE 2,4; CT 1, 2, 5; RL 1, 3, 4, 5; SM 2, 3, 5]

How you will be assessed

This unit will be assessed by your teachers.

For **Learning Outcomes 1, 2 and 3** you will complete three short activity modules: a visual arts module, a performance arts module, and a media production module. Each of these modules will consist of a practical element and a research element. The research element will require you to present the results of your research in some form such as a report, a class presentation or blog.

The best work you do for these three activities will be used to decide your marks for Learning Outcomes 1, 2 and 3.

For **Learning Outcome 4** you will do another module designed to help you to improve your learning skills. You will then be assessed by your teachers' observations of how well you apply these skills in the three activity modules. You might demonstrate understanding of a learning skill by applying it, or through discussion with your teachers.

You must keep all the work you have done for the three activity modules in a process portfolio.

This means all your finished work, all ideas sheets or notes, trials and experiments, and any planning documents you have produced in completing the set activity. These documents must be in forms appropriate to the disciplines in which you were working. For performance work your teachers will keep video records of any final performances and provide you with copies.

For research-based tasks the portfolio must contain your research notes and a summary of the results in whatever form you were asked to submit them (this might be a written report or a powerpoint presentation, for example).

For the learning skills module, your teachers will keep a record of your achievements and give you a copy of that record for your portfolio.

Your teacher will give you further advice about how to organise and present your portfolio.

Assessment Grid

Assessment focus	Band 1	Band 2	Band 3
Is able to apply skills needed by those working in the creative and media sector 25	<p>Uses a very narrow range of the most basic techniques, materials or equipment with little confidence.</p> <p>Completes straightforward tasks with very limited success.</p> <p>Requires almost constant support.</p> <p>1 - 10</p>	<p>Uses a narrow range of basic techniques, materials or equipment with a little confidence.</p> <p>Completes straightforward tasks with limited success.</p> <p>Requires frequent support.</p> <p>11 - 17</p>	<p>Uses basic techniques, materials or equipment with some confidence and some sense of purpose.</p> <p>Completes straightforward tasks to an acceptable standard.</p> <p>Requires occasional support.</p> <p>18 - 25</p>
Knows how to carry out basic research in the creative and media sector 10	<p>Completes a small part of a research plan.</p> <p>Derives very generalised materials of very limited relevance.</p> <p>Requires almost constant support.</p> <p>1 - 4</p>	<p>Completes most of a research plan.</p> <p>Derives generalised materials which have some relevance to the task.</p> <p>Requires frequent support.</p> <p>5 - 7</p>	<p>Completes a research plan.</p> <p>Derives materials with some detail, most of which are relevant to the task.</p> <p>Requires occasional support.</p> <p>8 - 10</p>
Knows some job roles and career paths in the creative and media sector 10	<p>Identifies a very limited range of jobs in the creative and media sector.</p> <p>Demonstrates a very limited understanding of the skills and qualifications needed for those jobs.</p> <p>Recognises that jobs are linked to careers.</p> <p>1 - 4</p>	<p>Identifies a limited range of job roles in the creative and media sector.</p> <p>Demonstrates a limited understanding of the skills and qualifications needed for those jobs.</p> <p>Identifies careers they might be linked to.</p> <p>5 - 7</p>	<p>Identifies and provides a basic description of a range of job roles in the creative and media sector.</p> <p>Demonstrates some understanding of the skills and qualifications needed for those jobs.</p> <p>Demonstrates some understanding of the careers they might be linked to</p> <p>8 - 10</p>

continued

Assessment focus	Band 1	Band 2	Band 3
<p>Is able to apply skills required to enable effective learning and thinking</p> <p>15</p>	<p>Demonstrates a very limited ability to apply a narrow range of the skills required to enable effective learning and thinking.</p> <p>Requires almost constant support.</p> <p>1 - 6</p>	<p>Demonstrates a limited ability to apply a range of the skills required to enable effective learning and thinking.</p> <p>Requires frequent support.</p> <p>7 - 11</p>	<p>Demonstrates ability to apply a wide range of the skills required to enable effective learning and thinking.</p> <p>Requires occasional support.</p> <p>12 - 15</p>

Guidance for teaching this unit

NB: Edexcel has published exemplar modules for this unit in the *Teacher Support Material for the Edexcel Specialised Diploma in Creative and Media*. 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 is a diagnostic unit which is designed to:

- enable learners to experience the kind of activities that they may be take part in when working on the three sector-specific units
- help them to decide which two of those sector-specific units they wish to take, and hence which pathway they wish to follow at Level 1
- introduce them to job roles and career paths in the creative and media sectors, and give them an understanding of the type of work that is available and to which they might realistically aspire
- provide them with a grounding in personal, learning and thinking skills.

Teaching the unit

For this unit learner must follow four modules of activity, three based on the creative and media discipline areas, and one on learning and thinking skills.

Although the learning and thinking skills module is related to the fourth learning outcome it is important that this module is taught in such a way that it can be assessed through the way learners apply the skills learnt there in the three discipline based modules. It should thus be started before they begin working on the discipline based modules, and finish before the discipline based modules are finished. This is vital as they will be using the discipline-based modules to apply the skills learnt in the learning and thinking skills module.

Centres should offer as wide a variety of discipline-related modules as possible, and should ensure that the three sector areas are equally represented across the whole offer.

Each module must cover the first three learning outcomes of the unit. Learners should thus, on each one, do an activity based on one of the disciplines within the relevant area, research job roles which might use the skills developed in that activity, and then report in some way - through a written report or a presentation - on those job roles and the careers they might be linked to. It should also be possible to require learners to do research which would contribute to the activity itself, such as researching content or resources for a video production or materials for a 3D visual arts outcome.

Assessment of learning outcomes 1, 2 and 3 will be based on **all three** modules. Please see *Guidance on assessment* below.

Edexcel will provide modules which centres can use, either as they are or with adaptation. Centres are also at liberty to write their own, using the Edexcel modules as patterns.

On completion of the unit centres should discuss with students what they enjoyed about each of the three discipline-related modules, and which ones they thought they had got most out of. They should then be helped to make an informed decision about which of the two sector-related units to follow. This discussion will also help to inform the writing of the learner's Individual Learning Plan.

The overall structure of unit has been designed to ease time-tabling for centres with very large cohorts. It can be run on a carousel model, all modules being taught at the same time and three times in succession so that students can move to a new one each time the carousel starts a new round. Centres with smaller cohorts, however, will probably find it easier to run the discipline groups consecutively, running all modules in the same discipline group together.

The fourth module must be run alongside the three others for the full period that the carousel is running. That module will, in other words, be 'longer and thinner' than the discipline-related modules. Edexcel will provide a module which centres are free to use as it is or to adapt. They may, of course, develop their own.

Guidance on assessment of this unit

Designing assessment vehicles

Assessment vehicles for Assessment Foci 1, 2 and 3 will be the activity modules themselves. Centres must ensure that all modules are designed so that they enable learners to produce evidence for all three of those assessment foci and provide opportunities to achieve the full range of marks.

Each activity module should consist of three elements:

- a practical activity
- a research activity based around jobs related to the practical activity
- the presentation of the research.

The activity itself should be clearly based on a specific skill or skills, and the outcome of the activity should be sufficiently demanding to allow a level 1 learner to apply the skill or skills to a reasonable standard.

The activities must also provide opportunities for learners to apply the personal, learning and thinking skills.

The practical activity could contain a research element which would provide learners with another opportunity to produce evidence for the assessment of Focus 2.

NB: In order to assess learners' work against the first three criteria, centres must take into consideration the work done for **all three** discipline based modules. For each criterion, learners should be placed in the band which reflects their highest achievement across the work presented.

Assessment of the fourth criterion must be based on the the learners' application of the relevant personal, learning and thinking skills in their work for the first three learning outcomes.

Evidence for assessment

Focus 1: for visual arts and media production work - all finished work, all ideas sheets or notes, trials and experiments, and any planning documents produced in completing the set activity;

for performance work - assessors' observation records; a record of the performance in an appropriate format must be taken.

Focus 2: research notes.

Focus 3: the presentation of the results (a written report, powerpoint presentation, blog etc).

Focus 4: teachers' observation records.

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 1

At Level 1 learners will be expected to:

- demonstrate skills and applied knowledge within a narrow range
- operate in familiar and structured contexts, making use of routine responses to achieve their objectives
- derive information from easily available sources
- show a basic level of understanding
- exercise discretion and judgement to a very limited degree
- work under direct supervision and control
- demonstrate responsibility and commitment to a limited extent.

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 'limited ability to create' must be understood in the context of a generally lower expectation of skills development at Level 1 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 1, Band 1

- In the application of technical skills learners will employ a very narrow range of the simplest techniques and materials which they will use with little confidence and very limited success.
- At the bottom end of this band learners will be unable or unwilling to follow procedures in the planning or production of work, though they will be able to recognise that procedures for achieving certain objectives do exist. At the top end of the band learners will be able to give a very general indication of what they ought to have done in terms of procedure.
- Ideas for practical work will not be explored, first ideas being taken up immediately and used without further reflection.
- Research will be perfunctory and limited to the most easily available sources. Learners will derive some obvious information from such sources but it will not always be appropriate and will be very generalised.
- Knowledge about relevant creative and media industry jobs and careers will be restricted in scope. It will be narrow and limited to the most obvious.
- On the whole, the learning and thinking skills of learners working within this mark band will be more at the level of being able to recognise the skills rather than being able to apply them. Understanding and application will be limited to a very narrow range, and learners will require almost constant support.

Level 1, Band 2

- Technology, materials and techniques will still be restricted to the very simple but will cover a slightly wider range than in the lower band. Though success will be limited there will be evidence of more confidence in the application of these techniques.
- Learners will show evidence of some ability to follow very straightforward procedures in the planning or production of work, albeit unevenly and imprecisely.
- Ideas for practical work will remain restricted to first ideas which will be given only the most basic exploration.
- Research will be still be limited to the easier sources. Learners will derive some useful but generalised information from such sources but there will still be much that is irrelevant.
- Knowledge about relevant creative and media industry jobs and careers will be restricted in scope. It will be basic and limited to the more obvious.
- On the whole, the learning and thinking skills of learners working within this mark band will be more substantial and confident across a wider range than those working within mark band 1. They will require considerable support and guidance.

Level 1, Band 3

- Technology, materials and techniques will be simple, covering a slightly wider range than in the middle band. Though success will still be limited there will be

evidence of increasing confidence in the application of these techniques and a sense of purpose behind their application.

- Learners will be able to follow very straightforward procedures in the planning or production of work with some precision.
- There will be some basic exploration of ideas for practical work, and some willingness to consider more than just the first idea.
- Research will be still be limited to the easier sources, but there will be a greater willingness to follow leads and explore linked sources. Learners will derive some useful but generalised information from such sources, a good proportion of which will be relevant.
- Knowledge about relevant creative and media industry jobs and careers will be restricted in scope. It will still be at the basic level though beginning to move beyond the obvious, and the learner's grasp of it will be stronger.
- Learners working within this mark band will show an ability to understand and apply a wide range of learning skills and will be able to do so with a degree of independence.

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. However, because they are likely to be working in unfamiliar territory, Level 1 learners may need more sustained and specific support than learners working at higher levels. The National Qualification Framework level description therefore expects them to work under direct supervision and control and demonstrate responsibility and commitment to a limited extent.

Learners following a Specialised Diploma in Creative and Media at Level 1 should, however, develop the ability to manage their own learning and to act effectively with increasing autonomy. When determining their mark for certain criteria, the degree to which they require support and demonstrate accountability for their work should be assessed within the general expectation that all learners will need some 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.

