

Edexcel Diplomas

Units

Level 2 Principal Learning
in Creative and Media
Draft accredited units

October 2007

DRAFT

Unit 1: Scene

Principal Learning unit

Level 2

Guided learning hours: 60

Internally assessed

[Assessment of this unit will be approximately 50% coincident
with the learner's coverage of the content]

About this Unit

Wherever you live, you will not be far from art galleries, theatres, studios, TV and recording studios, performance spaces and venues where events are held on a regular or occasional basis.

You probably already go to cinemas and music venues, but in this unit you will find out more of what is going on in your region, researching all types of creative and media activity.

So that you can know more about working in the creative and media industries you will need to discover what qualifications are needed to do the types of jobs available.

You will also have the opportunity to be a critic, producing a review of a particular event or activity - for example, a performance or gig that you have attended, a film, an exhibition of paintings or photographs, a community radio broadcast, the work of a local craftsman, or an advertising campaign.

To complete the Unit you will produce a guide to the creative and media scene in your region in any format which you and your teachers feel is appropriate.

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

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the range and types of creative and media activity in a chosen region
- 2 Understand creative and media employment roles and requirements in a chosen region
- 3 Be able to develop a personal critical response to a creative or media artefact, activity or event
- 4 Be able to create a guide to the creative and media scene in a chosen region

What you need to cover

- 2.1 Understand the range and types of creative and media activity in a chosen region**
- For this part of the unit you must investigate what is happening in your region and develop a picture of the overall creative and media scene. You need to explore:

- commercial, public and voluntary organisations which promote creative and media activity
- production activities
- facilities for distribution and exhibition.

You need to look right across the creative and media spectrum - the visual arts, crafts, fashion and clothing, music, dance, theatre, television and video, radio and audio, advertising, interactive media, animation etc.

You might do this by visiting venues and locations and finding out what exhibitions, performances and events are coming up, visiting relevant places (galleries, shops, arts centres, cinemas, facilities houses etc), or by meeting people involved in these activities.

Research will also involve reading local papers, checking listings in magazines and publications, doing internet research, and collecting brochures.

You will present a summary of your findings in a written or oral report.

- 2.2 Understand creative and media employment roles and requirements in a chosen region**
- Although it may be some time before you go into employment, you should get some understanding of the existing jobs and employment possibilities in the creative and media sectors in your region. You must find out about the individuals, organisations and companies involved in producing, performing, creating, distributing and exhibiting work in your region. For this part of the unit you must:

- find, meet and talk to people who work in the creative and media sector in your region
- find out what doing these jobs involves - both the pleasures and the pressures
- find out how people get jobs in particular areas of the creative and media sector in your region
- find out what qualifications are needed for the type of jobs available in the creative and media sector in your region
- explore opportunities for developing a career in the creative and media sector in your region.

You will present a summary of your findings in a written or oral report. This may be combined with the report you present for learning outcome 1.

2.3 Be able to develop a personal critical response to a creative or media artefact, activity or event

We all make use of creative and media products. We read books, magazines and papers, watch films and TV programmes, listen to the radio and to music, and go to exhibitions, shows, plays and gigs. We also live in an environment designed to a great extent by creative people and filled with their work. We make individual and personal decisions about what we do, what we use, what we like and enjoy. This part of the unit asks you to make a personal critical response to something you have experienced at first-hand. You must:

- choose an aspect of creative or media activity which you have a personal interest in or have experienced as part of the audience - this could be an artefact or group of artefacts (photographs, paintings, films, TV or radio programmes), an event such as a gig or theatrical performance, or an activity such as a visit to a heritage site
- think carefully about your personal response to what you have selected and explore your ideas
- present your response in a chosen form explaining carefully in a well-supported discussion what qualities and aspects were effective, enjoyable or striking, and why you found them so.

2.4 Be able to create a guide to the creative and media scene, activities and events in a chosen region

For this part of the unit, you will use the information you have collected when working on learning outcome 1 and create a guide to the creative and media activities and events in your region. This could be in the form of a leaflet, booklet, a set of posters, a radio or TV programme, a website or a presentation. To do this you must:

- decide what audience you are going to produce your guide for
- decide on the medium in which you wish to produce your guide
- decide on a suitable form for your guide (bearing your intended audience in mind)
- ensure you have up-to-date information on the creative and media activities and events in your region
- consider how best to present the information for the audience you are aiming at how - this will involve things like how you will organise the information you have gathered, how it will be laid out, the language you use, illustrative material etc
- determine a production schedule
- produce your guide.

You may work on your own or in a group to do this.

QCF unit summary

Outcome Number	Learning Outcome The learner will:	Assessment The learner can:
1.1	understand the range and types of creative and media activity in a chosen region	undertake an investigation into creative and media activity in a chosen region [IE 2] summarise creative and media activity in the chosen region with reference to examples [IE 4]
1.2	understand creative and media employment roles and requirements in a chosen region	undertake an investigation into opportunities for developing a career in the creative and media sector in a chosen region [IE 2] summarise a number of job roles in the creative and media sector in the chosen region with reference to examples [IE 4] demonstrate knowledge of qualifications needed for the type of jobs available [IE 4]
1.3	be able to develop a personal critical response to a creative or media artefact, activity or event	undertake an exploration into an event, artefact or activity which the learner has personally experienced [IE 3] provide a personal response to an event or activity, explaining with supporting arguments what qualities and aspects were effective, enjoyable or striking [IE 5, 6]
1.4	be able to create a guide to the creative and media scene in a chosen region	create a guide to creative and media activities in a chosen region that communicates information to a specific audience [CT 1] manage the process working within time constraints [SM3]

How you will be assessed

This unit will be assessed by your teachers.

You are likely to do four assignments, one related to each of the four learning outcomes.

You must keep careful notes of all your ideas, plans, and decisions, and records of any 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 research into creative and media activity in your region and your finished presentation of that research (learning outcome 1)
- your research into employment opportunities in the creative and media industries in your region and your finished presentation of that research (learning outcome 2); presentation of the research done for learning outcomes 1 and 2 may be combined
- your notes on your response to a creative or media artefact, activity or event and the final presentation of that response - your teacher will tell you or help you to decide what form this should be in (learning outcome 3)
- a finished guide to the creative and media scene in your region in a format and medium agreed with your teachers (learning outcome 4)

Your tutor will give you precise advice about what each section of the process portfolio should contain and how you should present it.

Assessment Grid

	Band 1	Band 2	Band 3
<p>Understands the range and types of creative and media activity in a chosen region</p> <p>15</p>	<p>Undertakes a limited investigation into creative and media activity in the chosen region.</p> <p>Provides an unsystematic outline summary of creative and media activity in the chosen region making brief reference to a small number of obvious examples.</p> <p>1 - 6</p>	<p>Undertakes a careful investigation into creative and media activity in the chosen region.</p> <p>Provides a fairly well organised and informative summary of creative and media activity in the chosen region citing a range of examples in some detail.</p> <p>7 - 11</p>	<p>Undertakes a wide-ranging and well-focused investigation into creative and media activity in the chosen region.</p> <p>Provides a well organised and thorough summary of creative and media activity in the chosen region with substantial citation of both expected and less predictable examples.</p> <p>12 - 15</p>
<p>Understands creative and media employment roles and requirements in a chosen region</p> <p>15</p>	<p>Undertakes a limited investigation into opportunities for developing a career in the creative and media sector in the chosen region.</p> <p>Provides an unsystematic outline summary of a small number of job roles in the creative and media sector in the chosen region making brief reference to a small number of obvious examples.</p> <p>Shows limited knowledge of qualifications needed for the type of jobs available.</p> <p>1 - 6</p>	<p>Undertakes a careful investigation into opportunities for developing a career in the creative and media sector in the chosen region.</p> <p>Provides a fairly well organised and informative summary of a range of job roles in the creative and media sector in the chosen region citing a range of examples in some detail.</p> <p>Shows good knowledge of qualifications needed for the type of jobs available.</p> <p>7 - 11</p>	<p>Undertakes a wide-ranging and well-focused investigation into opportunities for developing a career in the creative and media sector in the chosen region.</p> <p>Provides a well organised and thorough summary of a range of job roles in the creative and media sector in the chosen region with substantial citation of both expected and less predictable examples.</p> <p>Shows a substantial knowledge of qualifications needed for the type of jobs available.</p> <p>12 - 15</p>

continued

Assessment focus	Band 1	Band 2	Band 3
<p>Is able to develop a personal critical response to a creative or media artefact, activity or event</p> <p>10</p>	<p>Undertakes a limited exploration into an event, artefact or activity.</p> <p>Offers a limited personal response to an event or activity, with little attempt to explain what qualities and aspects were effective, enjoyable or striking.</p> <p>1 - 4</p>	<p>Undertakes a careful investigation into an event, artefact or activity.</p> <p>Offers a personal response to an event or activity, describing with some detail what qualities and aspects were effective, enjoyable or striking.</p> <p>5 - 7</p>	<p>Undertakes a wide-ranging and well-focused investigation into an event, artefact or activity.</p> <p>Offers an articulate personal response to an event or activity, explaining with confidence and in detail what qualities and aspects were effective, enjoyable or striking.</p> <p>8 - 10</p>
<p>Is able to create a guide to the creative and media activities and events in a chosen region</p> <p>20</p>	<p>Creates a simple guide to creative and media activities in the region.</p> <p>Displays limited abilities in the planning process.</p> <p>Shows limited awareness of target audience.</p> <p>1 - 8</p>	<p>Creates a useful guide to creative and media activity in the region.</p> <p>Displays a competent approach to the planning process.</p> <p>Shows some awareness of target audience and some imagination.</p> <p>Works within time constraints.</p> <p>9 - 14</p>	<p>Creates an attractive, imaginative and comprehensive guide to creative and media activity in the region,</p> <p>Displays a disciplined approach to the planning process.</p> <p>Shows a clear awareness of target audience.</p> <p>Works effectively within time constraints.</p> <p>15 - 20</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 is about encouraging and leading learners to research, investigate and participate in the creative and media scene in a given region, gaining first-hand experience and meeting people who are part of the local mix of arts, creative and media activity. This might include those involved in running galleries, studios, venues, performance spaces and other less conventional places where events are held. The guide that learners produce must cover a number of disciplines, so could not be limited, for example, to music events alone.

Teaching the unit

In order to achieve learning outcome 1, learners must research the creative and media scene in their region through first-hand contact, reading, internet research, collecting brochures, and checking listings magazines and publications. It is hoped that every centre will make contact with Education Officers, liaison staff and 'outreach' teams in all sorts of venues and organizations. Centres should bring practitioners in for talks and discussions, but even more important is a sense of active involvement, encouraging learners to get out and see, experience and eventually be part of the active arts, performance, creative and media scene in their region.

This unit is very much about careers and employment too, and to achieve learning outcome 2 learners must gain some sense of how creative and media practitioners get their jobs - what courses they may have taken, what sort of career structure there is in any given sector, and even what drawbacks and pressures are inherent in the various types of employment.

In order to achieve learning outcome 3 learners must put together a personal critical response to something experienced locally at first-hand. This should be something to which they feel personally attracted, and to which they have some sort of personal commitment. It could be anything from a full-scale professional theatrical performance to local craft studios. Teachers must use their discretion and professional judgement to help learners make appropriate choices. Although the personal response may be in the form of a written review, learners are by no means limited to this. They might produce a short 'piece to camera', an interview with a practitioner in the form of a radio interview, a set of photographs with a commentary or perhaps a website which combines a number of reviews.

In order to achieve learning outcome 4, learners will use the information they have collected to create a guide to the creative and media activities and events in their region. The choice of format is entirely open, dependent on resources and preferred approaches. It could be done in the form of a leaflet, booklet, a set of posters, a

piece intended for a slot on local radio or even a short insert for a TV programme, a website or a PowerPoint presentation. The more enterprising might even set up an information kiosk in a shopping centre, or in the foyer or reception area of a building they can access. This element of the unit need not be done immediately after the research. If this is used as an introductory unit centres might prefer to do this once learners have developed some relevant technical skills.

Learners will need guidance to help them decide how to organize the information they have gathered, and to identify the target audience. They must decide on a suitable method of presentation, taking any relevant time and technical constraints into account.

It is hoped that particular centres and staff will develop contacts locally to enable learners to meet and talk to creative and media practitioners and workers. They should be prepared to ask questions and undertake other research and then make notes about how people get jobs in particular areas of the creative and media sector.

Guidance on assessment of this unit

Designing assessment vehicles

Assessment vehicles for Assessment Foci 1 and 2 will be research briefs - or a single research brief. Research briefs must be clearly focused to enable learners to gather the appropriate data on which to base their work for learning outcome 4 and to ensure that learners can achieve the full range of marks not only for Foci 1 and 2, but for 4 as well when they come to do the production work for that.

In order to ensure authenticity with regard to the evidence for Foci 1 and 2 both within and across year cohorts, centres should maintain control over the interaction between their learners and the organisations and individuals they will need to access. To this end, centres may wish to set up these interactions rather than allow learners free range, as it were. (Quite apart from authenticity, there are also, of course, issues around maintaining goodwill with these organisations and individuals over the years, and of ensuring the safety of learners.)

Assessment vehicles for Assessment Focus 3 should be research based briefs which are tightly designed to ensure that learners cover all the requirements of the unit as set out in the *What you need to cover* section. Teachers should ensure that learners base the response on a suitable event or activity which will provide opportunities to achieve the full range of marks.

Assessment vehicles for Assessment Focus 4 should be in the form of a production or commission brief setting out fully the requirements of the final product. Teachers should be guided in designing this brief by the *What you need to cover* section of the unit.

Evidence for assessment

Foci 1 and 2: research notes and presented outcomes

Focus 3: notes on chosen event or activity and presented outcomes

Focus 4: all pre-production, production and post-production documentation
the finished product

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

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

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

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 2

At Level 2 learners will be expected to:

- demonstrate a range of skills and applied knowledge
- choose from a range of procedures and operate in a number of contexts, some of which may be non-routine
- interpret available information and make comparisons
- show comprehension in a number of areas
- exercise a degree of autonomy
- demonstrate responsibility and commitment
- achieve outcomes within time constraints working under direction.