Learning outcome	Skill	
1.1	Creative thinkers	1 generate ideas and explore possibilities
	Reflective learners	3 review progress, acting on the outcomes
	Team workers	1 collaborate with others to work towards common goals 4 show fairness and consideration to others
1.2	Self-managers	2 work towards goals, showing initiative, commitment and perseverance 3 organise time and resources, prioritising actions

Functional skills at Level 1

This unit provides opportunities for the development of functional skills at Level 1 as follows:

ICT - use ICT systems	
Activity	Skill
Researching job roles in the creative and media industries	Interact with and use ICT systems independently to meet needs
	Evaluate their use of ICT systems
Organising and filing information found.	Manage information storage
	Follow and understand the need for safety and security practices
ICT - Find and select information	
Activity	Skill
Researching content for a media product	Select and use a variety of sources of information independently to meet needs
	Access, search for, select and use ICT-based information and evaluate its fitness for purpose
ICT - Develop, present and communicate information	
Activity	Skill
Preparing a report or presentation on jobs in the creative and media industries	Enter, develop and format information independently to suit its meaning and purpose, including: <ul style="list-style-type: none"> • text and tables • images • numbers • records

	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
Transferring files within a group working together on a report or presentation	Select and use ICT to communicate and exchange information safely, independently, responsibly and effectively
Maths	
Activity	Skill
Plan and edit a sequence of shots to a specified length using time code information	Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non routine
	Identify and obtain necessary information to tackle the problem
	Select and apply skills in an organised way to find solutions to practical problems for different purposes
	Use appropriate checking procedures at each stage
	Interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations
English	
Activity	Skill
Rehearsing a performance	Speaking and listening - take full part in formal and informal discussions / exchanges
Researching job roles in the creative and media industries	Reading - read and understand a range of texts
Writing a script for a video or stage production	Writing - write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience

Work experience

Examples of work experience placements appropriate to this unit would be as noted in Units 2, 3 and 4.

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 1 Specialised Diploma in Creative and Media.

Unit 2: Visual Arts

Principal Learning unit

Level 1

Guided learning hours: 60

Internally assessed

[Assessment of this unit will be approximately 60% coincident
with the learner's coverage of the content]

About this unit

Painting, printmaking, graphic design, photography, sculpture and product design are all examples of visual arts. Many of these arts can be combined with each other. For example, a painter will sometimes use photography when working on a painting. A product designer will use graphic design skills when developing ideas for the look or shape of a product.

In this unit you will find out about how different visual arts can be combined by artists and designers. You will also learn some of the techniques these artists use. You will then plan, develop and finish an assignment set by your teachers in which you combine two or more visual arts.

You will also review the work you have done. You could do this through a questionnaire or a discussion with your teacher.

Learning outcomes

On completion of this unit a learner should:

- 1 Know about a visual arts form which combines more than one visual arts discipline
- 2 Be able to plan the production of a visual arts product which combines more than one visual arts discipline
- 3 Be able to create a visual arts product which combines more than one visual arts discipline
- 4 Know how to monitor own visual arts work.

What you need to cover

Know about a visual arts form which combines more than one visual arts discipline

You will be introduced to a number of visual arts forms such as modelling in clay, constructing in wire and plaster, designing a fashion accessory, making a theatre prop, puppet or backdrop for a performance.

You must then choose one of these visual arts forms and look at how your chosen form has developed over time by considering examples of work from the past and the present. You may find your own or be shown examples by your teachers. You must ensure that you explore the work of a number of artists in your chosen visual arts form.

You must think about:

- how your examples are similar to one another in terms of technique, themes or treatment
- why they were created
- the audiences they were created for.

Be able to plan the production of a visual arts product which combines more than one visual arts discipline

You must come up with some ideas for a piece of work in the same visual arts form as you have investigated. You must then do some research to find which of these ideas are workable. As a result of this research you will choose one of your ideas.

You will then draw up a plan with help from your teacher showing:

- your chosen idea, its form and size (for example a carnival head-dress) and, if you like, a title
- a schedule for your project based on the deadline and other guidelines set by your teacher
- the materials and processes you intend to experiment with
- possible ways you might explore to develop your idea further
- the steps you intend to take to create your final product.

Be able to create a visual arts product which combines more than one visual arts discipline

You must complete the production of your visual arts idea. You may need to change or develop your plan depending on what happens during the process.

To complete your final work you must:

- try out your chosen materials in experimental ways
- make some rough trials and experiments - for example, studies or maquettes
- consider changing and developing your design if necessary
- create your final work
- make sure you work safely at all times.

Know how to monitor own visual arts work

All the way through the process of planning and producing your idea you must reflect upon what you are doing and compare what you are aiming to do with what you are actually achieving. You must use these reflections to change your work as you think appropriate.

- You must think about:
- how well you plan your work
- why you need to make changes
- how well you succeed in achieving your intentions
- what others say about your work.

QCF unit summary

Outcome Number	Learning Outcome The learner will:	Assessment The learner can:
2.1	know about a visual arts form which combines more than one visual arts discipline	<ul style="list-style-type: none"> • identify aspects of similarity or difference in examples of a visual arts form which combines more than one visual arts discipline • identify elements of their uses or purposes • identify the audiences they were created for [IE 2, 4] • employ subject terminology with some appropriateness
2.2	be able to plan the production of a visual arts product which combines more than one visual arts discipline	<ul style="list-style-type: none"> • generate ideas for a visual arts product which combines more than one visual arts discipline. • explore ideas [CT 1, 2] • create a production plan
2.3	be able to create a visual arts product which combines more than one visual arts discipline	<ul style="list-style-type: none"> • create a visual arts product which combines more than one visual arts discipline using very basic techniques [CT 5, 6] • show awareness of purpose • follow straightforward procedures, including those relating to health and safety [SM 2, 3]
2.4	know how to monitor own visual arts work.	<ul style="list-style-type: none"> • refine ideas and outcomes using a variety of considerations and observations [RL 1, 3, 5]

How you will be assessed

This unit will be assessed by your teachers.

Your achievement of **Learning Outcome 1** might be assessed through a written report or a presentation. It might also be assessed on the basis of your contributions to class discussions.

Your achievement of **Learning Outcomes 2, 3 and 4** will be assessed through an assignment in which you will produce an artefact which combines two visual arts disciplines. You must:

- produce ideas for such an artefact
- explore those ideas and choose one
- produce a plan for realising the chosen idea
- create it.

You must, throughout that process, monitor and review your progress.

For this unit you must produce a process portfolio which shows all the stages of your work and thinking. The portfolio must contain:

- a log or journal recording all your notes, ideas development and your monitoring process (learning outcomes 1, 2 and 4)
- your plan (learning outcome 2)
- your final product (learning outcome 3).

Your teacher will give you precise advice about how to organise and present your process portfolio.

Assessment Grid

Assessment focus	Band 1	Band 2	Band 3
Knows about a visual arts form which combines more than one visual arts discipline	<p>Recognises a very narrow range of aspects of similarity or difference in examples of a visual arts form which combines more than one visual arts discipline.</p> <p>Recognises a very few elements of their uses or purposes.</p> <p>Shows a very limited understanding of the audiences they were created for.</p> <p>Employs a very narrow range of simple subject terminology with some appropriateness.</p>	<p>Identifies a narrow range of aspects of similarity or difference in examples of a visual arts form which combines more than one visual arts discipline.</p> <p>Identifies a few elements of their uses or purposes.</p> <p>Provides generalised descriptions of the audiences they were created for.</p> <p>Employs a narrow range of simple subject terminology generally appropriately.</p>	<p>Provides basic descriptions of a range of aspects of similarity or difference in examples of the development of a visual arts form which combines more than one visual arts discipline.</p> <p>Provides basic descriptions of some elements of their uses or purposes.</p> <p>Provides basic descriptions of the audiences they were created for.</p> <p>Employs a range of subject terminology appropriately.</p>
15	1 - 6	7 - 11	12 - 15
Is able to plan the production of a visual arts product which combines more than one visual arts discipline	<p>Generates a very small number of obvious, simple and almost identical ideas for a visual arts product which combines more than one visual arts discipline.</p> <p>Explores ideas to a very limited extent.</p> <p>Provides a very simple outline production plan.</p> <p>Requires almost constant support and guidance.</p>	<p>Generates a small number of basic and similar ideas for a visual arts product which combines more than one visual arts discipline.</p> <p>Explores ideas to a limited extent.</p> <p>Provides a production plan with limited detail.</p> <p>Requires frequent support and guidance.</p>	<p>Generates some basic and varied ideas for a visual arts product which combines more than one visual arts discipline.</p> <p>Shows some thoughtfulness in the exploration of ideas.</p> <p>Provides a production plan with some detail</p> <p>Requires only occasional support and guidance.</p>
10	1 - 4	5 - 7	8 - 10

continued

Assessment focus	Band 1	Band 2	Band 3
<p>Is able to create a visual arts product which combines more than one visual arts discipline</p> <p>25</p>	<p>Creates a visual arts product which combines more than one visual arts discipline using very basic techniques with very limited success.</p> <p>Shows very limited awareness of purpose.</p> <p>Shows very limited ability to follow straightforward procedures, including those relating to health and safety.</p> <p>1 - 10</p>	<p>Creates a visual arts product which combines more than one visual arts discipline using basic techniques with limited success.</p> <p>Shows limited awareness of purpose.</p> <p>Shows limited ability to follow straightforward procedures, including those relating to health and safety.</p> <p>11 - 17</p>	<p>Creates a visual arts product which combines more than one visual arts discipline using basic techniques with some success.</p> <p>Shows an awareness of purpose.</p> <p>Shows ability to follow straightforward procedures with some precision and care, including those relating to health and safety.</p> <p>18 - 25</p>
<p>Knows how to monitor own visual arts work.</p> <p>10</p>	<p>Uses a very narrow range of considerations focusing on obvious observations on own work in order to refine ideas and outcomes with minor effects on intentions or plans.</p> <p>Requires almost constant support and guidance.</p> <p>1 - 4</p>	<p>Uses a narrow range of considerations focusing on basic observations on own work in order to refine ideas and outcomes with moderate effects on intentions or plans.</p> <p>Requires frequent support and guidance.</p> <p>5 - 7</p>	<p>Uses a good range of considerations and makes observations on own work that begin to move beyond the obvious in order to refine ideas and outcomes with substantial effects on intentions or plans.</p> <p>Requires only occasional support and guidance.</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 visual arts skills learned from explorations in Unit 1. The intention of this unit is to build students' understanding and use of formal elements to include, line, shape, form, structure, pattern, surface and colour. In structuring activities, teachers need to ensure that students have opportunities for using a wide range of media, materials and processes across a minimum of two visual arts disciplines. Teachers should provide opportunities for students to work from direct observation, using primary source material, in order to develop their visual recording skills.

In working through this unit, students must use a minimum of two visual arts disciplines. Teachers might well design projects that involve combinations of different visual arts disciplines. Students might then combine their use of media, materials and techniques in various ways. For example 2D and 3D skills will be incorporated within a project where students design and make a carnival costume.

In designing projects teachers also have the opportunity to work across the different forms of media and/or live arts. Here the students might be asked to design for a stage production which could include design of costume, props, backdrop, graphic posters and so on. There are rich opportunities here for teachers to design assignments that not only integrate disciplines within and across the visual art forms, but also integrate their two units selected from Units 2, 3 and 4.

Teaching the unit

When working towards learning outcome 1 a framework should be provided to direct students in their exploration of materials - for example, a list of simple questions that interrogate the elements of a designer's working practices. Whilst investigations may be carried out individually, structured teacher-led activities may be appropriate at this level.