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 abilities in the planning process' must be understood in the context of the overall expectation of planning skills at Level 2 as compared to Level 1 or Level 3.

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 2, Band 1

- Research will be limited in scope, with some understanding of how to use links between one source and another. Learners will derive some information from such sources, and will be able to select, by cutting and pasting, for example, the relevant information, though this will be done rather uneconomically.
- Learners' will be able to roughly outline relevant information or detail about employment opportunities in the creative and media industries within very restricted areas.
- Learners will have a basic understanding of creative or media products.
- Learners will be able to generate a small number of ideas for a project, of which at least one will be relevant and some viable. They will be able to identify some of the more obvious strengths and weaknesses of some of their ideas.
- A range of technology, materials and techniques, albeit limited when compared with learners achieving the higher bands, will be applied with some sense of purpose and a limited degree of success. Standards achieved when attempting straightforward tasks will be satisfactory.
- Learners will be able to follow straightforward procedures in the planning or production of work in a number of contexts and will produce rudimentary records documenting their work.
- When reviewing and reflecting upon their own work learners will be able to identify relevant aspects of the work considered and provide a historical account of the way they dealt with a given situation.

Level 2, Band 2

- Research will be still be limited in scope, but there will be signs that other sources are recognised. Learners will select relevant information from their sources.
- Learners' will be able to describe relevant information or detail about employment opportunities in creative and media industries within restricted areas.
- Learners will be able to understand creative or media products.
- Learners will be able to generate a number of ideas for a project, some of which will be relevant and viable. They will be able to identify the more obvious strengths and weaknesses of most of their ideas.
- A good range of technology, materials and techniques will be applied with a sense of purpose and, in terms of standards achieved, some success when attempting straightforward tasks.
- Learners will be able to follow straightforward procedures in the planning or production of work in a number of contexts with some consistency and exactness and they will produce records documenting their work which have some descriptive detail. They will be able to recognise when they might need to depart from routine procedures.

- When reviewing and reflecting upon their own work learners will be able to describe relevant aspects of the work considered, providing an account of the way they dealt with a given situation which will be largely historical.

Level 2, Band 3

- In research learners will show some initiative, recognising a range of sources other than the internet. Learners will select relevant information from their sources showing some ability to compare and assess information gathered and beginning to make connections between elements of this information.
- Learners' will be able to give substantial descriptions of information or detail about employment opportunities in creative and media industries across a number of areas.
- Learners will have a sound understanding of creative or media products.
- Learners will be able to generate a number of ideas for a project, most of which will be relevant and viable. They will be able to identify and describe the more obvious strengths and weaknesses of each idea.
- A broad range of technology, materials and techniques will be applied with a sense of purpose and, in terms of standards achieved, showing a degree of proficiency and imagination in the achievement of straightforward tasks.
- Learners will be able to follow straightforward procedures in the planning or production of work in a number of contexts with consistency and exactness and they will produce records documenting their work which have a good level of detail. They will occasionally be able to depart from routine procedures with some assistance.
- When reviewing and reflecting upon their own work learners will be able to describe with some detail relevant aspects of the work considered and provide an account of the way they dealt with a given situation which begins to acknowledge strengths and weaknesses.

Support and accountability

The degree of support given to individual learners and the extent of accountability they demonstrate is not simply a matter of level. However, because they will sometimes be working in unfamiliar territory, all Level 2 learners may be expected to need occasional support. The National Qualification Framework level description therefore expects them to exercise a degree of autonomy and demonstrate responsibility and commitment.

Learners following a Specialised Diploma in Creative and Media at Level 2 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, demonstrate accountability for their work and work within time constraints should be assessed within the general expectation that all learners will sometimes need support at this level.

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

Personal, learning and thinking skills

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

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

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

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

Outcome	Skill	
1.3	Independent enquirers	1 identify questions to answer and problems to resolve 3 explore issues, events or problems from different perspectives 4 analyse and evaluate information, judging its relevance and value
1.4	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 5 deal with competing pressures, including personal and work-related demands

Functional skills at Level 2

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

ICT - use ICT systems	
Activity	Skill
Researching local creative and media activity on the internet	Select, interact with and use ICT systems independently for a complex task to meet a variety of

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

ICT - Develop, present and communicate information	
Designing a website to promote local creative and media activity with a group	Individuals can 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 around the group	Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists
Maths	
Activity	Skill
When devising a web or brochure page, consider shape, size, symmetry and layout	Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations
Collecting, analysing and representing information about the local creative and media scene - eg, proportion of art shops to galleries in a town, or cinema to theatre auditorium capacities	Identify the situation or problem and the mathematical methods needed to tackle it
	Select and apply a range of skills to find solutions
	Use appropriate checking procedures and evaluate their effectiveness at each stage
	Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations
	Draw conclusions and provide mathematical justifications
English	
Activity	Skill
Discussing careers opportunities in the region with people who work in the creative and media industries	Speaking and listening - make a range of contributions to discussions and make effective presentations in a wide range of contexts
Reading brochures produced by various creative and media	Reading - compare, select, read and understand texts and use them to gather information, ideas, arguments

organisations in the region	and opinions
Writing copy for their own website or brochure about creative and media activities in the region	Writing - write documents communicating information, ideas and opinions effectively and persuasively

Work experience

Examples of work experience placements appropriate to this unit would be: a craft or art supplies shop, a souvenir shop, a cinema, a theatre, an arts centre, a local paper, a local radio station, a local TV station, an audio or video studio facility, a games development company, a graphic design studio.

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 2: Performance

Principal Learning unit

Level 2

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

A performance can involve a wide variety of activities such as acting, dancing, singing, playing an instrument, stand-up comedy or circus skills. Performances can involve a single performer or a group, and might be live or recorded.

You don't actually have to be on the stage to be part of a performance. Performers work with people who take on other jobs such as directing, choreography, operating lighting and sound equipment, designing or stage management.

A crew may film the performance as a record of the event, or produce footage to be projected on stage during the show.

Others will provide front of house services such as selling tickets or crowd control. Another group of people will be involved in producing publicity and promotional material for the event.

In this unit you will study a form of performance, looking at the way it has developed over time and what sort of audience it appeals to. You will then help to plan, produce and present a performance. Throughout your work, you will review and monitor the processes you undertake.

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

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the development of a form of performance over a specified period of time
- 2 Be able to contribute to the planning of a performance
- 3 Be able to contribute to the production of a performance
- 4 Know how to monitor own contribution to a performance

What you need to cover

- 2.1 Understand the development of a form of performance over a specified period of time**
- You will need to gain an understanding of the history of a performance type. You will do this by investigating a specific form of performance such as radio drama, the musical, contemporary dance or situation comedy.
- You will need to investigate:
- how the form originated
 - how and why the form has changed over time.
- In considering how and why the form has changed you should take account of such factors as changing social conditions and the impact of developing technologies.
- You will need to make reference to examples of your chosen form of performance.
- 2.2 Be able to contribute to the planning of a performance**
- You will need to take on a defined role in the performance you are involved in. Whatever role you adopt, you must be involved in the planning of the performance, helping to make sure everyone is fully prepared.
- You must, with reference to your specific role:
- research and generate appropriate ideas
 - select and develop ideas with others
 - select appropriate materials to carry out your plans.
- Whilst operating as part of a team you must:
- collaborate with others to work towards the achievement of your group's aims
 - keep in mind the need to work safely at all times
 - consider relevant legal and ethical requirements.
- 2.3 Be able to contribute to the production of a performance**
- Along with the rest of your team you will need to put your plans into practice. You need to:
- gather the resources you and others have planned to use
 - carry out your role and responsibilities
 - work to deadlines and time constraints
 - follow safe working practices.

2.4 Know how to monitor own contribution to a performance

Throughout the process of planning and production you must regularly monitor your own progress and examine your achievements and aims, reflecting upon these matters in relation to what you are producing and actively using your reflections to inform, shape or modify your work as you think appropriate. You should consider this in light of your individual contribution as well as the progress of the team as a whole.

You will need to:

- examine where you succeed and where you do not succeed
- consider areas for improvement
- alter intentions or plans where necessary in order to achieve your aims.

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

QCF unit summary

Outcome Number	Learning Outcome The learner will:	Assessment The learner can:
2.1	understand the development of a form of performance over a specified period of time	<ul style="list-style-type: none"> undertake an investigation into the history of a form of performance over a specified period of time demonstrating an understanding of factors which have influenced change [IE 2, 4]
2.2	be able to contribute to the planning of a performance	<ul style="list-style-type: none"> take on a defined role and contribute to the planning of a performance [CT 1] collaborate with others to generate and explore ideas for the performance [CT 5; TW 1, 2]
2.3	be able to contribute to the production of a performance	<ul style="list-style-type: none"> carry out responsibilities for own role in a performance operating as part of a team [TW 3, 5] manage own time in order to work to schedules [SM 3, 5] follow safe working practices
2.4	know how to monitor own contribution to a performance.	<ul style="list-style-type: none"> monitor progress throughout the planning and production of a performance in order to refine ideas and outcomes and understand own strengths and weaknesses [RL 1, 3, 5]

How you will be assessed

This unit will be assessed by your teachers.

In order to be assessed for this unit you are likely to do one or two assignments. One of these assignments will require you to participate in a live performance in a specified role (not necessarily as a performer) on a specified date. Performers and those engaged in the performance during its enactment will be assessed during the performance (or over the course of the run of performances if there is more than one). Those not performing will be assessed on their final products (sets, props, costumes etc).

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

- your research into a form of performance (research plan and all research notes) and your finished presentation of that research (learning outcome 1)
- your log or journal recording your ideas about and planning for your performance or, in the case of those not actually performing, documentation such as preliminary drawings of sets, props, costumes etc (learning outcome 2)
- a recording of the final performance or, in the case of those not actually performing, photographs of finished sets, props, costumes etc (learning outcome 3)
- a journal or log recording your reflections on what you have done (learning outcome 4).

Your tutor will give you precise advice about what each section of the process portfolio should contain and how you should present it.

Assessment Grid

Assessment focus	Band 1	Band 2	Band 3
Understands the development of a form of performance over a specified period of time	<p>Undertakes a limited investigation which produces a small amount of relevant material.</p> <p>Provides an unelaborated outline which covers some aspects of the development of a form of performance over the specified period of time, with limited reference to factors which have influenced change.</p> <p>1 - 4</p>	<p>Undertakes a planned investigation which produces a moderate amount of useful material.</p> <p>Provides a description which covers in some detail the development of a form of performance over the specified period of time with reference to the main factors which have influenced change.</p> <p>5 - 7</p>	<p>Undertakes a well-focused and wide-ranging investigation which produces a good quantity of highly relevant material..</p> <p>Provides a description which covers in detail the development a form of performance over the specified period of time taking an explanatory approach to the major changes that have taken place in that time.</p> <p>8 - 10</p>
Is able to contribute to the planning of a performance	<p>Makes limited contributions to the planning of a performance in a defined role.</p> <p>Puts forward ideas of variable quality, exploring them to a limited extent.</p> <p>Makes a limited effort to collaborate with others.</p> <p>Requires considerable support and guidance.</p> <p>1 - 6</p>	<p>Makes a competent contribution to the planning of a performance in a defined role.</p> <p>Puts forward viable ideas exploring them to some extent.</p> <p>Makes an effort to collaborate with others.</p> <p>Requires occasional support and guidance.</p> <p>7 - 11</p>	<p>Makes a confident and proficient contribution to the planning of a performance in a defined role.</p> <p>Puts forward inventive ideas exploring them thoughtfully.</p> <p>Collaborates positively with others.</p> <p>Requires very occasional support and guidance.</p> <p>12 - 15</p>

continued

Assessment focus	Band 1	Band 2	Band 3
Is able to contribute to the production of a performance	<p>Carries out responsibilities for own role within the production team with limited success.</p> <p>Shows a limited capability to manage time and work to schedules.</p> <p>Shows a limited capability to follow safe working practices.</p> <p>Requires considerable support and guidance.</p> <p>1 - 10</p>	<p>Carries out responsibilities for own role within the production team competently.</p> <p>Shows some capability to manage time and work to schedules.</p> <p>Shows some care in following safe working practices.</p> <p>Requires occasional support and guidance.</p> <p>11 - 17</p>	<p>Carries out responsibilities for own role within the production team with confidence and skill.</p> <p>Manages time and works to schedules efficiently.</p> <p>Follows safe working practices carefully and efficiently.</p> <p>Requires very occasional support and guidance.</p> <p>18 - 25</p>
Knows how to monitor own contribution to a performance	<p>Monitors progress throughout the planning and production of a performance infrequently and irregularly, making limited use of the results to refine ideas and outcomes, and showing limited understanding of strengths and weaknesses</p> <p>1 - 4</p>	<p>Monitors progress throughout the planning and production of a performance with some regularity, making occasionally effective use of the results to refine ideas and outcomes, and showing some understanding of strengths and weaknesses</p> <p>5 - 7</p>	<p>Monitors progress throughout the planning and production of a performance with regularity and care, making consistently effective use of the results to refine ideas and outcomes, and showing thorough understanding of strengths and weaknesses</p> <p>8 - 10</p>

Guidance for teaching this unit

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

Overview

The focus of this unit rests on the planning, development and eventual production of a performance. Learners must all be involved in this activity, although the nature of their involvement will be dictated by the disciplines they choose to work within.