When working towards learning outcome 2 teachers will need to guide students carefully in their project planning. Designing simple planning frameworks with clearly defined headings will help students to consider the different aspects involved in structuring their work. Providing learners with clearly defined milestones for completion of individual tasks is also advisable.

When working towards learning outcome 3 learners will require assistance in focusing their energies on the task and managing their time. It should be remembered that Level 1 learners are required to create work which meets the intentions they have stated, rather than aiming to meet professional standards. Careful monitoring of safe working practices must be undertaken by the teacher.

For outcome 4, in reviewing the work, students might benefit from a glossary of visual arts terms and basic phrases to develop their descriptive and critical vocabulary skills. Reviews could take a variety of forms such as teacher designed checklists, recorded discussions and tutorials or, in the case of more able learners, diaries or logs. It is anticipated that the learner contributions at this level will be largely descriptive documenting their actions rather than analysing decision.

Guidance on assessment of this unit

Designing assessment vehicles

The assessment vehicle for this unit could be a single assignment which requires a preliminary investigation of the type of visual arts form which the learners will eventually create. Alternatively it could be done through two separate assignments - one which covers Assessment Focus 1 and another which covers the remaining three foci. It is not necessary to require learners to do a formal written or oral presentation for Focus 1 - it could be assessed through a teacher's observations of a class discussion.

However it is done, Assessment Focus 1 should be assessed in such a way that learners are able to produce evidence that they can:

- talk or write about aspects of similarity or difference in examples of a visual arts form which combines more than one visual arts discipline
- talk or write about their uses or purposes
- talk or write about the audiences they were created for.

The assessment vehicle for Assessment Foci 2, 3 and 4 should enable learners to:

- generate and explore ideas for a visual arts product which combines more than one visual arts discipline (as defined on page xxx of this document).
- create a production plan
- create their proposed product
- follow straightforward procedures, including those relating to health and safety
- monitor their own activity to refine ideas and outcomes.

Centres must ensure that the activities learners will undertake are sufficiently demanding to allow a level 1 learner to apply appropriate techniques or skills to a reasonable standard and will provide opportunities for learners to achieve the full range of marks.

Learners must keep a log or journal throughout the course of the unit in which they record their reflections upon their work, decisions taken and reasons for taking them, changes to plans and reasons for making them etc.

Tutors must also keep observations records for each learner, noting how learners conduct themselves when working, and recording any notes relevant to the learners' self-monitoring and the development of their personal, learning and thinking skills.

An observation record is provided in Appendix X of this document.

Centres must ensure that all work produced for assessment can be authenticated as that of the learner who is submitting it. Assessment vehicles must be designed in such a way as to ensure that, in the case of group work, each learner produces

identifiable individual work that can be used to assess each of the assessment foci.

Evidence for assessment

Focus 1: a formal written or recorded presentation or observation records of a class discussion supported by the learner's log or journal for the unit

Focus 2: the learner's log or journal for the unit supported by teacher observation records
a production plan

Focus 3: the finished visual arts artefact
the learner's log or journal and teacher observation records

Focus 4: the learner's log or journal and teacher observation records.

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 1

At Level 1 learners will be expected to:

- demonstrate skills and applied knowledge within a narrow range
- operate in familiar and structured contexts, making use of routine responses to achieve their objectives
- derive information from easily available sources
- show a basic level of understanding
- exercise discretion and judgement to a very limited degree
- work under direct supervision and control
- demonstrate responsibility and commitment to a limited extent.

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 'limited ability to create' must be understood in the context of a generally lower expectation of skills development at Level 1 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 1, Band 1

- Conceptual understanding will be very basic and limited to simple ideas.
- Knowledge about the purposes of visual arts artefacts and their audiences will be restricted in scope. It will be basic, narrow and limited to the most obvious and any research undertaken will be perfunctory and limited to the most easily available sources. Learners will derive some obvious information from such sources but it will not always be appropriate and will be very generalised.
- Ideas for projects will not be explored, first ideas being taken up immediately and used without further reflection.
- At the bottom end of this band learners will be unable or unwilling to follow procedures in the planning or production of work, though they will be able to recognise that procedures for achieving certain objectives do exist. At the top end of the band learners will be able to give a very general indication of what they ought to have done in terms of procedure.
- In the application of technical skills learners will employ a very narrow range of the simplest techniques and materials which they will use with little confidence and very limited success.
- Review of and reflection upon own work will be limited to a very narrow focus and to the most obvious aspects of the work considered; only a very limited range of considerations listed in the *What you need to cover* section of the unit will be addressed.

Level 1, Band 2

- Conceptual understanding will be basic and limited to simple ideas.
- Knowledge about the purposes of visual arts artefacts and their audiences will be restricted in scope. It will be basic and limited to the more obvious and any

research undertaken will be still be limited to the easier sources. Learners will derive some useful but generalised information from such sources but there will still be much that is irrelevant.

- Ideas for projects will remain restricted to first ideas which will be given only the most basic exploration.
- Learners will show evidence of some ability to follow very straightforward procedures in the planning or production of work, albeit unevenly and imprecisely.
- Technology, materials and techniques will still be restricted to the very simple but will cover a slightly wider range than in the lower band. Though success will be limited there will be evidence of more confidence in the application of these techniques.
- Review of and reflection upon own work will be limited to a narrow focus and to the more obvious aspects of the work considered.

Level 1, Band 3

- Conceptual understanding of simple ideas will be good.
- Knowledge about the purposes of visual arts artefacts and their audiences will be restricted in scope. It will still be at the basic level though beginning to move beyond the obvious, and the learner's grasp of it will be stronger and any research undertaken will be still be limited to the easier sources, but there will be a greater willingness to follow leads and explore linked sources. Learners will derive some useful but generalised information from such sources, a good proportion of which will be relevant.
- There will be some basic exploration of ideas for projects, and some willingness to consider more than just the first idea.
- Learners will be able to follow very straightforward procedures in the planning or production of work with some precision.
- Technology, materials and techniques will be simple, covering a slightly wider range than in the middle band. Though success will still be limited there will be evidence of increasing confidence in the application of these techniques and a sense of purpose behind their application.
- Review of and reflection upon own work will begin to move beyond the more obvious aspects of the work considered.

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. However, because they are likely to be working in unfamiliar territory, Level 1 learners may need more sustained and specific support than learners working at higher levels. The National Qualification Framework level description therefore expects them to work under direct supervision and control and demonstrate responsibility and commitment to a limited extent.

Learners following a Specialised Diploma in Creative and Media at Level 1 should, however, develop the ability to manage their own learning and to act effectively with increasing autonomy. When determining their mark for certain criteria, the degree to which they require support and demonstrate accountability for their work should be assessed within the general expectation that all learners will need some

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 1

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	
2.1	Independent enquirers	2 plan and carry out research, appreciating the consequences of decisions 4 analyse and evaluate information, judging its relevance and value
2.2	Creative thinkers	1 generate ideas and explore possibilities 2 ask questions to extend their thinking
2.3	Creative thinkers	5 try out alternatives or new solutions and follow ideas through 6 adapt ideas as circumstances change
	Self-managers	2 work towards goals, showing initiative, commitment and perseverance 3 organise time and resources, prioritising actions
2.4	Reflective learners	1 assess themselves and others, identifying opportunities and achievements 3 review progress, acting on the outcomes 5 evaluate experiences and learning to inform future progress

Functional skills at Level 1

This unit provides opportunities for the development of functional skills at Level 1 as follows:

ICT - use ICT systems	
Activity	Skill
Researching the history of a visual arts form	Interact with and use ICT systems independently to meet needs
	Evaluate their use of ICT systems
Organising and filing information found.	Manage information storage
	Follow and understand the need for safety and security practices
ICT - Find and select information	
Activity	Skill
Preparing an audio-visual presentation on the various techniques used in a particular visual arts form	Select and use a variety of sources of information independently to meet needs
	Access, search for, select and use ICT-based information and evaluate its fitness for purpose
ICT - Develop, present and communicate information	
Activity	Skill
Preparing an audio-visual presentation on the various techniques used in a particular visual arts form	Enter, develop and format information independently to suit its meaning and purpose, including: <ul style="list-style-type: none"> • text and tables • images • numbers • records
	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
Exchanging information about visual arts forms with others	Select and use ICT to communicate and exchange information safely, independently, responsibly and effectively

Maths	
Activity	Skill
Planning, identifying and calculating limitations on costs, materials and time using effective processes	Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non routine
	Identify and obtain necessary information to tackle the problem
	Select and apply skills in an organised way to find solutions to practical problems for different purposes
	Use appropriate checking procedures at each stage
Report on limitations on costs, materials and time	Interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations

English	
Activity	Skill
Taking part in a discussion of visual arts forms	Speaking and listening - take full part in formal and informal discussions / exchanges
Investigating the techniques used in visual arts forms	Reading - read and understand a range of texts
Preparing a formal report in writing on the various techniques used in a particular visual arts form	Writing - write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience

Work experience

Examples of work experience placements appropriate to this unit would be: a graphic design studio, an artists' supply shop, a potter's studio, a high street photographer's studio, a framer's workshop.

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 1 Specialised Diploma in Creative and Media.

Unit 3: Performance Arts

Principal Learning unit

Level 1

60 Guided learning hours

Internally assessed

[Assessment of this unit will be approximately 60% coincident
with the learner's coverage of the content]

About this unit

In this unit you will investigate different types of performances and performers, and the places where performances happen. As part of your research you might be taken to see live performances that could include comedy shows, plays, musicals, street theatre, installations or concerts.

As a group you will prepare a live production. You may be involved in performing in the production as a dancer, actor or musician, in which case you will learn how to rehearse and take direction. You could, however, carry out a design role, creating a set, prop or costume or undertake a technical job, operating lights or sound equipment. The piece will be performed to an audience.

You will also review the work you have done. You could do this through a questionnaire or a discussion with your teacher.

Learning outcomes

On completion of this unit a learner should:

- 1 Know about performance arts
- 2 Be able to take part in preparations for a live performance
- 3 Be able to take part in a live performance
- 4 Know how to monitor performance work

What you need to cover

- 3.1 Know about performance arts** You will need to:
- know the names of some live arts companies and performers, eg theatre, dance, installation artists, musicians
 - describe the kind of performance work they do
 - find out where performances happen
 - find out what sort of audiences attend different types of performance.
- 3.2 Be able to take part in preparations for a performance** You will need to:
- take part in workshops, rehearsals or preparations that introduce you to some basic skills in different performance arts, eg movement , singing, dance, music, improvisation, interactive work, scene design and painting, prop or costume production, stage management
 - respond to direction and instructions
 - meet deadlines and be punctual to meetings and rehearsals
 - contribute and develop ideas during the preparation process
 - co-operate with others during the preparation process
 - observe safe working practices at all times.
- 3.3 Be able to take part in a live performance** You will need to:
- perform or complete tasks to the best of your ability
 - prepare yourself for performance, eg warming up, making sure equipment is ready, props and costumes are prepared
 - contribute to the realisation of the performance's intentions and help to communicate those intentions to the audience
 - respond appropriately to other performers and your audience.

3.4 Know how to monitor performance work

All the way through the process of planning and producing your performance you must reflect upon what you are doing and compare what you are aiming to do with what you are actually achieving. You must use these reflections to change your work as you think appropriate.

You must think about:

- how well you plan your work
 - what you need to change and why
 - what works well and what does not in your experiments
 - how well you succeed in achieving your intentions
 - what others say about your work.
-

QCF unit summary

Outcome Number	Learning Outcome The learner will:	Assessment The learner can:
3.1	know about performance arts	<ul style="list-style-type: none"> • identify performance arts forms • identify aspects of the contexts in which they take place • identify the audiences they were created for [IE 2, 4]
3.2	be able to take part in preparations for a live performance	<ul style="list-style-type: none"> • take part in developing and rehearsing a live performance, [TW 1, 2, 3] • contribute ideas during preparations for the performance [CT 1, 2] • respond to direction and instructions
3.3	be able to take part in a live performance	<ul style="list-style-type: none"> • takes part in a live performance in such a way as to contribute to the realisation of the performance's intentions and to help communicate those intentions to the audience [TW 4, 5, 6] • use appropriate techniques • follow straightforward procedures, including those relating to health and safety [SM 2, 3]
3.4	know how to monitor performance work.	<ul style="list-style-type: none"> • refine ideas and outcomes using a variety of considerations and observations [RL 1, 3, 5]

How you will be assessed

This unit will be assessed by your teachers.

Your achievement of **Learning Outcome 1** might be assessed through a written report or a presentation. It might also be assessed on the basis of your contributions to class discussions.

Your achievement of **Learning Outcomes 2, 3 and 4** will be assessed through your contributions to the development of a live performance, and on your contribution during the performance itself. You will:

- take part in developing and rehearsing a live performance (learning outcome 2)
- contribute ideas during the preparation process, co-operating with others (learning outcome 2)
- respond to direction and instructions (learning outcome 2)
- take part in a live performance using appropriate techniques (learning outcome 3)
- follow procedures, including those relating to health and safety (learning outcome 3).

You must, throughout the process, record developments, and monitor and review your progress in a unit journal (learning outcome 4).

For this unit you must produce a process portfolio which contains:

- a unit journal recording all your notes, ideas and your monitoring process (learning outcomes 1, 2, 3 and 4)
- a record of your live performance - this will be provided by your teacher (learning outcome 3)
- copies of all teacher's observation records relating to your work for this unit (learning outcomes 1, 2, 3 and 4).

Your teacher will give you precise advice about how to organise and present your process portfolio.

Assessment Grid

Assessment focus	Band 1	Band 2	Band 3
Knows about performance arts	<p>Recognises a very narrow range of performance arts forms.</p> <p>Recognises a very few aspects of the contexts in which they take place.</p> <p>Shows a very limited understanding of their audiences.</p>	<p>Identifies a narrow range of performance arts forms.</p> <p>Identifies a few aspects of the contexts in which they take place.</p> <p>Provides generalised descriptions of their audiences.</p>	<p>Provides basic descriptions of a range of performance arts forms.</p> <p>Provides basic descriptions of some aspects of the contexts in which they take place.</p> <p>Provides basic descriptions of their audiences.</p>
15	1 - 6	7 - 11	12 - 15
Is able to take part in preparations for a performance	<p>Takes a very limited part in developing and rehearsing a live performance.</p> <p>Contributes a very small number of obvious, and mostly unviable ideas.</p> <p>Shows a very limited ability to respond to direction and instructions.</p> <p>Requires almost constant support and guidance</p>	<p>Takes a limited part in developing and rehearsing a live performance making some contributions to the process.</p> <p>Contributes a number of simple, generally sensible ideas.</p> <p>Shows a limited ability to respond to direction and instructions.</p> <p>Requires frequent support and guidance.</p>	<p>Takes part in developing and rehearsing a live performance making some useful contributions to the process and demonstrating some commitment to the work.</p> <p>Contributes positively and helpfully to the development of ideas.</p> <p>Shows ability to respond to direction and instructions.</p> <p>Requires only occasional support and guidance.</p>
10	1 - 4	5 - 7	8 - 10

continued

Assessment focus	Band 1	Band 2	Band 3
Is able to take part in a live performance	<p>Takes part in a live performance in such a way as to contribute to the realisation of the performance's intentions and to help communicate those intentions to the audience.</p> <p>Uses appropriate techniques with very limited success.</p> <p>Shows very limited ability to follow straightforward procedures, including those relating to health and safety.</p> <p>1 - 10</p>	<p>Takes part in a live performance in such a way as to contribute to the realisation of the performance's intentions and to help communicate those intentions to the audience.</p> <p>Uses appropriate techniques and procedures with limited success.</p> <p>Shows limited ability to follow straightforward procedures, including those relating to health and safety.</p> <p>11 - 17</p>	<p>Takes part in a live performance in such a way as to contribute to the realisation of the performance's intentions and to help communicate those intentions to the audience.</p> <p>Uses appropriate techniques and procedures with a degree of success and some confidence.</p> <p>Shows ability to follow straightforward procedures with some precision and care, including those relating to health and safety.</p> <p>18 - 25</p>
Knows how to monitor performance work	<p>Uses a very narrow range of observations focusing on obvious refine ideas and outcomes with minor effects on intentions or plans.</p> <p>Requires almost constant support and guidance.</p> <p>1 - 4</p>	<p>Uses a narrow range of considerations focusing on basic observations on own work in order to refine ideas and outcomes with moderate effects on intentions or plans.</p> <p>Requires frequent support and guidance.</p> <p>5 - 7</p>	<p>Uses a good range of considerations and makes observations on own work that begin to move beyond the obvious in order to refine ideas and outcomes with substantial effects on intentions or plans.</p> <p>Requires only occasional support and guidance.</p> <p>8 - 10</p>
25			
10			

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 focuses on practices pertaining to live arts forms. Learners will gain a basic understanding of existing practice within a small range of performing arts forms before having the opportunity to plan and produce an example themselves. In working towards a live production learners may wish to perform. However, opportunities will also exist for learners to contribute in other ways, for example by designing or producing the set or costumes, or by undertaking a technical role within a production team.

This unit requires learners to combine their skills, knowledge and understanding of two disciplines. When combining two performance disciplines it is intended that the boundaries between dance, drama and music are interpreted in a fluid way with learners being allowed to use elements from one discipline in any of the others. There are no limits to what can be attempted here: the medium for performance arts is the human body as an expressive instrument extended by visual, musical and technological elements.

Alternatively, disciplines from the other creative and media areas can be combined with performance where those disciplines have a performing arts application. Again, the boundaries between one creative and media area and another should not be seen as a barrier but an opportunity to explore what learners can do. The essential point to bear in mind is that when crossing these boundaries the disciplines should be explored from a performance perspective. For example, designing a set for a dance, drama or musical performance could use 2D and 3D visual arts, creating costume for a performance could involve fashion or footwear design, a live music gig could make use of audio technology or the creation of audio-visual material for back-drop projection, or a radio drama could be based on a script written by a learner.

Teaching the unit

When working towards learning outcome 1 learners must investigate a small range of performing arts forms. This will ideally include the viewing of live performance work, although this could be undertaken by the viewing of 'live work' on video. Teachers may wish to focus work on a specific form, e.g. 'rock gig', allowing learners to investigate a number of examples within the form. Alternatively they may prefer to look at examples of live performance work from a range of genres.

When working towards learning outcome 2 learners may require considerable guidance in the management of their preparations, which will include both the rehearsal and production processes. It is essential that the teacher manages activities and that learners are provided with a structure for the completion of tasks that includes clearly defined milestones. The assignment of individual responsibilities within the group will also be essential.

Learning outcome 3 will be achieved by the learners' contribution to a live performance in front of an audience. It should be stressed however that performances need not be major events involving large-scale productions. A series of short performances by small groups or individuals perhaps linked by a common theme would also be appropriate.

Learning outcome 4 requires learners to review their own performance throughout the unit and the work produced. This could take a variety of forms such as teacher designed checklists, recorded discussions and tutorials or, in the case of more able learners, diaries or logs. It is anticipated that the learner contributions at this level will be largely descriptive documenting their actions rather than analysing decision.

Guidance on assessment of this unit

Designing assessment vehicles

The assessment vehicle for this unit could be a single assignment which requires a preliminary investigation of performance arts forms related to the form which learners will then work in themselves to produce a performance. Alternatively it could be done through two separate assignments - one which covers Assessment Focus 1 and another which covers the remaining three foci. It is not necessary to require learners to do a formal written or oral presentation for Focus 1 - it could be assessed through a teacher's observations of a class discussion.

However it is done, Assessment Focus 1 should be assessed in such a way that learners are able to produce evidence that they can:

- talk or write about performance arts forms
- talk or write about the contexts in which they take place
- talk or write about their audiences.

The assessment vehicle for Assessment Foci 2, 3 and 4 should enable learners to:

- take part in developing and rehearsing a live performance.
- contribute ideas during the preparation process, co-operating with others
- respond to direction and instructions.
- take part in a live performance using appropriate techniques
- follow straightforward procedures, including those relating to health and safety.
- monitor their own activity to refine ideas and outcomes.

Centres must ensure that the activities learners will undertake are sufficiently demanding to allow a level 1 learner to apply appropriate techniques or skills to a reasonable standard and will provide opportunities for learners to achieve the full range of marks.

Learners must keep a log or journal throughout the course of the unit in which they record their reflections upon their work, decisions taken and reasons for taking them, changes to plans and reasons for making them etc.

Tutors must also keep observations records for each learner, noting how learners conduct themselves when working, and recording any notes relevant to the learners' self-monitoring and the development of their personal, learning and thinking skills.

An observation record is provided in Appendix X of this document.

Centres must ensure that all work produced for assessment can be authenticated as that of the learner who is submitting it. Assessment vehicles must be designed in such a way as to ensure that, in the case of group work, each learner produces identifiable individual work that can be used to assess each of the assessment foci.

Evidence for assessment

Focus 1: a formal written or recorded presentation or observation records of a class

discussion supported by the learner's log or journal for the unit

Focus 2: the learner's log or journal for the unit

teacher observation records

Focus 3: the final performance (a record should be taken of the performance in an appropriate format)

the learner's log or journal and teacher observation records

Focus 4: the learner's log or journal and teacher observation records.

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.

Learners should each be given a copy of the record of the performance to keep 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 1

At Level 1 learners will be expected to:

- demonstrate skills and applied knowledge within a narrow range
- operate in familiar and structured contexts, making use of routine responses to achieve their objectives
- derive information from easily available sources
- show a basic level of understanding

- exercise discretion and judgement to a very limited degree
- work under direct supervision and control
- demonstrate responsibility and commitment to a limited extent.

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 ‘limited ability to create’ must be understood in the context of a generally lower expectation of skills development at Level 1 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 1, Band 1

- Conceptual understanding will be very basic and limited to simple ideas.
- Knowledge about performance arts forms and their audiences will be restricted in scope. It will be basic, narrow and limited to the most obvious and any research undertaken will be perfunctory and limited to the most easily available sources. Learners will derive some obvious information from such sources but it will not always be appropriate and will be very generalised.
- Ideas for projects will not be explored, first ideas being taken up immediately and used without further reflection.
- At the bottom end of this band learners will be unable or unwilling to follow procedures in the planning or production of work, though they will be able to recognise that procedures for achieving certain objectives do exist. At the top end of the band learners will be able to give a very general indication of what they ought to have done in terms of procedure.
- In the application of technical skills learners will employ a very narrow range of the simplest techniques and materials which they will use with little confidence and very limited success.
- Review of and reflection upon own work will be limited to a very narrow focus and to the most obvious aspects of the work considered; only a very limited range of considerations listed in the *What you need to cover* section of the unit will be addressed.

Level 1, Band 2

- Conceptual understanding will be basic and limited to simple ideas.
- Knowledge about performance arts forms and their audiences will be restricted in scope. It will be basic and limited to the more obvious and any research undertaken will be still be limited to the easier sources. Learners will derive some useful but generalised information from such sources but there will still be much that is irrelevant.
- Ideas for projects will remain restricted to first ideas which will be given only the most basic exploration.
- Learners will show evidence of some ability to follow very straightforward procedures in the planning or production of work, albeit unevenly and imprecisely.
- Technology, materials and techniques will still be restricted to the very simple but will cover a slightly wider range than in the lower band. Though success will be limited there will be evidence of more confidence in the application of these techniques.
- Review of and reflection upon own work will be limited to a narrow focus and to the more obvious aspects of the work considered.