To fulfil the requirements of the unit, learners will need defined roles and responsibilities. Teachers may find it useful to carefully guide learners in the allocation of roles to ensure that the assessment requirements, along with the need for learners to work across two disciplines, are covered by their proposed activities. Those learners who are not actually performing will, of course, automatically be covering two disciplines - that of the form of performance and the one that is being applied in the performance context (for example, 2D visual art for scene painting, or footwear design for costume). Those who are performing will need to take on an additional role such as collaborating in set or costume design, assisting with the publicity campaign or producing publicity material. The vital point to grasp is that whatever non-performance disciplines are employed, they must be brought to bear in a performance context, whilst those who are directly involved in performing must also understand the ways in which other creative and media disciplines interact with and affect their activity on the stage. To give perhaps the most obvious example, performers in a soap opera need to develop an understanding of the ways in which three-camera studio recording makes different demands on actors and requires different ways of acting than single-camera recording or live theatre.

Teaching the unit

Skills development in this unit will depend on the forms of performance and disciplines that the centres offer or which the learners select. It will also be, as is the nature of this type of teaching, coincident with the preparation for the performance. Centres must therefore devise their skills teaching programme in relation to the assignments which they create (or which they develop with learners) for the assessment of the unit.

In order to achieve learning outcome 1 learners must investigate the nature of a specific form of performance over a specified period of time. Learners will need to investigate the ways in which the form was conceived, the changes in practice that have occurred and the impact of developing technologies on its evolution. Learners should also be encouraged to relate specific examples from their findings to the political, social and cultural climate within which these examples occurred, though it is understood that not all learners will be able to achieve such a sophisticated level of understanding.

The selected form of performance and the specified period of time could be chosen by the teacher and could - ideally should - relate to the nature of the eventual performance. For example, learners could take part in the filming of a short television drama in a studio setting, allowing the subject of the investigation (television drama from the beginning of broadcast television to the present) to be common to all learners involved.

In order to achieve learning outcome 2 learners must address the process of planning and preparing for involvement in a performance activity. The nature of this work will vary depending on the role that the learner has chosen. Evidencing this process is an essential part of the unit and is also vital to enable assessment. Depending on the discipline within which a learner is working, teachers may need to provide guidance and documentation reflecting accepted practise. For instance, evidence of planning meetings and other collaborative activities could be in the form of minutes whilst those planning publicity materials may need to produce layout sheets. This will also link with the work that will be done in relation to learning outcome 4.

In relation to the work to be done towards achieving learning outcome 3 it is important to note that the term 'production of a performance' is intended to cover the practical application of all ideas developed in the planning stages - for example, the building of sets, the production of publicity material as well as, of course, the eventual performance itself. Dependent on learners' choice of discipline, the amount of activity involved in the planning and production stages may vary.

In order to achieve learning outcome 4 learners must regularly monitor progress and reflect on their achievement. This needs to be built in to practice throughout the coverage of this unit, rather than approached as a summative activity and teachers are strongly advised to ensure that learners contribute evidence towards this outcome continuously throughout their work on this unit, rather than merely completing their responses after the performance activity. Evidence for the achievement of this learning outcome could take the form of a planning and production diary or log, a video diary or and illustrated blog.

Finally, it should be noted that the work learners complete for this unit should differ from the work they do for *Unit 4: Record*. Care should be take, therefore, to ensure that learners who combine video with performance for this unit should not simply repeat such an activity for Unit 4, and vice-versa.

Guidance on assessment of this unit

Designing assessment vehicles

The assesment vehicle for this unit could be a single assignment which requires a preliminary investigation of the form of performance which the learners will eventually create. It could, however, be done through two separate assignments - one which covers Assessment Focus 1 and another which covers the remaining three foci.

In either case, Assessment Focus 1 should be assessed in such a way that learners are able to produce evidence that they have:

- set up and followed through a research plan
- understood the development of a form of performance in terms of how the form originated, and how and why the form has changed over time.

The assessment vehicle for Assessment Foci 2, 3 and 4 should be an assignment which enables learners to:

- participate in a defined role in a final performance
- consider two disciplines (as defined on page xxx of this document) through their role.

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.

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.

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.

Evidence for assessment

- Focus 1: the learner's research plans and notes
 the finished presentation of the results (in whatever form that might be).
- Focus 2: the learner's log or journal and tutor observation records; in the case of those not actually performing evidence may also include documentation such as preliminary drawings of sets, props, costumes etc
- Focus 3: the final performance and tutor observation records; in the case of those not actually performing evidence may also include finished sets, props, costumes etc; performers and those engaged in the performance during its enactment will be assessed during the performance (or over the course of the run of performances if there is more than one); those not performing will be assessed on their final products (sets, props, costumes etc).
- 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.

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

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

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

Using the Assessment Grid

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

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

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

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

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

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

Assessment at Level 2

At Level 2 learners will be expected to:

- demonstrate a range of skills and applied knowledge
- choose from a range of procedures and operate in a number of contexts, some of which may be non-routine
- interpret available information and make comparisons
- show comprehension in a number of areas
- exercise a degree of autonomy
- demonstrate responsibility and commitment
- achieve outcomes within time constraints working under direction.

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 abilities in the planning process’ must be understood in the context of the overall expectation of planning skills at Level 2 as compared to Level 1 or Level 3.

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 2, Band 1

- Research will be limited in scope, with some understanding of how to use links

between one source and another. Learners will derive some information from such sources, and will be able to select, by cutting and pasting, for example, the relevant information, though this will be done rather uneconomically.

- Learners will have a basic understanding of straightforward ideas.
- Learners' will be able to roughly outline relevant information or detail about contexts and developments within very restricted areas.
- Learners will be able to generate a small number of ideas for a project, of which at least one will be relevant and some viable. They will be able to identify some of the more obvious strengths and weaknesses of some of their ideas.
- Learners will be able to follow straightforward procedures in the planning or production of work and will produce rudimentary records documenting their work.
- A range of skills, materials and techniques, albeit limited when compared with learners achieving the higher bands, will be applied with some sense of purpose and a limited degree of success. Standards achieved when attempting straightforward tasks will be satisfactory.
- When reviewing and reflecting upon their own work learners will be able to identify relevant aspects of the work considered and provide a historical account of the way they dealt with a given situation.

Level 2, Band 2

- Research will be still be limited in scope, but there will be signs that other sources are recognised. Learners will select relevant information from their sources.
- Learners will be able to understand straightforward ideas.
- Learners' will be able to describe relevant information or detail about contexts and developments within restricted areas.
- Learners will be able to generate a number of ideas for a project, some of which will be relevant and viable. They will be able to identify the more obvious strengths and weaknesses of most of their ideas.
- Learners will be able to follow straightforward procedures in the planning or production of work in a number of contexts with some consistency and exactness and they will produce records documenting their work which have some descriptive detail. They will be able to recognise when they might need to depart from routine procedures.
- A good range of skills, materials and techniques, will be applied with a sense of purpose and, in terms of standards achieved, some success when attempting straightforward tasks.
- When reviewing and reflecting upon their own work learners will be able to describe relevant aspects of the work considered, providing an account of the way they dealt with a given situation which will be largely historical.

Level 2, Band 3

- In research learners will show some initiative, recognising a range of sources other than the internet. Learners will select relevant information from their sources showing some ability to compare and assess information gathered and beginning to make connections between elements of this information.

- Learners will have a sound understanding of straightforward ideas.
- Learners' will be able to give substantial descriptions of information or detail about contexts and developments across a number of areas.
- Learners will be able to generate a number of ideas for a project, most of which will be relevant and viable. They will be able to identify and describe the more obvious strengths and weaknesses of each idea.
- Learners will be able to follow straightforward procedures in the planning or production of work in a number of contexts with consistency and exactness and they will produce records documenting their work which have a good level of detail. They will occasionally be able to depart from routine procedures with some assistance.
- A broad range of skills, materials and techniques, will be applied with a sense of purpose and, in terms of standards achieved, showing a degree of proficiency and imagination in the achievement of straightforward tasks.
- When reviewing and reflecting upon their own work learners will be able to describe with some detail relevant aspects of the work considered and provide an account of the way they dealt with a given situation which begins to acknowledge strengths and weaknesses.

Support and accountability

The degree of support given to individual learners and the extent of accountability they demonstrate is not simply a matter of level. However, because they will sometimes be working in unfamiliar territory, all Level 2 learners may be expected to need occasional support. The National Qualification Framework level description therefore expects them to exercise a degree of autonomy and demonstrate responsibility and commitment.

Learners following a Specialised Diploma in Creative and Media at Level 2 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, demonstrate accountability for their work and work within time constraints should be assessed within the general expectation that all learners will sometimes need support at this level.

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

Personal, learning and thinking skills - Level 2

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	1 identify questions to answer and problems to resolve 6 support conclusions, using reasoned arguments and evidence
2.2	Creative thinkers	3 connect their own and others' ideas and experiences in inventive ways 6 adapt ideas as circumstances change
	Team workers	4 show fairness and consideration to others
2.3	Team workers	6 provide constructive support and feedback to others
2.4	Reflective learners	4 invite feedback and deal positively with praise, setbacks and criticism

Functional skills at Level 2

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

ICT - use ICT systems	
Activity	Skill
Researching the history of a form of performance	Select, interact with and use ICT systems independently for a complex task to meet a variety of needs
	Evaluate the effectiveness of the ICT system they have used
Organising and filing information found	Manage information storage to enable efficient retrieval
	Follow and understand the need for safety and security practices
Recovering lost or inadvertently deleted files	Troubleshoot
ICT - Find and select information	
Activity	Skill
Researching the history of a form of performance	Select and use a variety of sources of information

	independently for a complex task
	Access, search for, select and use ICT-based information and evaluate its fitness for purpose
ICT - Develop, present and communicate information	
Presenting results of research in the form of an illustrated Power Point presentation	Individuals can enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • 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
Communicating with other members of a group engaged in the same research activity	Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists

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

Work experience

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

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 2 Specialised Diploma in Creative and Media.

Unit 3: Artefact

Principal Learning unit

Level 2

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

People make things for all sorts of reasons. It might be to express an idea or as an act of religious faith. It might be because the objects will be useful or it might simply be because looking at them will give people pleasure. A set or costume designer will make things that will be part of a drama or dance performance, and will design them so that they help to communicate the ideas carried by the performance. A potter will make things that are both useful and good to look at or handle.

All these things can be described as 'artefacts' and their creation will be influenced by many different factors and circumstances.

In this unit you will explore the nature of artefacts, looking at how and why they were created. You will then plan and produce an artefact of your own.

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

Learning outcomes

On completion of this unit a learner should:

1. Understand the process of creating artefacts
2. Be able to plan the creation of an artefact
3. Be able to create an artefact
4. Know how to monitor own creative activity.

What you need to cover

- 3.1 Understand the process of creating artefacts**
- The way in which an artefact is created and the technologies used has a major impact on the eventual product. In this unit you will examine particular artefacts and the ways in which they are created. If the artefact has been created for a particular purpose - for example a performance - then you must also consider how it would be used in performance, as this will affect the way that it is made.
- You will do this by investigating:
- the materials used
 - the processes used
 - the possible impact of developing technologies
 - the purposes of their creator.
- The situation within which an artefact is created also influences many different aspects of its nature. Looking at the circumstances surrounding the creation of an item can help us understand the decisions made by the creator.
- You will therefore consider when and where these artefacts were produced and the backgrounds of their creators, and think about how those factors impact on:
- the materials and processes used
 - the way the artefacts look or operate.
- 3.2 Be able to plan the creation of an artefact**
- Detailed planning is important for the successful and safe creation of an artefact.
- In the planning process you will need to:
- generate appropriate ideas
 - select and develop a chosen idea
 - select appropriate materials
 - select your production process
 - consider budgeting and time implications.
- You will need to produce records of this planning process in a format suitable for the discipline you are working in.
- In your planning you should make sure you are fully prepared at all times to observe safe working practices. You may need to investigate legal and ethical issues relating to your discipline - for example, if you are planning to use copyright material you may need to apply for permission to use it.

- 3.3 Be able to create an artefact**
- The production of your artefact will involve putting your plans in to practice.
- You will need to:
- collect the materials you have identified in your planning
 - prepare your work area in line with health and safety considerations
 - carry out the processes you have planned for in the creation of your proposed artefact.
- 3.4 Know how to monitor own creative activity**
- Throughout the process of planning and producing your record you must regularly monitor your own activity and examine your achievements and aims.
- You must constantly ask yourself if you are achieving what you set out to achieve, and if not why not - what you need to do to get nearer to producing what you intend to produce.
- You must actively use your reflections to inform, shape or modify your work as you think appropriate.
- You will need to:
- examine where you succeed and where you do not succeed
 - consider areas for improvement
 - alter intentions or plans where necessary in order to achieve your aims.
- At the end of the process you should think about what you have learnt, and how you can put this learning to good use in your next project.

QCF unit summary

Outcome Number	Learning Outcome The learner will:	Assessment The learner can:
3.1	understand the process of creating artefacts	undertake an investigation into the processes involved in the creation of identified artefacts [IE 2] describe processes involved in the creation of identified artefacts [IE 4] demonstrate understanding of the way various intrinsic and extrinsic factors influence the production of specific artefacts
3.2	be able to plan the creation of an artefact	generate ideas for and plan the creation of an artefact [CT 1] document the process

3.3	be able to create an artefact	collect necessary resources and materials, and create the planned artefact [SM 3] follow safe working practices work to schedules [SM 5]
3.4	know how to monitor own creative activity	regularly monitor own activity and examine achievements and aims [RL 1] use this reflective activity to inform, shape or modify work as appropriate [RL 3]

How you will be assessed

This unit will be assessed by your teachers.

You must:

- undertake an investigation into the process of creating artefacts, and present the results of your investigation (learning outcome 1)
- generate and explore ideas for creating your own artefact, and plan the project (learning outcome 2)
- explore and experiment with your idea, and complete your project (learning outcome 3)
- monitor and reflect upon the process (learning outcome 4).

Whether you have worked on your own or in a group for this unit, you must produce an individual process portfolio which shows all the stages of your work. All group activity must be written up or recorded in some way individually by you.

Your unit portfolio must contain:

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

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

Assessment Grid

Assessment focus	Band 1	Band 2	Band 3
Understands the process of creating artefacts	<p>Undertakes a limited investigation which produces a small amount of relevant material.</p> <p>Describes a limited number of the processes involved in the creation of identified artefacts.</p> <p>Demonstrates some understanding of the way a limited range of factors influence the production of specific artefacts.</p>	<p>Undertakes a planned investigation which produces a moderate amount of useful material.</p> <p>Describes, citing relevant examples, a number of the processes involved in the creation of identified artefacts.</p> <p>Demonstrates a competent understanding of the way a range of factors influence the production of specific artefacts.</p>	<p>Undertakes a well-focused and wide-ranging investigation which produces a good quantity of highly relevant material.</p> <p>Explains, with reference to well-elaborated examples, a good number of the processes involved in the creation of identified artefacts.</p> <p>Demonstrates a good understanding of the way a wide range of factors influence the production of specific artefacts.</p>
10	1 - 4	5 - 7	8 - 10
Is able to plan the creation of an artefact	<p>Displays limited abilities in the planning process.</p> <p>Generates ideas of variable quality, exploring them to a limited extent.</p> <p>Provides basic planning documentation.</p> <p>Requires considerable support and guidance.</p>	<p>Displays a competent approach to the planning process.</p> <p>Generates viable ideas exploring them to some extent.</p> <p>Documents planning carefully.</p> <p>Requires occasional support and guidance.</p>	<p>Displays a disciplined approach to the planning process.</p> <p>Generates inventive ideas exploring them thoughtfully.</p> <p>Documents planning efficiently.</p> <p>Requires very occasional support and guidance.</p>
15	1 - 6	7 - 11	12 - 15

Assessment focus	Band 1	Band 2	Band 3
<p>Is able to create an artefact</p> <p>25</p>	<p>Uses resources, materials and processes to create an artefact to a satisfactory standard.</p> <p>Shows a limited capability to follow safe working practices.</p> <p>Requires considerable support and guidance.</p> <p>Shows a limited capability to work to schedules.</p> <p>1 - 10</p>	<p>Uses resources, materials and processes competently with a degree of imagination and some attention to detail to create an artefact to a competent standard.</p> <p>Shows some capability to follow safe working practices.</p> <p>Requires occasional support and guidance.</p> <p>Works within given time constraints.</p> <p>11 - 17</p>	<p>Uses resources, materials and processes with imagination, confidence and close attention to detail to create an artefact to a high standard.</p> <p>Follows safe working practices carefully.</p> <p>Requires very occasional support and guidance.</p> <p>Works within given time constraints.</p> <p>18 - 25</p>
<p>Knows how to monitor own creative activity</p> <p>10</p>	<p>Monitors progress throughout the planning and creation of an artefact infrequently and irregularly.</p> <p>Makes limited use of the results to refine ideas and outcomes, showing limited understanding of strengths and weaknesses.</p> <p>1 - 4</p>	<p>Monitors progress throughout the planning and creation of an artefact with some regularity.</p> <p>Makes occasionally effective use of the results to refine ideas and outcomes, showing some understanding of strengths and weaknesses.</p> <p>5 - 7</p>	<p>Monitors progress throughout the planning and creation of an artefact with regularity and care.</p> <p>Makes consistently effective use of the results to refine ideas and outcomes, showing thorough understanding of strengths and weaknesses.</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

In this unit the term 'artefact' is understood to mean a physical object created either for its own sake or for a given purpose. In the latter case, the purpose might be something to do with the use of the object created - a piece of pottery, a stage prop or a musical instrument would all have a specific use and could all be the intended artefact for this unit. Alternatively, the purpose might be promotional - a CD, a DVD or an audio book might be created in such a way as to make it an attractive object in its own right, though there would also be a marketing or promotional element to the design, perhaps involving the branding of the object in some way.

In order to ensure the coverage of at least two different disciplines in this unit it may be of benefit to provide learners with a focus for their work, possibly in the form of a project or theme. For example, in order to relate 3D visual arts work to drama or dance, learners might work on the theme of 'masks', investigating the use of masks in performance work, and exploring historical and contemporary contextual influences, before they plan and produce masks of their own.

In the examples given above, the creation of a CD, DVD or audio book would involve advertising, understanding of the market for the product, and an understanding of its content, whilst the making of a musical instrument would require both the craft skills to create the instrument and an understanding of music.

Teachers should encourage their learners to be imaginative in what they aim to do for this unit, but must also be careful to ensure that this does not result in duplication of work done for other units.

Teaching the unit

In order to achieve learning outcome 1 learners must develop the ability to recognise and understand the materials and processes used in the creation of specific existing artefacts. This could be introduced through group discussion and analysis of a range of examples. This could be followed by active learner investigations in the form of visits to museums and galleries, interviews with practitioners or by using the Internet.

Learners will also need to be introduced to the concept of contextualising the creation of an artefact. They will be required to consider the external factors that influence the creative decisions made by practitioners in their work. This could include historical, social, cultural, industrial and even political influences. It is advisable to approach this requirement by introducing learners to clear examples of contextual influence on artefact development demonstrating, for example, how living in wartime would affect the work of an artist.

Achievement of learning outcome 2 requires learners to generate and select ideas. This could be implemented through structured group discussions or mind-mapping. Teachers should guide learners in selecting plans which are achievable within the confines of the unit and available resources.

Planning the production of an artefact should be a structured activity and teachers will need to ensure that learners have completed relevant planning activities prior to creation of their artefact.

Learners are likely to require guidance and support in investigating the relevant legal and ethical issues surrounding their chosen idea. They may well also need guidance in relation to safe working practices.

In order to achieve learning outcome 3 learners will need to be provided with opportunities and resources to realise the plans they have made. Teachers will need to ensure that the health and safety considerations which were included in the learners' planning work is put in to practice at this stage.

Guidance on assessment of this unit

Designing assessment vehicles

Assessment vehicles for Assessment Focus 1 should be a research brief. Research briefs must be clearly focused to ensure that learners can fully address the contents of the *What you need to cover* section of the unit and achieve the full range of marks.

The assessment vehicle for the remaining foci should be a production brief which is tightly designed to ensure that learners cover all the requirements of the unit as set out in the relevant *What you need to cover* sections and setting out clearly the requirements for the final product. Teachers should be guided in designing this brief by the *What you need to cover* section of the unit.

All 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 presentation of the results of the investigation in an appropriate form
notes, research logs, |
| Focus 2: | notes on ideas, rough work (drafts, sketches, ideas boards etc)
notes on research
a production plan |
| Focus 3: | all experimentation work
the final product
unit log or journal
teacher observation records |
| Focus 4: | unit log or journal
teacher observation records |

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

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

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

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 2

At Level 2 learners will be expected to:

- demonstrate a range of skills and applied knowledge
- choose from a range of procedures and operate in a number of contexts, some of which may be non-routine
- interpret available information and make comparisons
- show comprehension in a number of areas
- exercise a degree of autonomy
- demonstrate responsibility and commitment
- achieve outcomes within time constraints working under direction.

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 abilities in the planning process’ must be understood in the context of the overall expectation of planning skills at Level 2 as compared to Level 1 or Level 3.

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 2, Band 1

- Research will be limited in scope, with some understanding of how to use links between one source and another. Learners will derive some information from such sources, and will be able to select, by cutting and pasting, for example, the relevant information, though this will be done rather uneconomically.
- Learners’ will be able to roughly outline relevant information or detail about relevant processes and factors which influence the creation of creative and media products.
- Learners will be able to generate a small number of ideas for a project, of which at least one will be relevant and some viable. They will be able to identify some of the more obvious strengths and weaknesses of some of their ideas.
- Learners will be able to follow straightforward procedures in the planning or production of work in a number of contexts and will produce rudimentary records documenting their work.
- A range of technology, materials and techniques, albeit limited when compared with learners achieving the higher bands, will be applied with some sense of purpose and a limited degree of success. Standards achieved when attempting straightforward tasks will be satisfactory.
- When reviewing and reflecting upon their own work learners will be able to identify relevant aspects of the work considered and provide a historical account of the way they dealt with a given situation.

Level 2, Band 2

- Research will be still be limited in scope, but there will be signs that other sources are recognised. Learners will select relevant information from their sources.
- Learners’ will be able to describe relevant information or detail about about relevant processes and factors which influence the creation of creative and media products.
- Learners will be able to generate a number of ideas for a project, some of which will be relevant and viable. They will be able to identify the more obvious strengths and weaknesses of most of their ideas.
- Learners will be able to follow straightforward procedures in the planning or production of work in a number of contexts with some consistency and exactness and they will produce records documenting their work which have some descriptive detail. They will be able to recognise when they might need to depart from routine procedures.
- A good range of technology, materials and techniques will be applied with a sense of purpose and, in terms of standards achieved, some success when attempting straightforward tasks.

- When reviewing and reflecting upon their own work learners will be able to describe relevant aspects of the work considered, providing an account of the way they dealt with a given situation which will be largely historical.

Level 2, Band 3

- In research learners will show some initiative, recognising a range of sources other than the internet. Learners will select relevant information from their sources showing some ability to compare and assess information gathered and beginning to make connections between elements of this information.
- Learners' will be able to give substantial descriptions of information or detail about relevant processes and factors which influence the creation of creative and media products.
- Learners will be able to generate a number of ideas for a project, most of which will be relevant and viable. They will be able to identify and describe the more obvious strengths and weaknesses of each idea.
- Learners will be able to follow straightforward procedures in the planning or production of work in a number of contexts with consistency and exactness and they will produce records documenting their work which have a good level of detail. They will occasionally be able to depart from routine procedures with some assistance.
- A broad range of technology, materials and techniques will be applied with a sense of purpose and, in terms of standards achieved, showing a degree of proficiency and imagination in the achievement of straightforward tasks.
- When reviewing and reflecting upon their own work learners will be able to describe with some detail relevant aspects of the work considered and provide an account of the way they dealt with a given situation which begins to acknowledge strengths and weaknesses.

Support and accountability

The degree of support given to individual learners and the extent of accountability they demonstrate is not simply a matter of level. However, because they will sometimes be working in unfamiliar territory, all Level 2 learners may be expected to need occasional support. The National Qualification Framework level description therefore expects them to exercise a degree of autonomy and demonstrate responsibility and commitment.

Learners following a Specialised Diploma in Creative and Media at Level 2 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, demonstrate accountability for their work and work within time constraints should be assessed within the general expectation that all learners will sometimes need support at this level.

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

Personal, learning and thinking skills - Level 2

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	1 identify questions to answer and problems to resolve 6 support conclusions, using reasoned arguments and evidence
3.2	Creative thinkers	2 ask questions to extend their thinking
3.3	Creative thinkers	5 try out alternatives or new solutions and follow ideas through 6 adapt ideas as circumstances change
3.4	Reflective learners	4 invite feedback and deal positively with praise, setbacks and criticism 5 evaluate experiences and learning to inform future progress

Functional skills at Level 2

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

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

ICT - Develop, present and communicate information	
Preparing a Power Point presentation on the process used in the creation of a type of artefact	Individuals can 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, responsibly and effectively including storage of messages and contact lists
Maths	
Activity	Skill
Planning, identifying and calculating limitations on costs, materials and time using effective processes	Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations
	Identify the situation or problem and the mathematical methods needed to tackle it
	Select and apply a range of skills to find solutions
	Use appropriate checking procedures and evaluate their effectiveness at each stage
Report on limitations on costs, materials and time justifying their choices	Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations
	Draw conclusions and provide mathematical justifications
English	
Activity	Skill
Discussing a group project to create an artefact	Speaking and listening - make a range of contributions to discussions and make effective presentations in a wide range of contexts
Reading about techniques used in the creation of a type of artefact in the past	Reading - compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions
Writing a report on processes used in	Writing - write documents communicating information,

the creation of a type of artefact	ideas and opinions effectively and persuasively
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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 Level 2 Specialised Diploma in Creative and Media.

Unit 4: Record

Principal Learning unit

Level 2

Guided learning hours: 60

Internally assessed

[Assessment of this unit will be approximately 70% coincident
with the learner's coverage of the content]

About this unit

This unit is about making, or being part of, a record of something. That something could be a performance, an event or a process.

You may be involved in the process of recording, or you may be involved in the creation of something that is recorded.

If you decide to create what is going to be recorded you must develop something especially for this unit. If you are a performer you will work closely at all times with the person or people involved in making the recording.

You may decide to work on your own to make a record of an event, place or situation. This will still allow you to meet all the assessment requirements.

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

Learning outcomes

On completion of this unit a learner should:

- 1 Understand how a specified medium can be used to create a record
- 2 Be able to plan the creation of a record in a chosen medium
- 3 Be able to take part in the creation of a record in a chosen medium
- 4 Know how to monitor the creation of the record.

What you need to cover

4.1 Understand how a specified medium can be used to create a record You need to understand the medium you intend to employ for the making of your record, and you need to know how it can be used. This means first looking closely at:

- a range of examples of recordings made in the medium that you have chosen to use
- examples of work from different periods in time, not just the present
- recent developments in the medium you have selected.

If you are working in a group for this unit you should do this exploration and development with the other members of your group.

You may already be familiar with the technologies of this medium, but whether you have used it before or are new to it, you should think about the skills you need to or would like to develop. You might, for example, need to improve your skills in using a camera, or in recording sound, or in using a particular type of paint or drawing medium.

4.2 Be able to plan the creation of a record in a chosen medium

Once you know what medium you will be working with and - if you are working in a group - have decided whom you will be working with, you can start developing ideas. It is worth bearing in mind at this stage that some things will suit the recording process better than others, and that some will suit your chosen medium better than others.

You need to:

- develop several ideas
- do some basic research on these ideas to see which are workable
- decide which one will be the most suitable for you (and your group, if you are working in a group)
- plan carefully how you will record whatever it is that you are recording (for example, if you are recording the making of something, you need to be sure that you can record each stage of the making process)
- prepare a schedule showing all the stages of your procedure, and who and what will be needed when
- make contingency plans
- check whether anything you want to do requires copyright permission before you start
- keep records of all meetings and discussions, reviewing and evaluating your progress as you work.