Level 1, Band 3

- Conceptual understanding of simple ideas will be good.
- Knowledge about performance arts forms and their audiences will be restricted in scope. It will still be at the basic level though beginning to move beyond the obvious, and the learner's grasp of it will be stronger and any research undertaken will be still be limited to the easier sources, but there will be a greater willingness to follow leads and explore linked sources. Learners will derive some useful but generalised information from such sources, a good proportion of which will be relevant.
- There will be some basic exploration of ideas for projects, and some willingness to consider more than just the first idea.
- Learners will be able to follow very straightforward procedures in the planning or production of work with some precision.
- Technology, materials and techniques will be simple, covering a slightly wider range than in the middle band. Though success will still be limited there will be evidence of increasing confidence in the application of these techniques and a sense of purpose behind their application.
- Review of and reflection upon own work will begin to move beyond the more obvious aspects of the work considered.

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. However, because they are likely to be working in unfamiliar territory, Level 1 learners may need more sustained and specific support than learners working at higher levels. The National Qualification Framework level description therefore expects them to work under direct supervision and control and demonstrate responsibility and commitment to a limited extent.

Learners following a Specialised Diploma in Creative and Media at Level 1 should, however, develop the ability to manage their own learning and to act effectively with increasing autonomy. When determining their mark for certain criteria, the degree to which they require support and demonstrate accountability for their work should be assessed within the general expectation that all learners will need some 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	
3.1	Independent enquirers	2 plan and carry out research, appreciating the consequences of decisions 4 analyse and evaluate information, judging its relevance and value
3.2	Creative thinkers	1 generate ideas and explore possibilities 2 ask questions to extend their thinking
	Team workers	1 collaborate with others to work towards common goals 2 reach agreements, managing discussions to achieve results 3 adapt behaviour to suit different roles and situations
3.3	Team workers	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	2 work towards goals, showing initiative, commitment and perseverance 3 organise time and resources, prioritising actions
3.4	Reflective learners	1 assess themselves and others, identifying opportunities and achievements 3 review progress, acting on the outcomes 5 evaluate experiences and learning to inform future progress

Functional skills at Level 1

This unit provides opportunities for the development of functional skills at Level 1 as follows:

[This will be revised before publication.]

ICT - use ICT systems	
Activity	Skill
Exploring performance forms for a presentation to the class	Interact with and use ICT systems independently to meet needs
	Evaluate their use of ICT systems
	Manage information storage
	Follow and understand the need for safety and security practices

ICT - Find and select information	
Activity	Skill
Exploring performance forms for a presentation to the class	Select and use a variety of sources of information independently to meet needs
	Access, search for, select and use ICT-based information and evaluate its fitness for purpose
ICT - Develop, present and communicate information	
Activity	Skill
Creating an illustrated Power Point presentation on performance forms with other learners	Enter, develop and format information independently to suit its meaning and purpose, including: <ul style="list-style-type: none"> • text and tables • images • numbers • records
	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, independently, responsibly and effectively
Maths	
Activity	Skill
Carrying out and presenting a survey into types and numbers of audiences for a type of performance in a given time period	Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non routine
	Identify and obtain necessary information to tackle the problem
	Select and apply skills in an organised way to find solutions to practical problems for different purposes
	Use appropriate checking procedures at each stage
	Interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations
English	
Activity	Skill
Rehearsing for a performance	Speaking and listening - take full part in formal and informal discussions / exchanges
Reading scripts in order to decide on a text to perform	Reading - read and understand a range of texts
Writing a report on performance	Writing - write documents to communicate information, ideas and

forms	opinions using formats and styles suitable for their purpose and audience
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Work experience

Examples of work experience placements appropriate to this unit would be: a local theatre or arts centre, a schools theatre troupe.

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.

Unit 4: Media Production

Principal Learning unit

Level 1

Guided learning hours: 60

Internally assessed

[Assessment of this unit will be approximately 60% coincident with the learner's coverage of the content]

About this unit

Media production includes:

- film production
- television production
- audio and radio production - such as recorded music, radio drama, music radio and podcasts
- interactive media production - websites, mobile phone content and podcasts
- animation production
- computer game design
- photography
- creative writing

Many of these can be combined with each other, and the skills used in one will often be used in the others. For example, a computer game designer may use animation techniques in a game.

Media production skills can also be combined with other creative and media activities. A film-maker, for example, may record a piece of live theatre. The production of interactive media products such as websites and mobile phone content will require graphic design skills.

In this unit you will develop skills in media production and use them to create a media product. You must use skills from at least two of the above media disciplines within this unit.

You will also review the work you have done. You could do this through a questionnaire or a discussion with your teacher.

Learning outcomes

On completion of this unit a learner should:

- 1 Know about media production
- 2 Be able to plan the creation of a media product which combines two media disciplines
- 3 Be able to create a media product which combines two media disciplines
- 4 Know how to monitor own media work.

What you need to cover

4.1 Know about media production

Within each of the disciplines covered by this unit there are many different media forms. For example, within the discipline of television there are different types, or forms, of products such as dramas, quiz shows, news programmes and reality shows.

You must investigate a number of forms from **two** different media disciplines and think about:

- what makes these forms what they are - what is distinctive or special about them
- why they exist - what they have to offer their audiences
- what sort of audiences will enjoy them.

4.2 Be able to plan the creation of a media product which combines two media disciplines

As nearly all media production is undertaken by teams of people, you are most likely to work in a group to produce this piece of work.

In creating this media product you must combine two of the media disciplines - for example, you could produce a short piece of animation for a website. That would combine animation with interactive media production.

First you must come up with - or help your group to come up with - some ideas for a piece of work in a media form. This might be in one of the forms which you have already investigated. You might also be given a brief which you have to work to, and for which you have to produce the ideas.

Once you have got some ideas, you (and your group, if you are working in a group) must then do some research to find which of these ideas are workable. As a result of this research you will choose **one** of your ideas.

You will then draw up a plan showing

- how you will explore the idea further
- what resources will you need to produce the idea
- what production processes you intend to use
- what you will do to produce it and the order in which you will do these things.

- 4.3 Be able to create a media product which combines two media disciplines**
- You must complete the production of your media idea.
- You may be working as part of a group to complete this task. If so, you will need to show what your role you played in the production process.
- You will need to:
- gather the resources you have planned to use
 - follow your plans for the production process
 - complete the production
 - ensure you are working safely at all times.
- 4.4 Know how to monitor own media work.**
- All the way through the process of planning and producing your idea you must reflect upon what you are doing and compare what you are aiming to do with what you are actually achieving. You must use these reflections to change your work as you think appropriate.
- You must think about:
- how well you plan your work
 - why you need to make changes
 - how well you succeed in achieving your intentions
 - what others say about your work.

QCF unit summary

Outcome Number	Learning Outcome The learner will:	Assessment The learner can:
4.1	know about media production	<ul style="list-style-type: none"> • carry out research into media forms [IE 2, 4] • recognise media forms, their purposes and audiences.
4.2	be able to plan the creation of a media product which combines two media disciplines	<ul style="list-style-type: none"> • generate (or contribute to the generation of) ideas for the creation of a media product which combines two of the media disciplines • explore (or contribute to the exploration of) ideas [CT 1] • plan (or contribute to the planning of) the creation of a media product which combines two of the media disciplines taking into account resources and procedures
4.3	be able to create a media product which combines two media disciplines	<ul style="list-style-type: none"> • create (or contribute to the creation of) a media product which combines two media disciplines, understanding the

		<p>purpose of the intended product</p> <ul style="list-style-type: none"> • apply appropriate procedures and organise time and resources [SM 3] • follow safe working practices
4.4	know how to monitor own media work	<ul style="list-style-type: none"> • review progress using a range of considerations and feedback, making use of the process to refine ideas and improve outcomes [RL 1, 3, 5]

How you will be assessed

This unit will be assessed by your teachers.

Your achievement of **Learning Outcome 1** is likely to be assessed through a research assignment on media forms followed by a presentation of that research

Your achievement of **Learning Outcomes 2, 3 and 4** is likely to be assessed through a production assignment in which you will create a media product.

You must keep everything you produce for the unit in a process portfolio which shows all the stages of your work. That is:

- your research into media forms and your finished presentation of that research (learning outcome 1)
- the ideas you have come up with for your media product, and your exploration of those ideas (learning outcome 2)
- your planning (learning outcome 2)
- your final product (learning outcome 3)
- a journal or log recording your reflections on what you have done (learning outcome 4).

Your teacher will give you precise advice about how you should organise and present your process portfolio.

Assessment Grid

Assessment focus	Band 1	Band 2	Band 3
Knows about media production	<p>Carries out very limited research which yields little information. Recognises a narrow range of media forms, their purposes and audiences.</p> <p>1 - 6</p>	<p>Plans and carries out limited research which yields some basic and generalised information. Identifies examples of media forms. Provides generalised descriptions of their purposes and audiences.</p> <p>7 - 11</p>	<p>Plans and carries out careful research which yields some detailed information. Provides basic descriptions of examples of media forms. Provides basic descriptions of their purposes and audiences.</p> <p>12 - 15</p>
Is able to plan the creation of a media product which combines two media disciplines	<p>Puts forward obvious and only partially viable ideas for the creation of a media product which combines two of the media disciplines. Explores ideas to a very limited extent. Plans (or contributes to the planning of) the production of a media product which combines two media disciplines paying very limited attention to resources and showing very limited understanding of procedures. Requires almost constant support and guidance.</p> <p>1 - 4</p>	<p>Puts forward some useful ideas for the creation of a media product which combines two of the media disciplines. Explores ideas to a limited extent. Plans (or contributes to the planning of) the production of a media product paying limited attention to resources and showing limited understanding of procedures. When working with others shows limited ability to collaborate effectively or to take the views of others into consideration. Requires frequent support and guidance.</p> <p>5 - 7</p>	<p>Puts forward thoughtful and useful ideas for the creation of a media product which combines two of the media disciplines. Shows thoughtfulness in the exploration of ideas. Plans (or contributes to the planning of) the production of a media product which combines two media disciplines paying good attention to resources and showing clear understanding of procedures. When working with others shows an ability to collaborate effectively and to take the views of others into consideration. Requires only occasional support and guidance.</p> <p>8 - 10</p>
	15	10	

Assessment focus	Band 1	Band 2	Band 3
Is able to create a media product which combines two media disciplines	<p>Creates (or contributes to the creation of) a media product which combines two media disciplines using very basic techniques.</p> <p>Shows very limited awareness of the purpose of the intended product.</p> <p>Shows very limited recognition of appropriate procedures or ability to organise time and resources.</p> <p>Shows very limited ability to follow safe working practices.</p>	<p>Creates or contributes to the creation of a media product which combines two media disciplines using basic techniques with limited success.</p> <p>Shows some awareness of the purpose of the intended product.</p> <p>Shows some ability to follow straightforward procedures and to organise time and resources.</p> <p>Shows some ability to follow safe working practices.</p>	<p>Creates or contributes to the creation of a media product which combines two media disciplines using techniques with some success.</p> <p>Shows a sense of the purpose of the intended product.</p> <p>Shows ability to follow straightforward procedures and to organise time and resources effectively.</p> <p>Works safely.</p>
25	1 - 10	11 - 17	18 - 25
Knows how to monitor own media work.	<p>Reviews progress very infrequently using a very narrow range of considerations and feedback.</p> <p>Focuses on obvious observations on own work making very little use of the process to refine ideas and improve outcomes.</p> <p>Requires almost constant support and guidance.</p>	<p>Uses a narrow range of considerations and feedback, focusing on basic observations on own work in order to assess themselves, and refine ideas and outcomes, doing so with frequent support and guidance</p>	<p>Uses a good range of considerations and feedback, making observations on own work that begin to move beyond the obvious in order to assess themselves, and refine ideas and outcomes, doing so with occasional support and guidance</p>
10	1 - 4	5 - 7	8 - 10

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 unit focuses on practices pertaining to media forms. Learners will gain a basic understanding of the products existing within a small range of media forms before having the opportunity to plan and produce an example themselves.