If you are involved in the creation of something to be recorded (such as a dance, or a film, television or radio drama) you might need to practise the skills you will be using.

Any such practice should be done as much as possible together so that both the recorder and the recorded will better understand each other's contribution when creating the final piece of work.

4.3 Be able to take part in the creation of a record in a chosen medium

When you create your record you will need to:

- ensure you have the resources needed to create your record
- manage those resources to complete the recording process and realise your intentions
- communicate, cooperate and interact with everyone involved in both performance and production
- work within health and safety guidelines.

4.4 Know how to monitor the creation of the record

Throughout the process of planning and producing your record you must regularly monitor your own activity and examine your achievements and aims.

You must constantly ask yourself if you are achieving what you set out to achieve, and if not why not - what you need to do to get nearer to producing what you intend to produce.

You must actively use your reflections to inform, shape or modify your work as you think appropriate.

You will need to:

- examine where you succeed and where you do not succeed
- consider areas for improvement
- alter intentions or plans where necessary in order to achieve your aims.

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

QCF unit summary

Outcome Number	Learning Outcome The learner will:	Assessment The learner can:
4.1	Understand how a specified medium can be used to create a record	undertake an investigation into specific examples of records [IE 2] demonstrate understanding of examples of records explain recent developments in the medium selected [IE 4]
4.2	Be able to plan the creation of a record in a chosen medium	generate ideas for and plan the creation of an record [CT 1] document the process
4.3	Be able to take part in the creation of a record in a chosen medium	create the planned record follow safe working practices work to schedules [SM 3, 5]
4.4	Know how to monitor the creation of the record	regularly monitor own activity and examine achievements and aims [RL 1] use this reflective activity to inform, shape or modify work as appropriate [RL 3, 5]

How you will be assessed

This unit will be assessed by your teachers.

You must:

- undertake an investigation and present the results of your investigation (learning outcome 1)
- generate and explore ideas for creating your own record, and plan the project (learning outcome 2)
- explore and experiment with your idea, and complete your record (learning outcome 3)
- monitor and reflect upon the process (learning outcome 4).

Whether you have worked on your own or in a group for this unit, you must produce an individual process portfolio which shows all the stages of your work. All group activity must be written up or recorded in some way individually by you.

Your unit portfolio must contain:

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

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

Assessment Grid

Assessment focus	Band 1	Band 2	Band 3
Understands how a specified medium can be used to create a record	<p>Undertakes a limited investigation which produces a small amount of relevant material.</p> <p>Demonstrates a limited understanding of a small number of examples of records.</p> <p>Identifies recent developments in the medium selected.</p> <p>1 - 4</p>	<p>Undertakes a planned investigation which produces a moderate amount of useful material.</p> <p>Demonstrates a competent understanding of a range of examples of records.</p> <p>Describes recent developments in the medium selected.</p> <p>5 - 7</p>	<p>Undertakes a well-focused and wide-ranging investigation which produces a good quantity of highly relevant material.</p> <p>Demonstrates a good understanding of a wide range of examples of records.</p> <p>Explains recent developments in the medium selected.</p> <p>8 - 10</p>
Is able to plan the creation of a record in a chosen medium	<p>Displays limited abilities in the planning process.</p> <p>Puts forward ideas of variable quality, exploring them to a limited extent.</p> <p>Provides basic planning documentation.</p> <p>Requires considerable support and guidance.</p> <p>1 - 6</p>	<p>Displays a competent approach to the planning process.</p> <p>Puts forward viable ideas exploring them to some extent.</p> <p>Documents planning carefully.</p> <p>Requires occasional support and guidance.</p> <p>7 - 11</p>	<p>Displays a disciplined approach to the planning process.</p> <p>Puts forward inventive ideas exploring them thoughtfully.</p> <p>Documents planning efficiently.</p> <p>Requires very occasional support and guidance.</p> <p>12 - 15</p>

continued

Assessment focus	Band 1	Band 2	Band 3
<p>Is able to take part in the creation of a record in a chosen medium</p> <p>25</p>	<p>Makes limited contributions to the creation of a record in a chosen medium applying a limited range of techniques.</p> <p>Shows a limited capability to follow safe working practices.</p> <p>Shows a limited capability to work to schedules.</p> <p>Requires considerable support and guidance.</p> <p>1 - 10</p>	<p>Contributes positively to the creation of a record in a chosen medium selecting from and applying a range of techniques.</p> <p>Shows some capability to follow safe working practices.</p> <p>Shows some capability to work to schedules.</p> <p>Requires occasional support and guidance.</p> <p>11 - 17</p>	<p>Contributes effectively and innovatively to the creation of a record selecting from and applying a wide range of techniques.</p> <p>Follows safe working practices carefully.</p> <p>Works efficiently to schedules.</p> <p>Requires very occasional support and guidance.</p> <p>18 - 25</p>
<p>Knows how to monitor the creation of the record.</p> <p>10</p>	<p>Monitors progress throughout the planning and production of the record infrequently and irregularly, making limited use of the results to refine ideas and outcomes, and showing limited understanding of strengths and weaknesses</p> <p>1 - 4</p>	<p>Monitors progress throughout the planning and production of the record with some regularity, making occasionally effective use of the results to refine ideas and outcomes, and showing some understanding of strengths and weaknesses</p> <p>5 - 7</p>	<p>Monitors progress throughout the planning and production of the record with regularity and care, making consistently effective use of the results to refine ideas and outcomes, and showing thorough understanding of strengths and weaknesses</p> <p>8 - 10</p>

Guidance for teaching this unit

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

Overview

The emphasis for this unit is on both sides of the production process. Throughout the teaching and assessment of this unit, consideration should be given to both aspects of the process.

The unit allows for individual or group record-making. For group activity and projects the structure for teaching of this unit allows and encourages interaction and planning that can involve all members of the group.

Whilst the unit has been written to embrace the widest range of possible activity, there are basic common principles and assessment requirements that apply equally to both group and individual work, and to the work of the 'record-maker' and to the subject or performer being recorded.

This unit offers many possibilities for combining disciplines. For example:

- a fashion show and the creation of a video of the process from initial designs on paper through to the catwalk show
- the creation of a dance for video and the use of post-production to create the final product
- creating a live webcast of a theatre show, that is uploaded onto the centre's website
- working with a group of musicians to develop ideas, plan and produce a music video
- the production of an artwork that records the artist's response to an event, place or person
- interviews with the centre's sports teams to produce a downloadable podcast.

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 range of mediums the centre can offer the learners, whether they are setting the nature of the record to be made or allowing learners some choice in what kind of medium they work in and the nature of the record they create, 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.

At some stage - perhaps towards the end of the skills development programme - learners should start thinking about what sort of record they are going to create. At that point, if they are working in a group, identification of roles is vital and learners should begin to think carefully about what their roles involve. Regular meetings, monitored and indeed facilitated by teaching staff will be the key to success here. In order for all learners to gain evidence for assessment, a sustained sense of shared purpose must be established. The assessment criteria apply to everyone involved, whichever side of the line they might be working on.

Individual work is equally possible in this unit, and teachers will need to adopt different approaches to monitoring and assessing individual learners, depending on the nature of their work.

In order to achieve learning outcome 1 it is suggested that this element of the Unit is delivered first, and to all learners in the cohort. Regardless of any intention expressed by learners as to 'what they will do', there is a need to establish knowledge and understanding of the process of developing work for recording, as well as the recording process itself. This must be across a range of examples, and not only focussed on one area of activity.

This is an opportunity to encourage learners to research and study work beyond their current experience. Work studied must include encompass examples from different periods in time, different cultures and should include examples that show how selected media have developed stylistically and technically over time. Learners must show an understanding of the very different demands inherent in creating work for a record as against for live performance.

The making of any sort of record requires careful and thorough planning, and in order to address learning outcome 2 teachers must ensure that all students understand how to develop and apply planning strategies, whether as individuals or in teams and groups. It cannot be assumed that learners know how to do this. It may be useful to develop in-house forms so that decisions are made in a managed and documented manner. One such form might be used to identify any copyright issues that could arise. Teachers should ensure that there is a full and detailed record of the research and planning paperwork for every learner, in order that there is valid and sufficient assessment evidence.

The record itself could be in any format or medium, so any guidance here must be broad. Achievement of learning outcome 3 is about the quality of organisation as well as technical process, and about individual action as well as group interaction. Again, for learning outcomes 2 and 3, it is expected that a detailed account is kept of the planning and production stages, and of the discussions, meetings and decisions that arise along the way. It should also be borne in mind that these two stages will overlap with one another considerably.

Resources will be another critical factor, so learners must understand what any centre can or cannot support in production terms. Teachers will take a role as production supervisors in many cases in order to help, support and facilitate making. Any production which is the subject of record-making should be fully evidenced for assessment purposes through video or other suitable means.

In order to achieve learning outcome 4, learners must regularly monitor their own or their group's progress and examine their achievements and aims throughout the process of planning and production, from the very outset of the unit. This evaluative approach needs careful management and support from teachers. Again, a form or checklist might be useful to ensure that all learners, regardless of their role, can achieve all of the assessment criteria.

Guidance on assessment of this unit

Designing assessment vehicles

Assessment vehicles for Assessment Focus 1 should be a research brief. Research briefs must be clearly focused to ensure that learners can fully address the contents of the *What you need to cover* section of the unit and achieve the full range of marks.

The assessment vehicle for the remaining foci should be a production brief which is tightly designed to ensure that learners cover all the requirements of the unit as set out in the relevant *What you need to cover* sections and setting out clearly the requirements for the final product. Teachers should be guided in designing this brief by the *What you need to cover* section of the unit.

All 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 presentation of the results of the investigation in an appropriate form
notes, research logs, |
| Focus 2: | notes on ideas, rough work (drafts, sketches, ideas boards etc)
notes on research
a production plan |
| Focus 3: | all experimentation work
the final product
unit log or journal
teacher observation records |
| Focus 4: | unit log or journal
teacher observation records |

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

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

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

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 2

At Level 2 learners will be expected to:

- demonstrate a range of skills and applied knowledge
- choose from a range of procedures and operate in a number of contexts, some of which may be non-routine
- interpret available information and make comparisons
- show comprehension in a number of areas
- exercise a degree of autonomy
- demonstrate responsibility and commitment
- achieve outcomes within time constraints working under direction.

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 abilities in the planning process’ must be understood in the context of the overall expectation of planning skills at Level 2 as compared to Level 1 or Level 3.

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 2, Band 1

- Research will be limited in scope, with some understanding of how to use links between one source and another. Learners will derive some information from such sources, and will be able to select, by cutting and pasting, for example, the relevant information, though this will be done rather uneconomically.
- Learners' will be able to roughly outline relevant information or detail about relevant processes and factors which influence the creation of creative and media products.
- Learners will be able to generate a small number of ideas for a project, of which at least one will be relevant and some viable. They will be able to identify some of the more obvious strengths and weaknesses of some of their ideas.
- Learners will be able to follow straightforward procedures in the planning or production of work in a number of contexts and will produce rudimentary records documenting their work.
- A range of technology, materials and techniques, albeit limited when compared with learners achieving the higher bands, will be applied with some sense of purpose and a limited degree of success. Standards achieved when attempting straightforward tasks will be satisfactory.
- When reviewing and reflecting upon their own work learners will be able to identify relevant aspects of the work considered and provide a historical account of the way they dealt with a given situation.

Level 2, Band 2

- Research will be still be limited in scope, but there will be signs that other sources are recognised. Learners will select relevant information from their sources.
- Learners' will be able to describe relevant information or detail about about relevant processes and factors which influence the creation of creative and media products.
- Learners will be able to generate a number of ideas for a project, some of which will be relevant and viable. They will be able to identify the more obvious strengths and weaknesses of most of their ideas.
- Learners will be able to follow straightforward procedures in the planning or production of work in a number of contexts with some consistency and exactness and they will produce records documenting their work which have some descriptive detail. They will be able to recognise when they might need to depart from routine procedures.
- A good range of technology, materials and techniques will be applied with a sense of purpose and, in terms of standards achieved, some success when attempting straightforward tasks.
- When reviewing and reflecting upon their own work learners will be able to describe relevant aspects of the work considered, providing an account of the way they dealt with a given situation which will be largely historical.

Level 2, Band 3

- In research learners will show some initiative, recognising a range of sources other than the internet. Learners will select relevant information from their

sources showing some ability to compare and assess information gathered and beginning to make connections between elements of this information.

- Learners' will be able to give substantial descriptions of information or detail about relevant processes and factors which influence the creation of creative and media products.
- Learners will be able to generate a number of ideas for a project, most of which will be relevant and viable. They will be able to identify and describe the more obvious strengths and weaknesses of each idea.
- Learners will be able to follow straightforward procedures in the planning or production of work in a number of contexts with consistency and exactness and they will produce records documenting their work which have a good level of detail. They will occasionally be able to depart from routine procedures with some assistance.
- A broad range of technology, materials and techniques will be applied with a sense of purpose and, in terms of standards achieved, showing a degree of proficiency and imagination in the achievement of straightforward tasks.
- When reviewing and reflecting upon their own work learners will be able to describe with some detail relevant aspects of the work considered and provide an account of the way they dealt with a given situation which begins to acknowledge strengths and weaknesses.

Support and accountability

The degree of support given to individual learners and the extent of accountability they demonstrate is not simply a matter of level. However, because they will sometimes be working in unfamiliar territory, all Level 2 learners may be expected to need occasional support. The National Qualification Framework level description therefore expects them to exercise a degree of autonomy and demonstrate responsibility and commitment.

Learners following a Specialised Diploma in Creative and Media at Level 2 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, demonstrate accountability for their work and work within time constraints should be assessed within the general expectation that all learners will sometimes need support at this level.

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

Personal, learning and thinking skills - Level 2

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	1 identify questions to answer and problems to resolve 6 support conclusions, using reasoned arguments and evidence
3.2	Creative thinkers	2 ask questions to extend their thinking
3.3	Creative thinkers	5 try out alternatives or new solutions and follow ideas through 6 adapt ideas as circumstances change
3.4	Reflective learners	4 invite feedback and deal positively with praise, setbacks and criticism

Functional skills at Level 2

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

ICT - use ICT systems	
Activity	Skill
Researching the history of a particular type of record	Select, interact with and use ICT systems independently for a complex task to meet a variety of needs
	Evaluate the effectiveness of the ICT system they have used
Organising information gathered from research into files and folders	Manage information storage to enable efficient retrieval
ICT - Find and select information	
Activity	Skill
Using research information to prepare a powerpoint presentation on chosen type of record	Select and use a variety of sources of information independently for a complex task
	Access, search for, select and use ICT-based information and evaluate its fitness for purpose
ICT - Develop, present and communicate information	
Using research information to prepare a powerpoint presentation on chosen type of record	Individuals can enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • 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
Monitoring and reviewing presentation work	Evaluate the selection and use of ICT tools and facilities used to present information
Maths	
Activity	Skill
Using estimation and calculation to plan for the scheduling of the production process	Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations
	Identify the situation or problem and the mathematical methods needed to tackle it
	Select and apply a range of skills to find solutions

	Use appropriate checking procedures and evaluate their effectiveness at each stage
	Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations
	Draw conclusions and provide mathematical justifications
English	
Activity	Skill
Contributing in group planning meetings when organising the creation of a record	Speaking and listening - make a range of contributions to discussions and make effective presentations in a wide range of contexts
Writing a final report for monitoring purposes	Writing - write documents communicating information, ideas and opinions effectively and persuasively

Work experience

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

Specialist Resources

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

Unit 5: Campaign

Principal Learning unit

Level 2

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

In this unit, the word 'campaign' refers to the practice of using creative and media techniques and products to promote ideas and raise awareness of specific issues.

Campaigns focus on communicating information to an audience. Charities, organisations, political parties and pressure groups all use campaigns to promote a message. Campaigns may consist of printed products such as posters and leaflets, video material such as adverts and public information broadcasts, audio material like radio programmes or podcasts, electronic materials such as web content or a combination of different formats in events or publicity 'stunts'.

You will investigate campaigns to see how they work and how they are planned.

You will then plan, prepare and conduct a campaign promoting a chosen issue or message. You will monitor and review your progress throughout this process, finding out how well your campaign has worked.

You are likely to work in a group for this unit, but if you do work on your own you will be expected to demonstrate your abilities to enlist the support of others in your campaign.

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

Learning outcomes

On completion of this unit a learner should:

1. Understand the nature and purpose of campaigns
2. Be able to prepare a campaign
3. Be able to conduct a campaign
4. Be able to monitor the preparation and conduct of a campaign

What you need to cover

- 5.1 Understand the nature and purpose of campaigns** Campaigns aim to promote a message. You will need to investigate an existing campaigns and discover:
- the main messages or ideas behind the campaign
 - the target audience of the campaign
 - the methods used to reach the target audience
 - the success of the campaign in achieving its aims.
- 5.2 Be able to prepare a campaign** In order to conduct a successful campaign you need to be clear about the message or idea you are aiming to promote. You need to establish this at the outset of your activity.
- Using your findings from investigating the work of others you need to begin planning the methods you will use to conduct your own small-scale campaign.
- You will need to consider:
- who your target audience will be
 - how you will reach your target audience
 - what materials and equipment you will need to promote your message
 - how you will distribute or broadcast your promotional materials
 - how you plan to measure the success of your campaign.
- You will then need to produce the materials you propose to use in a campaign. This could include designing posters or leaflets, devising a short piece of theatre or creating a radio advert.
- 5.3 Be able to conduct a campaign** Once you have formulated a campaign you need to put it into action.
- You will need to:
- organise your resources in preparation for launching your campaign
 - contact individuals or organisations who will be involved in broadcasting or distributing your campaign or who might be able to help in other ways, and enlist their support
 - broadcast or distribute your campaign materials.
- 5.4 Be able to monitor the preparation and conduct of a campaign** Throughout the process of planning and conducting your campaign you must regularly monitor your progress and examine your achievements and aims.
- You must constantly ask yourself if you are achieving what you set out to achieve, and if not why not - what you need to do to get nearer to achieving your intentions.
- You must actively use your reflections to inform, shape or modify your work as you think appropriate.
- When the campaign is over you should also include an investigation
-

in to the effectiveness of your campaign. This could be carried out by gathering feedback from your target audience using methods such as questionnaires or focus groups.

You will need to:

- examine where you succeed and where you do not succeed
- consider areas for improvement
- alter intentions or plans where necessary in order to achieve your aims.

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

QCF unit summary

Outcome Number	Learning Outcome The learner will:	Assessment The learner can:
5.1	Understand the nature and purpose of campaigns	undertake an investigation into a specific campaign [IE 2] explain, with support for points made, the nature and purpose of campaigns [IE 4, 6]
5.2	Be able to prepare a campaign	generate ideas for and plan the creation of an campaign [CT 1] organise resources and produce campaign materials [SM 3]
5.3	Be able to conduct a campaign	manage the planned campaign [SM 2; EP 2, 4] collaborate with others [TW 1]
5.4	Be able to monitor the preparation and conduct of a campaign	regularly monitor own activity and examine achievements and aims [RL 1] use this reflective activity to inform, shape or modify work as appropriate [RL 3, 5]

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 investigations into the nature and purpose of campaigns (learning outcome 1)
- the planning of your campaign (learning outcome 2)
- documentation of the running of your campaign (learning outcome 3)
- the monitoring and review process (learning outcome 4)

Your teachers will tell you precisely what work you must complete and what each section of the process portfolio should contain.

Assessment Grid

Assessment focus	Band 1	Band 2	Band 3
Understands the nature and purpose of campaigns 10	<p>Undertakes a limited investigation which produces a small amount of relevant material.</p> <p>Provides an unelaborated outline which identifies some aspects of the nature and purpose of campaigns with reference to a limited number of generalised examples.</p> <p>1 - 4</p>	<p>Undertakes a planned investigation which produces a moderate amount of useful material.</p> <p>Provides a description which covers in some detail the nature and purpose of campaigns with reference to a range of detailed examples.</p> <p>5 - 7</p>	<p>Undertakes a well-focused and wide-ranging investigation which produces a good quantity of highly relevant material.</p> <p>Provides a well-detailed explanation of the nature and purpose of campaigns with reference to a wide range of elaborated examples which support points made.</p> <p>8 - 10</p>
Is able to prepare a campaign 20	<p>Generates ideas of variable quality, exploring them to a limited extent.</p> <p>Displays limited abilities in the planning process.</p> <p>Provides basic planning documentation.</p> <p>Demonstrates limited organisational abilities in gathering resources.</p> <p>Produces some usable campaign materials.</p> <p>Requires considerable support and guidance.</p> <p>1 - 8</p>	<p>Generates viable ideas exploring them to some extent.</p> <p>Displays a competent approach to the planning process with some awareness of time constraints.</p> <p>Documents planning carefully.</p> <p>Demonstrates competence in gathering resources.</p> <p>Produces campaign materials which show some imagination and attention to detail.</p> <p>Requires occasional support and guidance.</p> <p>9 - 14</p>	<p>Generates inventive ideas exploring them thoughtfully.</p> <p>Displays a disciplined approach to the planning process with clear awareness of time constraints.</p> <p>Documents planning efficiently.</p> <p>Demonstrates efficiency in gathering resources.</p> <p>Produces campaign materials which show imagination and skill.</p> <p>Requires very occasional support and guidance.</p> <p>15 - 20</p>

Assessment focus	Band 1	Band 2	Band 3
Is able to conduct a campaign	<p>Applies the methods used in managing a campaign with limited success.</p> <p>Makes a limited effort to collaborate with others.</p> <p>Requires considerable support and guidance.</p> <p>1 - 8</p>	<p>Applies the methods used in managing a campaign with some success and within time constraints.</p> <p>Makes an effort to collaborate with others.</p> <p>Requires occasional support and guidance.</p> <p>9 - 14</p>	<p>Applies the methods used in managing a campaign efficiently and imaginatively, fulfilling objectives and working effectively within time constraints.</p> <p>Collaborates positively with others.</p> <p>Requires very occasional support and guidance.</p> <p>15 - 20</p>
Knows how to monitor the preparation and conduct of a campaign	<p>Monitors progress throughout the development and management of a campaign infrequently and irregularly, making limited use of the results to refine ideas and outcomes, and showing limited understanding of strengths and weaknesses.</p> <p>1 - 4</p>	<p>Monitors progress throughout the development and management of a campaign with some regularity, making occasionally effective use of the results to refine ideas and outcomes, and showing some understanding of strengths and weaknesses.</p> <p>5 - 7</p>	<p>Monitors progress throughout the development and management of a campaign with regularity and care, making consistently effective use of the results to refine ideas and outcomes, and showing thorough understanding of strengths and weaknesses.</p> <p>8 - 10</p>

Guidance for teaching this unit

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

Overview

The primary focus of this unit is to give learners a broad understanding of the purposes and methods of campaign activity. Whilst this unit may appear to have a media focus teachers should be aware that it has been designed to allow incorporation of elements of other disciplines. For example, performing arts students could devise a short theatre in education or physical theatre piece on the theme of railway trespass as part of a campaign to raise awareness of that issue.

Teaching the unit

To achieve learning outcome 1 learners will need to gain an understanding of the nature and purpose of campaigns. Teachers are advised to present an relevant example of a successful campaign and use the content guidance for this outcome to lead learners through the process of investigation. Learners should then be encouraged to conduct this activity themselves, focusing on different campaigns. Teachers may find the production of structured guidance through this task, mapped to the content of this outcome, helpful to learners in this process.

Work towards achievement of learning outcome 2 will consist of planning activities and the production of campaign materials. For example, if planning a campaign featuring radio advertising learners would, in addition to planning how to conduct their campaign, produce the audio content they would need.

Planning a campaign is a structured activity. Learners will first need to generate and select ideas. This could be implemented through group discussions or mind-mapping. At this stage learners may well need to be guided towards selecting plans which are achievable within the confines of the available time and resources.

Learners should also consider at this stage the relevant legal and ethical issues surrounding their chosen idea - for example, in broadcasting there are restrictions on advertising that must be followed, whereas podcasts are unregulated.

In order to address learning outcome 3 learners are most likely choose to conduct their campaign on a small scale, and probably with a local focus. However, some approaches, such as web-based work or Restricted Service Licence radio may allow for a somewhat broader focus. Feedback from this sort of example is more difficult to elicit. Learners should reflect this in their monitoring and review.

Achievement of learning outcome 4 requires a regular monitoring of progress and reflection on achievement by the learner. This should be built into the coverage of this unit, rather than approached as a final summary activity. Teachers should ensure that learners contribute evidence towards achievement of this outcome throughout their work on the unit.

Evidence of monitoring and review could take the form of a written planning and production log, a video or audio diary or an illustrated blog. Learners also need to incorporate audience feedback in to their responses to meet this outcome.

Guidance on assessment of this unit

Designing assessment vehicles

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

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

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

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.

Centres must ensure that any project that learners set up for themselves enables them to create the necessary evidence and to achieve the full range of marks.

Evidence for assessment

Centres must ensure that learners produce evidence as follows:

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

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to attend Inset events run by Edexcel on this topic.

Level 2, Band 1

- Research will be limited in scope, with some understanding of how to use links between one source and another. Learners will derive some information from such sources, and will be able to select, by cutting and pasting, for example, the relevant information, though this will be done rather uneconomically.
- Learners will have a basic understanding of straightforward ideas.
- Learners' will be able to roughly outline relevant information or detail about contexts and processes within very restricted areas.
- Learners will be able to generate a small number of ideas for a project, of which at least one will be relevant and some viable. They will be able to identify some of the more obvious strengths and weaknesses of some of their ideas.
- Learners will be able to follow straightforward procedures in the planning or production of work in a number of contexts and will produce rudimentary records documenting their work.
- A range of technology, materials and techniques, albeit limited when compared with learners achieving the higher bands, will be applied with some sense of purpose and a limited degree of success. Standards achieved when attempting straightforward tasks will be satisfactory.
- When reviewing and reflecting upon their own work learners will be able to identify relevant aspects of the work considered and provide a historical account of the way they dealt with a given situation.