Teachers should be aware that this unit requires learners to combine the skills and knowledge from two different media disciplines. Due to the nature of media practice activities are likely to require a collaborative approach. Individual learners may therefore produce elements, combining these elements as a group to form an eventual product. For example a group of learners working towards the production of a radio advert may be assigned individual tasks e.g. writing the script, performing the dialogue, sourcing music and/or sound effects, recording the advert, mixing and editing the advert. They must all, however, be aware of how these elements inter-relate in terms of the process and the final product.

Teaching the unit

The first stage of teaching must be to determine what sort of skills the learners might need in order to achieve the unit. What these skills are will depend on such factors as what technology the centre has access to, and the levels of skills individual learners bring with them in the various possible mediums that they can work in. All this requires decisions to be made that can be made only by the centre.

Once decisions along those lines have been made, a programme of skills development can be planned, and tutors can decide where within that programme they can start to work on the learning outcomes of the unit.

In working towards learning outcome 1 learners must investigate media forms in two different media disciplines. This may be done by looking at contrasting genres within two forms - for example, soap opera and crime drama for television fiction, and chase games and sports games in computer games. Alternatively, learners can be asked to look at the range of things that can be produced through any two disciplines.

The emphasis should be on learning through personal investigation, not on the learning of information given out by the teacher. At this level, though, teachers will need to guide learners through the investigative process carefully and may find it useful to specify the areas to be studied, possibly taking a common subject for investigation by a large group of learners.

Depending on what has been done in other units, learners may need to be introduced to basic research techniques

When approaching learning outcome 2 learners may require considerable guidance in the generation and selection of appropriate ideas with attainable goals. Providing

learners with a structure for the completion of tasks and clearly defined milestones is advisable. Where learners are working in groups the assignment of individual roles and responsibilities will also be essential.

When working towards learning outcome 3 learners will require assistance in focusing their energies on the task and managing their time. It should be remembered that Level 1 learners are required to create products which meet the intentions they have stated, rather than aiming to meet professional standards. Careful monitoring of safe working practices must be undertaken by the teacher.

Learning outcome 4 requires learners to review their own performance throughout the unit and the work produced. This could take a variety of forms such as teacher designed checklists, recorded discussions and tutorials or, in the case of more able learners, diaries or logs. It is anticipated that the learner contributions at this level will be largely descriptive documenting their actions rather than analysing decisions.

Guidance on assessment of this unit

Designing assessment vehicles

The assessment vehicle for Assessment Focus 1 should be a research assignment which requires learners to investigate forms in two different media disciplines. The assignment must enable learners to establish:

- what is distinctive or special about the forms they are exploring
- what they have to offer their audiences
- what sort of audiences will enjoy them.

Results could be presented in the form of, for example, a written report, a presentation, a web-page or blog.

The assessment vehicle for Assessment Foci 2, and 3 should be a production assignment. The assignment can be focused on a specified outcome, or it can be more open ended. In either case it must require learners to produce

- 1 - a finished product that combines two media disciplines (as defined on page xxx of this document)
- 2 - documentation which records:
 - the generation of ideas and their exploration
 - the production planning (eg, scripts, storyboards, resource requirements, resource bookings, shooting schedules)
 - post-production planning and procedures (eg, shooting logs, edit decision lists, editing notes).

Learners must also keep a log or journal throughout the course of the assignment in which they record their reflections upon their work, decisions taken and reasons for taking them, changes to plans and reasons for making them etc.

Tutors must also keep observations records for each learner, noting how learners conduct themselves when working on the assignment, and recording any notes relevant to the learners' self-monitoring and the development of their personal, learning and thinking skills.

An observation record is provided in Appendix X of this document.

Centres must ensure that all work produced for assessment can be authenticated as that of the learner who is submitting it. Assessment vehicles must be designed in such a way as to ensure that, in the case of group work, each learner produces identifiable individual work that can be used to assess each of the assessment foci.

Evidence for assessment

Focus 1: the finished presentation of the results (in whatever form that might be) plus the learner's research notes.

Foci 2 and 3: the finished product and all documentation as listed in the paragraph above

Focus 4: the learner's log or journal and tutor observation records.

All physical evidence must be kept in an organised process portfolio for this unit. Where appropriate the process portfolio may be in electronic form.

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 1

At Level 1 learners will be expected to:

- demonstrate skills and applied knowledge within a narrow range

- operate in familiar and structured contexts, making use of routine responses to achieve their objectives
- derive information from easily available sources
- show a basic level of understanding
- exercise discretion and judgement to a very limited degree
- work under direct supervision and control
- demonstrate responsibility and commitment to a limited extent.

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 ‘limited ability to create’ must be understood in the context of a generally lower expectation of skills development at Level 1 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 1, Band 1

- Knowledge about the output of the media industries will be restricted in scope. It will be basic, narrow and limited to the most obvious.
- Research will be perfunctory and limited to the most easily available sources. Learners will derive some obvious information from such sources but it will not always be appropriate and will be very generalised.
- Ideas for projects will not be explored, first ideas being taken up immediately and used without further reflection.
- At the bottom end of this band learners will be unable or unwilling to follow procedures in the planning or production of work, though they will be able to recognise that procedures for achieving certain objectives do exist. At the top end of the band learners will be able to give a very general indication of what they ought to have done in terms of procedure.
- In the application of technical skills learners will employ a very narrow range of the simplest techniques and materials which they will use with little confidence and very limited success.
- Review of and reflection upon own work will be limited to a very narrow focus and to the most obvious aspects of the work considered; only a very limited range of considerations listed in the *What you need to cover* section of the unit will be addressed.

Level 1, Band 2

- Knowledge about the output of the media industries will be restricted in scope. It will be basic and limited to the more obvious.
- Research will be still be limited to the easier sources. Learners will derive some useful but generalised information from such sources but there will still be much that is irrelevant.
- Ideas for projects will remain restricted to first ideas which will be given only the most basic exploration.

- Learners will show evidence of some ability to follow very straightforward procedures in the planning or production of work, albeit unevenly and imprecisely.
- Technology, materials and techniques will still be restricted to the very simple but will cover a slightly wider range than in the lower band. Though success will be limited there will be evidence of more confidence in the application of these techniques.
- Review of and reflection upon own work will be limited to a narrow focus and to the more obvious aspects of the work considered.

Level 1, Band 3

- Knowledge about the output of the media industries will be restricted in scope. It will still be at the basic level though beginning to move beyond the obvious, and the learner's grasp of it will be stronger.
- Research will be still be limited to the easier sources, but there will be a greater willingness to follow leads and explore linked sources. Learners will derive some useful but generalised information from such sources, a good proportion of which will be relevant.
- There will be some basic exploration of ideas for projects, and some willingness to consider more than just the first idea.
- Learners will be able to follow very straightforward procedures in the planning or production of work with some precision.
- Technology, materials and techniques will be simple, covering a slightly wider range than in the middle band. Though success will still be limited there will be evidence of increasing confidence in the application of these techniques and a sense of purpose behind their application.
- Review of and reflection upon own work will begin to move beyond the more obvious aspects of the work considered.

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. However, because they are likely to be working in unfamiliar territory, Level 1 learners may need more sustained and specific support than learners working at higher levels. The National Qualification Framework level description therefore expects them to work under direct supervision and control and demonstrate responsibility and commitment to a limited extent.

Learners following a Specialised Diploma in Creative and Media at Level 1 should, however, develop the ability to manage their own learning and to act effectively with increasing autonomy. When determining their mark for certain criteria, the degree to which they require support and demonstrate accountability for their work should be assessed within the general expectation that all learners will need some support at this level.

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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	Independent enquirers	2 plan and carry out research 4 analyse and evaluate information
4.2	Creative thinkers	1 generate ideas and explore possibilities
4.3	Reflective learners	1 assess themselves and others, identifying opportunities and achievements 3 review progress, acting on the outcomes 5 evaluate experiences and learning to inform future progress
4.4	Self-managers	3 organise time and resources, prioritising actions

Functional skills at Level 1

This unit provides opportunities for the development of functional skills at Level 1 as follows:

ICT - use ICT systems	
Activity	Skill
Researching content for a media product	Interact with and use ICT systems independently to meet needs
Monitoring their media work	Evaluate their use of ICT systems
Organising information obtained through research	Manage information storage

	Follow and understand the need for safety and security practices
ICT - Find and select information	
Activity	Skill
Researching content for a media product	Select and use a variety of sources of information independently to meet needs
Researching content for a media product	Access, search for, select and use ICT-based information and evaluate its fitness for purpose
ICT - Develop, present and communicate information	
Activity	Skill
Creating slides for a presentation or producing pages for a website	Enter, develop and format information independently to suit its meaning and purpose, including: <ul style="list-style-type: none"> • text and tables • images • numbers • records
Developing plans for the creation of a media product	Bring together information to suit content and purpose
Presenting ideas to a group	Present information in ways that are fit for purpose and audience
Monitoring their media work	Evaluate the selection and use of ICT tools and facilities used to present information
Communicating with group members when planning or creating a media product	Select and use ICT to communicate and exchange information safely, independently, responsibly and effectively
Maths	
Activity	Skill
Planning and calculating the lengths of shots for a given sequence of a specified time length	Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non routine
	Identify and obtain necessary information to tackle the problem
	Select and apply skills in an organised way to find solutions to practical problems for different purposes
	Use appropriate checking procedures at each stage
English	
Activity	Skill
Working in a group to plan the creation of a media product	Speaking and listening - take full part in formal and informal discussions / exchanges
Researching content for a media	Reading - read and understand a range of texts

product	
Writing a production log	Writing - write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience

Work experience

Examples of work experience placements appropriate to this unit would be: a local radio or TV station, a media facilities house, a local newspaper, a games development 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 Edexcel Level X Specialised Diploma in Creative and Media.

Unit 5: Presentation

Principal Learning unit

Level 1

Guided learning hours: 30

Internally assessed

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

About this unit

Whether you are an artist, a performer or a media producer, your work must have an audience if you are to earn a living. This unit is about how you present work to an audience. You will present work that you have already completed in another unit (*Unit 2: Visual Arts, Unit 3: Performance or Unit 4: Media Production*).

The work you choose to present might be art work, a craft object, a video, a radio feature, or a dance, drama or musical performance. The form of presentation could be, an exhibition, a performance or a broadcast.

You will need to

- choose, or help to choose, the work you wish to present
 - decide, or help to decide, the form of the presentation
 - plan, or help to plan, how and where your presentation will take place
 - advertise, or help to advertise, the presentation
 - carry out, or help to carry out, the presentation.
-

Learning outcomes

On completion of this unit a learner should:

- 1 Be able to plan the presentation of own creative and media work in an appropriate form
- 2 Know how to publicise the presentation
- 3 Be able to present own creative and media work.