Level 2, Band 2

- Research will be still be limited in scope, but there will be signs that other sources are recognised. Learners will select relevant information from their sources.
- Learners will be able to understand straightforward ideas.
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- A good range of technology, materials and techniques will be applied with a sense of purpose and, in terms of standards achieved, some success when attempting straightforward tasks.
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Level 2, Band 3

- In research learners will show some initiative, recognising a range of sources other than the internet. Learners will select relevant information from their sources showing some ability to compare and assess information gathered and beginning to make connections between elements of this information.
- Learners will have a sound understanding of straightforward ideas.
- Learners' will be able to give substantial descriptions of information or detail about contexts and processes across a number of areas.
- Learners will be able to generate a number of ideas for a project, most of which will be relevant and viable. They will be able to identify and describe the more obvious strengths and weaknesses of each idea.
- Learners will be able to follow straightforward procedures in the planning or production of work in a number of contexts with consistency and exactness and they will produce records documenting their work which have a good level of detail. They will occasionally be able to depart from routine procedures with some assistance.
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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	Independent enquirers	1 identify questions to answer and problems to resolve 5 consider the influence of circumstances, beliefs and feelings on decisions and events
5.2	Creative thinkers	2 ask questions to extend their thinking 3 connect their own and others' ideas and experiences in inventive ways
	Self managers	3 organise time and resources, prioritising actions
5.3	Team workers	2 reach agreements, managing discussions to achieve results 3 adapt behaviour to suit different roles and situations 5 take responsibility, showing confidence in themselves and their contribution
	Self managers	2 work towards goals, showing initiative, commitment and perseverance
	Effective participators	5 try to influence others, negotiating and balancing diverse views to reach workable solutions
5.4	Reflective learners	4 invite feedback and deal positively with praise, setbacks and criticism

Functional skills at Level 2

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

ICT - use ICT systems	
Activity	Skill
Creating promotional materials	Select, interact with and use ICT systems

for a campaign, finding illustrative materials and adapting them for use	independently for a complex task to meet a variety of needs
	Evaluate the effectiveness of the ICT system they have used
	Manage information storage to enable efficient retrieval
	Follow and understand the need for safety and security practices
	Troubleshoot

ICT - Find and select information	
Activity	Skill
Searching for content for campaign materials	Select and use a variety of sources of information independently for a complex task
	Access, search for, select and use ICT-based information and evaluate its fitness for purpose
ICT - Develop, present and communicate information	
Building a campaign website, bringing together a variety of materials gathered through research	Individuals can 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, responsibly and effectively including storage of messages and contact lists
Maths	
Activity	Skill
Using estimation and calculation to plan the layout of flyers or website pages	Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations
	Identify the situation or problem and the mathematical methods needed to tackle it
	Select and apply a range of skills to find solutions
	Use appropriate checking procedures and evaluate their effectiveness at each stage
	Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations
	Draw conclusions and provide mathematical justifications

English	
Activity	Skill
Attending campaign planning meetings	Speaking and listening - make a range of contributions to discussions and make effective presentations in a wide range of contexts
Reading up on background to a campaign and history of similar campaigns	Reading - compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions
Writing copy for campaign materials	Writing - write documents communicating information, ideas and opinions effectively and persuasively

Work experience

Examples of work experience placements appropriate to this unit would be: an advertising company, a public relations company or department.

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 6: Festival

Principal Learning unit

Level 2

Guided learning hours: 60

Internally assessed

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

About this unit

Festivals are a way of presenting and celebrating creative and media work, that could include many different types of content.

For example, the Glastonbury Festival focuses on music, whilst the month-long Edinburgh International Festival celebrates work in theatre, comedy, dance and classical music, as well as providing an opportunity for visual artists to put on special exhibitions linked to the festival.

There are major arts festivals in London, Bradford, Brighton and Bristol, funded in a range of ways, and places like Reading and Leeds host commercial rock music festivals.

The Mela is a type of festival that celebrates Asian beliefs and cultures, music, dance and crafts. Folk music and dance festivals are a feature of villages and towns right across the UK and Eisteddfods are a major part of the cultural year in Wales.

At a local level, a school or college may present a festival of students' creative and media work to celebrate artistic achievements. This might be a public event, or might be an end-of-year event for the centre itself.

This unit provides an opportunity for you to use work you have developed and produced during the course to present as part of an existing festival or perhaps to create a festival of your own.

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

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the nature of festivals in the creative and media industries
- 2 Be able contribute to the planning of a festival
- 3 Be able to contribute to the promotion of a festival
- 4 Be able to contribute to the running of a festival

What you need to cover

- 6.1 Understand the nature of festivals in the creative and media industries** To understand the nature of festivals you need to:
- identify a range of different arts and media festivals from across the world
 - establish the target audiences for these festivals
 - establish how the festivals are funded
 - find out as much as you can about the artistic policy of these festivals and match it to the programme content.
- 6.2 Be able to contribute to the planning of a festival** To plan a festival your group will need to:
- decide what kind of products, artefacts or performances are required for your festival and select suitable work
 - know what resources are available to you to set up and run your festival
 - establish who does what and who is accountable to whom within the organisation of the festival
 - establish a schedule of activities showing the order and timing of tasks and procedures
 - produce plans and designs as appropriate.
- 6.3 Be able to contribute to the promotion of a festival** To promote the festival your group will need to:
- identify the target audience for different elements of the festival
 - devise a publicity campaign for the festival
 - produce publicity material for that campaign
 - set up and take part in promotional events or activities.
- 6.4 Be able to contribute to the running of a festival** To run the festival your group will need to:
- ensure that all products, artefacts or performances required for your festival are established in the correct spaces or venues
 - ensure that everybody involved knows, works to and meets timings, deadlines and other constraints
 - respond to and carry out instructions as required
 - communicate with others.

QCF unit summary

Outcome Number	Learning Outcome The learner will:	Assessment The learner can:
6.1	Understand the nature of festivals in the creative and media industries	describe a number of festivals with reference to the following: <ul style="list-style-type: none"> the artistic policy of these festivals their programme content their target audiences how they are funded
6.2	Be able contribute to the planning of a festival	collaborate with others to plan a festival putting forward ideas and exploring them [CT 1, 3; TW 1] produce records of the planning process
6.3	Be able to contribute to the promotion of a festival	collaborate with others to plan the promotion of a festival [CT 1; TW 1] contribute to the production of promotional materials [CT 1; TW 1]
6.4	Be able to contribute to the running of a festival	carry out responsibilities for own role in the running of a festival [TW 5] work to schedules [SM 3, 5] communicate with others [TW 1] follow safe working practices

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 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 all 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:

- research notes about different festivals and the presentation of the results (learning outcome 1)
- plans and schedules to show how you have taken part in the planning process for the festival (learning outcome 2)

- plans and schedules to show how you have taken part in the planning of the publicity campaign for the festival (learning outcome 3)
- any materials you helped to create for the publicity campaign, along with notes, rough work, drafts etc (learning outcome 3)
- your log or journal of your activity during the running of the festival (learning outcome 4).

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

Assessment Grid

Assessment focus	Band 1	Band 2	Band 3
Understands the nature of festivals in the creative and media industries	<p>Produces outline descriptions of a small number of festivals with limited reference to some of the following:</p> <ul style="list-style-type: none"> the artistic policy of these festivals their programme content their target audiences how they are funded. 	<p>Produces descriptions of several festivals identifying the main features and making some comparisons across them, with reference to most of the following:</p> <ul style="list-style-type: none"> the artistic policy of these festivals their programme content their target audiences how they are funded. 	<p>Produces full descriptions of a variety of festivals, identifying a full range of features and making detailed comparisons between them, with reference to all of the following:</p> <ul style="list-style-type: none"> the artistic policy of these festivals their programme content their target audiences how they are funded.
10	1 - 4	5 - 7	8 - 10
Is able contribute to the planning of a festival	<p>Makes limited contributions to the planning of a festival.</p> <p>Puts forward ideas of variable quality, exploring them to a limited extent.</p> <p>Makes a limited effort to collaborate with others.</p> <p>Produces basic records.</p> <p>Requires considerable support and guidance.</p>	<p>Makes a competent and positive contribution to the planning of a festival.</p> <p>Puts forward viable ideas exploring them to some extent.</p> <p>Makes an effort to collaborate with others.</p> <p>Produces detailed records.</p> <p>Requires occasional support and guidance.</p>	<p>Makes a consistently effective and imaginative contribution to the planning of a festival .</p> <p>Puts forward inventive ideas exploring them thoughtfully.</p> <p>Collaborates positively with others at all times.</p> <p>Produces full and clear records.</p> <p>Requires very occasional support and guidance.</p>
20	1 - 8	9 - 14	15 - 20

continued

Assessment focus	Band 1	Band 2	Band 3
Is able to contribute to the promotion of a festival	<p>Makes a basic contribution to planning the promotion of a festival.</p> <p>Makes a limited effort to collaborate with others.</p> <p>Makes a basic contribution to the production of promotional materials.</p> <p>Requires considerable support and guidance.</p> <p>1 - 8</p>	<p>Makes a competent and positive contribution to planning the promotion of a festival.</p> <p>Makes an effort to collaborate with others.</p> <p>Makes a competent and positive contribution to the production of promotional materials.</p> <p>Requires occasional support and guidance.</p> <p>9 - 14</p>	<p>Makes a consistently effective and imaginative contribution to planning the promotion of a festival.</p> <p>Collaborates positively with others at all times.</p> <p>Makes a consistently effective and imaginative contribution to the production of imaginative promotional materials.</p> <p>Requires very occasional support and guidance.</p> <p>15 - 20</p>
Is able to contribute to the running of a festival	<p>Carries out responsibilities for own role in the running of a festival with limited success.</p> <p>Shows a limited capability to work to schedules.</p> <p>Makes a limited effort to communicate with others.</p> <p>Shows a limited capability to follow safe working practices.</p> <p>Requires considerable support and guidance.</p> <p>1 - 4</p>	<p>Carries out responsibilities for own role in the running of a festival competently.</p> <p>Shows some capability to work to schedules.</p> <p>Makes an effort to communicate with others.</p> <p>Shows some capability to follow safe working practices.</p> <p>Requires occasional support and guidance.</p> <p>5 - 7</p>	<p>Carries out responsibilities for own role in the running of a festival with confidence and high levels of efficiency.</p> <p>Works efficiently to schedules.</p> <p>Communicates with others effectively at all times.</p> <p>Follows safe working practices carefully.</p> <p>Requires very 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

At an early stage in the course planning process centres will need to decide on the kind of festival learners will work towards. It may be that there is an annual regional festival in which they can participate, or the centre may prefer to make the festival a purely internal affair and use it as a kind of ‘finals’ show for their learners. Whatever the decision, some considerable planning will have to be done by the centre a long time in advance of the actual event to provide the ‘mould’ into which learners will pour their efforts. It is therefore likely that teachers will have to take a major role in identifying suitable spaces and venues and will take a major responsibility for determining overall artistic policy for the festival.

As promotion is a major part of the work for this unit, Advertising will inevitably be one of the disciplines covered by the unit. However, centres should take every opportunity to give as many disciplines as possible the opportunity to be represented, thereby ensuring that the development of the details of the artistic policy and the planning of the festival will enable learners to get to grips with a good number of disciplines in this unit.

That said, tightly focused festivals - such as, say, a festival of fashion - should also give opportunities to combine the main discipline with several others such as 2D and 3D Visual Arts, Music, Audio, Film and Photo-Imaging, all of which could be employed in creating scene, background and ambience.

Teaching the unit

In order to achieve learning outcome 1 learners will need access to information about a wide range of different types of festival. They should be encouraged to think about the notion of ‘festival’ as a concept, what different types of festival have to offer to their audiences, and how they function as a means for those involved in the creative and media industries to present work. Teachers might set this as a research task and require learners to bring their findings to a group discussion.

It is expected that health and safety considerations will be addressed throughout the teaching of this unit and in the actual running and management of the festival. It is assumed that health and safety procedures are implicit in the requirements relating to planning and running a festival, and are inherent in any constraints.

Learning outcome 2 is about identifying a purpose and policy for a festival and planning how work may be submitted for it. Centres will need to consider whether there is a suitable local festival in which they could take part or whether they might simulate the activity by creating their own festival within the centre. Either way, learners will need to review work they have produced to date and consider its suitability for presentation in the festival. If necessary, or if wished, work produced

elsewhere in the course can be adapted, modified, revised or re-rehearsed to fit in with the requirements of the festival.

Part of the planning process will involve determining and designing the festival space, as well as full consideration of all resource issues and implications. For all aspects of the planning stage it may be useful to develop a planning check-list. This will also help to identify where assessment criteria have been addressed and met.

In order to achieve learning outcome 3 learners will need to contribute to the promotion of the event. It will be necessary to establish the overall structure and objectives of the publicity campaign. Learners will then need to produce, or organise the production of, the necessary materials. They will also have to decide how and where to distribute publicity material and information. They might also have to take part in photo-shoots, media interviews, producing press releases or providing copy for leaflets and posters.

Learning outcome 4 is addressed by organising, exhibiting, presenting or performing work as part of the festival, as well as taking part in the day to day operation of events such as front-of-house activities and guiding visitors. Teachers will need to monitor the individual learner's contribution to these aspects of the festival closely throughout the event.

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 work for Assessment Focus 1 should be a research briefs designed to enable learners to gather the appropriate data to cover the content as described in the *What you need to cover* section of the unit.

Once an understanding of the nature of festivals has been established, a recommended procedure would be to construct a skeleton brief which sets out a procedure which will ensure that learners produce all the appropriate evidence to cover the assessment requirements of the unit.

Centres may wish to give their learners the opportunity to decide what kind of a festival they want to run, but given the need for forward planning of this unit, it is recommended that the type of festival is determined by the centre.

As this unit must be covered by group work, clearly the brief must be designed in such a way as to ensure that each learner produces identifiable individual work that can be used to assess each of the assessment foci.

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

Evidence for assessment

Centres must ensure that learners produce evidence as follows:

Focus 1: the presentation of the results of the investigation in an appropriate form
 notes, research logs,

Focus 2: notes on meetings
a festival production plan
notes on ideas for materials, rough work (drafts, sketches, ideas boards etc)
materials produced for the campaign

Focus 3: notes on meetings
a festival publicity campaign plan
unit log or journal
teacher observation records

Focus 4: unit log or journal
teacher observation records of the running of the festival

The learner's unit log or journal and teacher observation records will contribute to some extent to the assessment of all learning outcomes.

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

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

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

Using the Assessment Grid

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

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

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

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

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

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

Assessment at Level 2

At Level 2 learners will be expected to:

- demonstrate a range of skills and applied knowledge
- choose from a range of procedures and operate in a number of contexts, some of which may be non-routine
- interpret available information and make comparisons
- show comprehension in a number of areas
- exercise a degree of autonomy
- demonstrate responsibility and commitment
- achieve outcomes within time constraints working under direction.

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 abilities in the planning process' must be understood in the context of the overall expectation of planning skills at Level 2 as compared to Level 1 or Level 3.