What you need to cover

- 5.1 Be able to plan the presentation of own creative and media work in an appropriate form** You will need to:
- research the venue or location for the work
 - persuade those who own or manage your preferred venue of the benefits your presentation will bring them and their public or customers
 - attend planning meetings
 - keep records of discussions and decisions on, eg ticket pricing and number of events
 - consider and prepare appropriate materials and technologies to present your work
 - work co-operatively with your group.
- 5.2 Know how to publicise the presentation** You will need to:
- research ways in which creative and media products and events are publicised
 - plan promotional activities
 - produce publicity materials
 - find suitable ways to publicise your presentation.
- 5.3 Be able to present own creative and media work** You will need to:
- perform or complete relevant tasks to the best of your ability
 - prepare the facilities required for your presentation or performance, eg install your work, make sure any necessary equipment is ready, prepare the auditorium, check all power facilities are working and properly prepared
 - deal with any problems as they arise
 - present your work to an audience in the way you have planned
 - ensure you are working safely at all times.
-

QCF unit summary

Outcome Number	Learning Outcome The learner will:	Assessment The learner can:
5.1	be able to plan the presentation of own creative and media work in an appropriate form	<ul style="list-style-type: none"> • take part in research, planning and preparation for a presentation [EP 2, 3] • keep records of meetings • work co-operatively with others [TW 1, 2, 4]
5.2	know how to publicise the presentation	<ul style="list-style-type: none"> • identify potential ways to publicise a presentation [CT 1,3] • take part in planning promotional activities and producing materials [CT 5, 6; EP 6]
5.3	be able to present own creative and media work.	<ul style="list-style-type: none"> • perform required tasks [SM 2, 3, 5] • recognise problems and resolve them [SM 4; TW 5, 6] • follow health and safety practice

How you will be assessed

This unit will be assessed by your teachers.

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 and any documentation you create in the process of producing it.

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.

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 own notes on research, planning, and preparation (learning outcome 1)
- your own minutes of all meetings (learning outcome 1 and 2)
- notes on ideas for publicity material (learning outcome 2)
- sketches, drafts, and finished examples of publicity material (learning outcome 2)
- notes on setting up and running the exhibition, and on problems / health and safety issues encountered, and how you dealt with them (learning outcome 3).

Notes and minutes could be kept in your unit journal or they could be on separate sheets, in which case they must be clearly labelled and filed in the portfolio chronologically.

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 how to present and organise your process portfolio.

Assessment Grid

Assessment focus	Band 1	Band 2	Band 3
Is able to plan the presentation of own creative and media work in an appropriate form 20	<p>Takes a very limited part in research, planning and preparation for a presentation.</p> <p>Plays a very limited role in meetings.</p> <p>Keeps very brief and inaccurate records of meetings.</p> <p>Shows very limited ability to work co-operatively with others.</p> <p>Requires constant support and guidance.</p> <p>1 - 8</p>	<p>Takes a limited part in research, planning and preparation for a presentation.</p> <p>Plays a limited but positive role in meetings.</p> <p>Keeps brief but mostly accurate records of meetings.</p> <p>Shows willingness to work co-operatively with others.</p> <p>Requires frequent support and guidance.</p> <p>9 - 14</p>	<p>Takes a positive and substantial part in research, planning and preparation for a presentation.</p> <p>Plays a positive role in meetings.</p> <p>Keeps accurate records of meetings.</p> <p>Work co-operatively and positively with others at all times.</p> <p>Requires only occasional support and guidance.</p> <p>15 - 20</p>
Knows how to publicise the presentation 15	<p>Recognises a very limited range of potential ways to publicise the presentation few of which are appropriate.</p> <p>Plays a very limited role in planning promotional activities and producing materials.</p> <p>1 - 6</p>	<p>Identifies a limited range of potential ways to publicise the presentation some of which are appropriate.</p> <p>Plays a limited but positive role in planning promotional activities and producing materials.</p> <p>7 - 11</p>	<p>Proposes a range of potential ways to publicise the presentation, most of which are appropriate.</p> <p>Plays a positive and substantial role in planning promotional activities and producing materials.</p> <p>12 - 15</p>
Is able to present own creative and media work 25	<p>Performs required tasks to a very limited extent.</p> <p>Shows very limited recognition of problems and very limited success in resolving them.</p> <p>Shows very limited recognition of health and safety practice.</p> <p>Requires constant support and guidance.</p> <p>1 - 10</p>	<p>Performs required tasks to a limited extent.</p> <p>Shows some recognition of problems and some success in resolving them.</p> <p>Shows some recognition of health and safety practice.</p> <p>Requires frequent support and guidance.</p> <p>11 - 17</p>	<p>Performs required tasks conscientiously.</p> <p>Shows clear recognition of problems and success in resolving them.</p> <p>Shows good recognition of health and safety practice.</p> <p>Requires only occasional support and guidance.</p> <p>18 - 25</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. As the work for this unit consists of a response to work done in one of the discipline based units, 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

This unit is intended to develop an understanding of the fundamental importance of getting an audience or public for creative and media work. It also looks at how the intended audience is made aware of the existence of the work and of the event through which it will be presented. It is important to recognise that the focus of the unit and of its assessment is the planning and execution of the presentation, not the quality of the work to be presented, as this will be assessed through the unit in which it is produced. The work presented will be produced in units 2, 3 or 4 and this unit should ideally be run alongside whichever unit is chosen for producing the work. The presentation could be a performance, an art exhibition, a radio broadcast, or an online event.

Teaching the unit

Whilst it is possible that a learner could plan, advertise and carry out a presentation alone, it is assumed that most will prefer to work co-operatively to present work to an audience. If the unit is approached as a collaborative project, individual learners should take on roles depending on their strengths, interests and abilities. Each member of the team, however, must have an overview of the whole process.

Learners will need support and direction in generating ideas as well as planning, co-ordinating and putting their intentions into action. Teachers will therefore need to play a major role in the managing of this process.

The work for learning outcome 1 requires learners to develop plans for their presentation. Teachers will need to introduce learners to the considerations necessary for effective event planning and may need to give considerable guidance in the generation and selection of appropriate ideas with attainable goals. Providing learners with a structure for the completion of tasks with clearly defined milestones is advisable. If learners are working as a group the assignment of individual roles and responsibilities will also be essential, though each member of the group must have an awareness of the overall plan and strategy.

When working towards learning outcome 2 learners should undertake some research into how creative and media products and events are publicised. Examples of publicity materials taken from a range contexts should be provided by the teacher for discussion.

Learning outcome 3 will be achieved by the presentation of the work to an audience. The involvement of the learner will depend on the nature of the presentation e.g. setting up and running an exhibition, organising and staging a short concert or dance piece.

It is vital to recognise that what is being taught - and assessed - here is the ability to bring creative work to an audience, not to actually create that work. In the case of a performance, therefore, the emphasis in both teaching and assessment must be on the process of staging - arranging the venue and ensuring that all required facilities are in place and operating for the performance, organising the sale or distribution of tickets and ensuring that the audience is in place at the right time for the performance etc. The quality of the performance itself is assessed in *Unit 3: Performance Arts*.

The method used to record the presentation for assessment purposes will also depend on the nature of the presentation - for example, an exhibition might be photographed, a performance videoed etc.

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 exhibition project that learners set up enables them to create the necessary evidence and to achieve the full range of marks.

Evidence for assessment

- Focus 1: learner's unit journal containing individual notes on research, planning, and preparation
learner's individual minutes of meetings
teacher observation records
- Focus 2: learner's unit journal containing notes on ideas for publicity material sketches, drafts, and finished examples of publicity material
learner's individual minutes of meetings
teacher observation records
- Focus 3: learner's unit journal containing notes on setting up and running the exhibition, and on problems / health and safety issues encountered, and how dealt with
teacher observation records

All physical evidence must be kept in an organised process portfolio for this unit. Where appropriate the process portfolio may be in electronic form.

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 1

At Level 1 learners will be expected to:

- demonstrate skills and applied knowledge within a narrow range
- operate in familiar and structured contexts, making use of routine responses to achieve their objectives
- derive information from easily available sources
- show a basic level of understanding
- exercise discretion and judgement to a very limited degree
- work under direct supervision and control
- demonstrate responsibility and commitment to a limited extent.

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 'limited ability to create' must be understood in the context of a generally lower expectation of skills development at Level 1 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 1, Band 1

- Research will be perfunctory and limited to the most easily available sources. Learners will derive some obvious information from such sources but it will not always be appropriate and will be very generalised.
- Knowledge of relevant creative and media industry processes will be restricted in

scope. It will be basic, narrow and limited to the most obvious.

- Ideas for projects will not be explored, first ideas being taken up immediately and used without further reflection.
- At the bottom end of this band learners will be unable or unwilling to follow procedures in the planning or production of work, though they will be able to recognise that procedures for achieving certain objectives do exist. At the top end of the band learners will be able to give a very general indication of what they ought to have done in terms of procedure.
- In the application of technical skills learners will employ a very narrow range of the simplest techniques and materials which they will use with little confidence and very limited success.

Level 1, Band 2

- Research will be still be limited to the easier sources. Learners will derive some useful but generalised information from such sources but there will still be much that is irrelevant.
- Knowledge of relevant creative and media industry processes will be restricted in scope. It will be basic and limited to the more obvious.
- Ideas for projects will remain restricted to first ideas which will be given only the most basic exploration.
- Learners will show evidence of some ability to follow very straightforward procedures in the planning or production of work, albeit unevenly and imprecisely.
- Technology, materials and techniques will still be restricted to the very simple but will cover a slightly wider range than in the lower band. Though success will be limited there will be evidence of more confidence in the application of these techniques.

Level 1, Band 3

- Research will be still be limited to the easier sources, but there will be a greater willingness to follow leads and explore linked sources. Learners will derive some useful but generalised information from such sources, a good proportion of which will be relevant.
- Knowledge of relevant creative and media industry processes will be restricted in scope. It will still be at the basic level though beginning to move beyond the obvious, and the learner's grasp of it will be stronger.
- There will be some basic exploration of ideas for projects, and some willingness to consider more than just the first idea.
- Learners will be able to follow very straightforward procedures in the planning or production of work with some precision.
- Technology, materials and techniques will be simple, covering a slightly wider range than in the middle band. Though success will still be limited there will be evidence of increasing confidence in the application of these techniques and a sense of purpose behind their application.

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. However, because they are likely to be working in unfamiliar territory, Level 1 learners may need more sustained and specific support than learners working at higher levels. The National Qualification Framework level description therefore expects them to work under direct supervision and control and demonstrate responsibility and commitment to a limited extent.

Learners following a Specialised Diploma in Creative and Media at Level 1 should, however, develop the ability to manage their own learning and to act effectively with increasing autonomy. When determining their mark for certain criteria, the degree to which they require support and demonstrate accountability for their work should be assessed within the general expectation that all learners will need some 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 1

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	Team workers	1 collaborate with others to work towards common goals 2 reach agreements, managing discussions to achieve results 4 show fairness and consideration to others
	Effective participators	1 discuss issues of concern, seeking resolution where needed 2 present a persuasive case for action 4 identify improvements that would benefit others as well as themselves
5.2	Creative thinkers	1 generate ideas and explore possibilities 3 connect their own and others' ideas and experiences in

		<p>inventive ways</p> <p>5 try out alternatives or new solutions and follow ideas through</p> <p>6 adapt ideas as circumstances change</p>
	Effective participators	6 act as an advocate for views and beliefs that may differ from their own
5.3	Team workers	<p>5 take responsibility, showing confidence in themselves and their contribution</p> <p>6 provide constructive support and feedback to others</p>
	Self-managers	<p>2 work towards goals, showing initiative, commitment and perseverance</p> <p>3 organise time and resources, prioritising actions</p> <p>4 anticipate, take and manage risks</p> <p>5 deal with competing pressures, including personal and work-related demands</p>

Functional skills at Level 1

This unit provides opportunities for the development of functional skills at Level 1 as follows:

ICT - use ICT systems	
Activity	Skill
Communicating with other learners and external agencies about possible venues, and filing the correspondence	Interact with and use ICT systems independently to meet needs
	Evaluate their use of ICT systems
	Manage information storage
	Follow and understand the need for safety and security practices
ICT - Find and select information	
Activity	Skill
Researching venues	Select and use a variety of sources of information independently to meet needs
	Access, search for, select and use ICT-based information and evaluate its fitness for purpose
ICT - Develop, present and communicate information	
Activity	Skill
Producing publicity materials	Enter, develop and format information independently to suit its meaning and purpose, including:

	<ul style="list-style-type: none"> • text and tables • images • numbers • records
	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
Distributing drafts of publicity materials for consideration by others	Select and use ICT to communicate and exchange information safely, independently, responsibly and effectively

Maths	
Activity	Skill
Calculating ticket prices in relation to expected audience numbers and type, and length of run	Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non routine
	Identify and obtain necessary information to tackle the problem
	Select and apply skills in an organised way to find solutions to practical problems for different purposes
	Use appropriate checking procedures at each stage
	Interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations
English	
Activity	Skill
Attending meetings	Speaking and listening - take full part in formal and informal discussions / exchanges
Reading correspondence about possible venues from external agencies	Reading - read and understand a range of texts
Preparing publicity materials	Writing - write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience

Work experience

Examples of work experience placements appropriate to this unit would be: a local theatre, an art gallery, a shop.

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 1 Specialised Diploma in Creative and Media.

Unit 6: Skills Report

Principal Learning unit

Level 1

Guided learning hours: 30

Externally assessed

[External assessment of this unit will take two hours]

About this Unit

This unit requires you to look back and think about the skills, techniques and materials you have used in another unit. You will think about the way you used them to create a piece of work. You will also think about how you presented that work in *Unit 5: Presentation*.

You will then consider how the skills you have developed might lead to a job in the creative and media industries.

You will do all this by writing responses to a number of questions. Your written responses will be externally marked.

Learning outcomes

On completion of this unit a learner should:

- 4 Be able to reflect on how techniques, skills and materials have been used
- 5 Be able to reflect on presentation techniques and skills
- 6 Understand skills required for a specified job role

What you need to cover

- 6.1 Be able to reflect on how techniques, skills and materials have been used**
- You will need to think about:
- how you (and your group, if you worked in a group) created the work you presented in unit 5 - the materials or technology you used, the procedures you followed, the order in which you did things
 - what you learnt as a result of doing the work that you presented in Unit 5 (this could include technical skills, performance skills, knowledge about similar work done by other people, your understanding of this type of work, etc)
 - what you learnt by looking at similar work done by other people both in the present and the past.
- 6.2 Be able to reflect on presentation techniques and skills**
- You will need to think about:
- how you planned your presentation (this will include your research into the venue or location for the showing of the work, meetings you held, and decisions you made at those meetings)
 - how you considered your audience when planning your presentation
 - how your audience responded to your presentation
 - how you ensured you were working safely at all times.
- 6.3 Understand skills required for a specified job role**
- For this section of the unit you should do some research into jobs in the creative and media industries which are likely to use the sorts of skills you have developed (and may wish to continue developing).
- These jobs may be directly related to the work you produced. If you played a musical instrument, for example, you might explore working in an orchestra, or as a session musician.
- On the other hand, you may wish to explore jobs that use the same skills but in another type of job altogether. For example, if you did some drawings for an animation which went on a website, you might look at working as a book illustrator.
- Many jobs in the creative and media industries are done by self-employed or freelance people, so you might consider whether you are developing the skills needed for that type of work.

QCF unit summary

Outcome Number	Learning Outcome The learner will:	Assessment The learner can:
6.1	be able to reflect on how techniques, skills and materials have been used	identify techniques, skills and materials used reflect upon how they were used reflect upon what they have learnt from other practitioners' work [RL 1, 3, 5, 6]
6.2	be able to reflect on presentation techniques and skills	reflect upon planning for and realisation of the presentation of work identify the audience for the presentation and reflect upon the audiences' response to their work [RL 1, 3, 4, 6]
6.3	understand skills required for a specified job role.	relate the skills learnt to jobs in the creative and media industries [IE 2, 4]

How you will be assessed

This unit will be assessed through an externally set paper.

The paper will ask you to:

- describe and reflect upon the techniques, skills and materials you have used to create the work you presented for *Unit 5: Presentation* (learning outcome 1)
- describe your planning for the presentation of your work, the audience you were aiming at, and the audience's response to your work (learning outcome 2)
- describe jobs that might use the skills you have learnt in creating the work you presented for *Unit 5: Presentation* (learning outcome 3).

You will write this paper on your own, under supervision.

You will have two hours to complete your response. This two hours may well be spread over more than one session.

Your teachers will tell you when you will be able to work on it, and when you must hand in your final response.

You must attach a file to your answer showing the work you presented for *Unit 5: Presentation*. Your teachers will tell you how and when this will be done.

Assessment

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

Writing the responses

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

Candidates must be given up to two hours in which to write their responses.

Candidates must write their responses:

- under supervision
- under conditions in which they do not communicate with anybody except an invigilator
- under conditions in which they do not have internet or intranet access.

Centres may prefer to do the entire assessment at one time, or they may prefer to give learners the opportunity to produce their response to each section of the paper as and when they have done the relevant work. If the work is spread over a more than one session, centres must ensure:

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

Once a candidate had completed the response (or, if the writing is done over more than one session, after the first session of working on the response) the response must be transferred to, and stored in, a folder. The folder must be named as follows:

```
edexcel_diploma_in_cam/level_1_unit_6/candidate_response/centre number/  
candidate_name_in_full/candidate number
```

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

Candidates must attach illustrative material showing the work they presented for *Unit 5: Presentation* by adding a file in an appropriate format to their folders (*Edexcel will provide advice on what is an appropriate file format*). These 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. The file must be named:

```
edexcel_diploma_in_cam/level_1_unit_6/work_presented/centre number/  
candidate_name_in_full/candidate number
```

Candidates may add additional illustrative material if they feel it would help to make their responses clearer. Any such material must be added to the candidate's folder outside the assessment time by a teacher or other authorised person and named clearly. 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 xxth of Xxx 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 1 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. As the work for this unit consists of a response to work done in one of the discipline based units, 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

The work for this unit should be run alongside the work for *Unit 5: Presentation*. If that unit is integrated with the unit which produces the work to be presented, then that unit and units 5 and 6 can all be taught as an integrated whole.

The focus of this unit is reflection on what has been done, what has been learnt and how that can be related to work ambitions.

Teaching the unit

Work towards achievement of learning outcomes 1 and 2 might be done through one-to-one discussion with learners, or group discussions and peer review sessions where the work was done in groups. Whilst these discussions will inevitably take place with the written paper in mind, learners should be reminded that the purpose is not merely to enable them to pass an exam. The value of these discussions to the learners in terms of improving their learning skills and their possible career ambitions should be constantly reinforced.

Work for learning outcome 3 might best be approached by directing learners to research resources (such as Sector Skills Council websites) which will enable them to find out what skills are needed for which jobs and what those jobs involve.

Personal, learning and thinking skills - Level 1

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	Reflective learners	1 assess themselves and others, identifying opportunities and achievements 3 review progress, acting on the outcomes 5 evaluate experiences and learning to inform future progress 6 communicate their learning in relevant ways for different audiences
6.2	Reflective learners	1 assess themselves and others, identifying opportunities and achievements 3 review progress, acting on the outcomes 4 invite feedback and deal positively with praise, setbacks and criticism 6 communicate their learning in relevant ways for different audiences
6.3	Independent enquirers	2 plan and carry out research, appreciating the consequences of decisions 4 analyse and evaluate information, judging its relevance and value

Functional skills at Level 1

This unit provides opportunities for the development of functional skills at Level 1 as follows:

ICT - use ICT systems	
Activity	Skill
Writing their responses to the external paper	Interact with and use ICT systems independently to meet needs
	Evaluate their use of ICT systems
	Manage information storage
	Follow and understand the need for safety and security practices
ICT - Find and select information	
Activity	Skill
Preparing illustrative material to attach to their responses to the external paper	Select and use a variety of sources of information independently to meet needs
	Access, search for, select and use ICT-based information and evaluate its fitness for purpose
ICT - Develop, present and communicate information	
Activity	Skill
Preparing illustrative material to attach to their responses to the external paper	Enter, develop and format information independently to suit its meaning and purpose, including: <ul style="list-style-type: none"> • text and tables • images • numbers • records
	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, independently, responsibly and effectively

English	
Activity	Skill
Discussing work done for Unit 5 in groups	Speaking and listening - take full part in formal and informal discussions / exchanges
Writing their responses to the external paper	Writing - write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience

Specialist Resources

Centres must be able to provide learners with facilities which will enable them to write their response to the set paper under secure, controlled conditions and add illustrative material without compromising the authenticity of their responses.

Appendix to Unit 6

Edexcel Level 1 Specialised Diploma in Creative and Media

Unit 6: Skills Report - External Assessment

Instructions to candidates

You have a **maximum of two hours** to write your response to this paper.

Following the instructions given in Sections A, B and C below, you must write about the work you presented to an audience in *Unit 5: Presentation*. You will have created that work in **one** of the following units:

Unit 2: Visual Arts

Unit 3: Performance

Unit 4: Media Production.

You will also be asked to write about how you presented the work, and the kind of jobs that might use the skills you developed by creating the work.

You must write in correct formal English.

Section A

This section is about **how you created** the work which you presented for Unit 5.

- 1 Describe as clearly as you can how you created the work which you presented for Unit 5.

You should describe what you did, the materials or technology you used, and the techniques and skills you used.

You should describe what you did in the order in which you did things.

If you worked in a group you should describe first what the group as a whole did, and then what you yourself did.

[You should aim to write around 200 words for this section] [Maximum marks 12]

- 2 Describe some of the things you looked at when you were creating this work and explain how they helped you to create your work.

These could have been: live or recorded performances of theatre, dance or music; films or TV programmes; paintings, drawings, prints or photographs;

sculptures; advertisements; costumes or clothes; computer games; DVDs etc.

They might have helped you by giving you ideas, or by showing you how something was done.

They might have changed your ideas about what you wanted to do.

[You should aim to write around 150 words for this section] [Maximum marks 8]

Turn over.

Section B

This section is about the **how you presented** the work.

- 1 Describe your preparations for the presentation of your work.

You should set out your planning process, and show how closely you followed those plans.

Your response could include flowcharts and diagrams.

If you worked in a group you must describe what the group did **and** your own contribution to the process.

[You should aim to write around 150 words for this section] [Maximum marks 8]

- 2 Describe the type of audience your presentation was aimed at.

[You should aim to write around 100 words for this section] [Maximum marks 4]

- 3 Describe how the audience reacted to your presentation - for example, did they react as you expected, or were you surprised by their reactions?

[You should aim to write around 150 words for this section] [Maximum marks 8]

- 4 Describe one hazard you had to deal with in preparing your presentation and describe how you dealt with this hazard.

[You should aim to write around 150 words for this section] [Maximum marks 8]

Section C

This section is about **jobs** that would use the skills you have started to develop by creating the work you presented in Unit 5.

- 1 Name and describe **two** job that would require the sort of skills you have started to develop by doing the work you presented in Unit 5.

These might be jobs that you could apply for at the beginning of a career, or ones which you might hope to be doing later in your career.

[You should aim to write around 200 words for this section] [Maximum marks 12]

End of paper