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 2, Band 1

- Research will be limited in scope, with some understanding of how to use links between one source and another. Learners will derive some information from such sources, and will be able to select, by cutting and pasting, for example, the relevant information, though this will be done rather uneconomically.
- Learners will have a basic understanding of straightforward ideas.
- Learners' will be able to roughly outline relevant information or detail about festivals within very restricted areas.
- Learners will be able to follow straightforward procedures in the planning or production of work in a number of contexts and will produce rudimentary records documenting their work.
- Learners will be able to generate a small number of ideas for a project, of which at least one will be relevant and some viable. They will be able to identify some of the more obvious strengths and weaknesses of some of their ideas.
- A range of technology, materials and techniques, albeit limited when compared with learners achieving the higher bands, will be applied with some sense of purpose and a limited degree of success. Standards achieved when attempting straightforward tasks will be satisfactory.
- When reviewing and reflecting upon their own work learners will be able to identify relevant aspects of the work considered and provide a historical account of the way they dealt with a given situation.

Level 2, Band 2

- Research will be still be limited in scope, but there will be signs that other sources are recognised. Learners will select relevant information from their sources.
- Learners will be able to understand straightforward ideas.
- Learners' will be able to describe relevant information or detail about festivals within restricted areas.
- Learners will be able to follow straightforward procedures in the planning or production of work in a number of contexts with some consistency and exactness and they will produce records documenting their work which have some descriptive detail. They will be able to recognise when they might need to depart from routine procedures.
- Learners will be able to generate a number of ideas for a project, some of which will be relevant and viable. They will be able to identify the more obvious strengths and weaknesses of most of their ideas.
- A good range of technology, materials and techniques will be applied with a sense of purpose and, in terms of standards achieved, some success when attempting straightforward tasks.
- When reviewing and reflecting upon their own work learners will be able to describe relevant aspects of the work considered, providing an account of the way they dealt with a given situation which will be largely historical.

Level 2, Band 3

- In research learners will show some initiative, recognising a range of sources other than the internet. Learners will select relevant information from their sources showing some ability to compare and assess information gathered and beginning to make connections between elements of this information.
- Learners will have a sound understanding of straightforward ideas.
- Learners' will be able to give substantial descriptions of information or detail about festivals across a number of areas.
- Learners will be able to follow straightforward procedures in the planning or production of work in a number of contexts with consistency and exactness and they will produce records documenting their work which have a good level of detail. They will occasionally be able to depart from routine procedures with some assistance.
- Learners will be able to generate a number of ideas for a project, most of which will be relevant and viable. They will be able to identify and describe the more obvious strengths and weaknesses of each idea.
- A broad range of technology, materials and techniques will be applied with a sense of purpose and, in terms of standards achieved, showing a degree of proficiency and imagination in the achievement of straightforward tasks.
- When reviewing and reflecting upon their own work learners will be able to describe with some detail relevant aspects of the work considered and provide an account of the way they dealt with a given situation which begins to acknowledge strengths and weaknesses.

Support and accountability

The degree of support given to individual learners and the extent of accountability they demonstrate is not simply a matter of level. However, because they will sometimes be working in unfamiliar territory, all Level 2 learners may be expected to need occasional support. The National Qualification Framework level description therefore expects them to exercise a degree of autonomy and demonstrate responsibility and commitment.

Learners following a Specialised Diploma in Creative and Media at Level 2 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, demonstrate accountability for their work and work within time constraints should be assessed within the general expectation that all learners will sometimes need support at this level.

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

Personal, learning and thinking skills

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

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

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

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

Outcome	Skill	
6.2	Creative thinkers	2 ask questions to extend their thinking
	Team workers	2 reach agreements, managing discussions to achieve results
6.3	Creative thinkers	3 connect their own and others' ideas and experiences in inventive ways 5 try out alternatives or new solutions and follow ideas through

		6 adapt ideas as circumstances change
	Team workers	2 reach agreements, managing discussions to achieve results 5 take responsibility, showing confidence in themselves and their contribution
6.4	Team workers	6 provide constructive support and feedback to others
	Self-managers	4 anticipate, take and manage risks

Functional skills at Level 2

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

ICT - use ICT systems	
Activity	Skill
Researching festivals	Select, interact with and use ICT systems independently for a complex task to meet a variety of needs
	Evaluate the effectiveness of the ICT system they have used
	Manage information storage to enable efficient retrieval
	Follow and understand the need for safety and security practices
	Troubleshoot
ICT - Find and select information	
Activity	Skill
Researching festivals	Select and use a variety of sources of information independently for a complex task
	Access, search for, select and use ICT-based information and evaluate its fitness for purpose
ICT - Develop, present and communicate information	
Developing a website for own festival	Individuals can 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, responsibly and effectively including storage of messages and contact lists
Maths	
Activity	Skill
Using estimation and calculation to work out expected income from various festival events	Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations
	Identify the situation or problem and the mathematical methods needed to tackle it
	Select and apply a range of skills to find solutions
	Use appropriate checking procedures and evaluate their effectiveness at each stage
	Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations
	Draw conclusions and provide mathematical justifications
English	
Activity	Skill
Attending planning meetings	Speaking and listening - make a range of contributions to discussions and make effective presentations in a wide range of contexts
Reading websites and brochures for other festivals	Reading - compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions
Writing copy for promotional materials	Writing - write documents communicating information, ideas and opinions effectively and persuasively

Work experience

Examples of work experience placements appropriate to this unit would be: an events company, a local arts centre.

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 7: Project Report

Principal Learning unit

Level 2

Guided learning hours: 60

Externally assessed

[External assessment of this unit will take four hours]

About this unit

You may have thought your last piece of work was brilliant - but what did your audience think?

In the creative and media areas you should be able to look at your own work as others see it and make an informed judgment about the success of what you have done.

This is how you learn what works and what doesn't, and where you need to improve skills or perhaps develop new ones. This is called evaluation.

Sometimes this evaluation will be just for yourself, but if you have been working for a client you need to know if your work has 'done the job' and check if it was done in the way the client expected.

In industry, this sort of evaluation is usually produced in the form of a project report

For this unit, you will produce a report on one of the projects that you have completed in one of the other units.

You will learn how to get feedback on your work, and then how to use that feedback to help you develop realistic and useful evaluations.

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

Learning outcomes

On completion of this unit a learner should:

1. Be able to gather responses to own work
2. Be able to evaluate own work
3. Be able to present an evaluation of own work in a project report

What you need to cover

7.1 Be able to gather responses to own work

First you must decide which of your projects you are going to report on. It **must** be a project you completed for **one** of the following units:

Unit 2: Performance

Unit 3: Artefact

Unit 4: Record.

Your report may refer to your own independent work, or to that done in a group.

Once you have decided on your project you must, individually, gather and measure the responses of audiences, clients and customers (as relevant) to that project. You must use the information you obtain to help decide how successful the project has been.

You must be able to:

- design and conduct meaningful surveys where relevant
- gather responses from audiences, clients and customers as appropriate
- summarise findings from the data collected.

7.2 Be able to evaluate own work

The report you produce must be an honest and informed piece of work, which identifies the strengths and weaknesses of project work in which you have been involved.

Using your research you must:

- interpret opinion, information and data
- evaluate your chosen project against agreed objectives
- identify and explain strengths and weaknesses in different aspects of the work
- suggest ways in which the work could have been improved.

You should consider how well you developed your ideas, the quality of your planning and organising skills, how well you used your materials and techniques, how well you have interacted with others and how effectively the project was finally presented, shown or exhibited.

7.3 Be able to present an evaluation of own work in a project report

The effectiveness of your report will depend not only on your skills in analysing data and opinion, but also in presenting your material in a form that communicates.

Compiling and presenting a readable and meaningful report is a skill in itself. You will need to develop and apply skills in organising and structuring information, writing good, formal English, and in applying relevant report writing conventions.

You must be able to:

- organise the material for your report in a structured and easily followed manner
- express yourself in good, formal English
- construct supporting material such as graphs and other graphic aids
- work to a defined word limit.

QCF unit summary

Outcome Number	Learning Outcome The learner will:	Assessment The learner can:
7.1	Be able to gather responses to own work	gather responses to own work from a variety of sources by conducting surveys [IE 2, 3] develop supported conclusions from the data collected [IE 4, 6]
7.2	Be able to evaluate own work	report on the strengths and weaknesses of own work in the light of the research conducted, considering: <ul style="list-style-type: none"> • development of ideas • planning and organisational skills • use of materials and techniques • interaction with others • how the project was finally presented, shown or exhibited (if relevant) [RL 1, 5]
7.3	Be able to present an evaluation of own work in a project report	Compile and present a report which: <ul style="list-style-type: none"> • communicates opinion, information and data • collects and assembles supporting material into a coherent, well-expressed and well-organised whole • combines written and graphic material to present findings • is of a defined length [RL 6]

How you will be assessed

This unit will be externally assessed through your response to a pre-set paper which requires you to write a report on a piece of work you produced, or were involved in the production of, in **one** of the following units:

Unit 2: Performance

Unit 3: Artefact

Unit 4: Record.

Your report must be completed in electronic form working under controlled conditions. You will be allowed access to your records and notes when writing.

You will be allowed up to four hours to complete your report. This time will be spread over several sessions.

Your report should show that you are able to:

- collect and assemble information and data from a variety of sources (learning outcome 1)
- interpret information and data (learning outcome 2)
- organise information and express yourself clearly working to a defined size and word limit (learning outcome 3).

You must attach illustrative material showing the work you are reporting on by adding a file in an appropriate format to your folder.

You may also attach examples of any materials you used to gather responses, information and data (for example, questionnaires) as additional files.

These files will be produced and added to your folder outside the assessment time.

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

Assessment

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

Writing the response

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

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

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

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

Candidates may have access to their records and notes when writing.

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

edexcel_diploma_in_cam/level_2_unit_7/candidate_response/centre number/

candidate_name_in_full/candidate number

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

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

Illustrative material

Candidates must attach illustrative material showing the work they are reporting on 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_2_unit_7/work_reported_on/centre number/
candidate_name_in_full/candidate number

Candidates may also attach examples of any materials they used to gather responses, information and data (for example, questionnaires) as additional files. Any such material must be clearly named.

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 Edexcel address by xxth of Xxxx in the year of examination at the latest.

Any candidate whose work is not received by Edexcel by that date will be deemed not to have taken the external paper for the Level 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 a unit which itself requires the combination of two or more disciplines, this requirement should be automatically observed. Further guidance on how to contextualise specific disciplines is given in the *Indicative Content Statement*, also available in the *Teacher Support Material for the Edexcel Specialised Diploma in Creative and Media*.

Overview

In order to complete this unit learners will produce a report on one of the projects completed in one of the other units.

Teaching the unit

Learning Outcome 1 requires that the learner understands and can use the necessary skills to be able to gather opinion about their work from audiences and clients. Teachers should introduce learners to such procedures as designing and distributing questionnaires, interpreting the results, running focus groups, one-to-one interviewing etc. Ideally this teaching should be embedded throughout the course, so that learners have more than one opportunity to develop the skills and produce the evidence required to meet assessment criteria for this unit.

Learning Outcome 2 asks learners to reflect on the success of their work with the intention of eventually compiling a report. They will learn to reflect objectively on their own work and consider their progress in a given project, using and analysing surveys.

To succeed in Learning Outcome 3 learners will have to be taught the skills required for successful report writing. They will have to be given opportunities to develop and practice presentation skills that support the compilation of well structured and informative reports as well as the development of suitable writing styles and relevant ICT skills. It is required that suitable information to enable assessors to understand what is being reported on is attached to the report in electronic form, so learners will need access to the necessary IT hardware and software.

It is strongly recommended that the teacher monitors the progress of the learner through regular one to one tutorials. It is also recommended that group discussions are used and learners are taught how to record peer comment. Forms should be developed to track and record individual progress.

It may be useful for the teacher to track the progress of each individual learner against a set of project writing 'milestones', especially as it is likely that each learner will be engaged in different activities and progressing at different rates.

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	
7.1	Independent enquirers	1 identify questions to answer and problems to resolve
	Reflective learners	4 invite feedback and deal positively with praise, setbacks and criticism
7.2	Reflective learners	3 review progress, acting on the outcomes

Functional skills at Level 2

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

ICT - use ICT systems	
Activity	Skill
Writing responses to external paper	Select, interact with and use ICT systems independently for a complex task to meet a variety of needs
	Evaluate the effectiveness of the ICT system they have used
	Manage information storage to enable efficient retrieval
	Follow and understand the need for safety and security practices
	Troubleshoot

ICT - Find and select information	
Activity	Skill
Preparing questionnaires to obtain responses to their work	Select and use a variety of sources of information independently for a complex task
	Access, search for, select and use ICT-based information and evaluate its fitness for purpose
ICT - Develop, present and communicate information	
Preparing illustrative material to attach to their responses to the external paper	Individuals can 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, responsibly and effectively including storage of messages and contact lists
English	
Activity	Skill
Discussing own work in groups	Speaking and listening - make a range of contributions to discussions and make effective presentations in a wide range of contexts
Writing their responses to the external paper	Writing - write documents communicating information, ideas and opinions effectively and persuasively

Specialist Resources

Resources required by students for the completion of this unit will be dependent on the disciplines within which they are working. Please see the general statement on resources in the Introduction to the Edexcel Level 2 Specialised Diploma in Creative and Media.

Appendix to Unit 7

Edexcel Level 2 Specialised Diploma in Creative and Media

Unit 7: Project Report - External Assessment

Time allowed

You will be given up to four hours in which to write your response to this paper.
The four hours will be spread over more than one session.

Instructions to candidates

Using the prompts in Sections A and B below you must write a report in **not more** than 1,750 words on a piece of work you produced, or were involved in the production of, in **one** of the following units:

Unit 2: Performance

Unit 3: Artefact

Unit 4: Record.

Your report should show that you are able to:

- collect and assemble information and data from a variety of sources
- interpret information and data
- organise information and express yourself clearly
- work to a defined size and word limit.

Your report must consist of two sections:

- Section A - Sources
- Section B - Evaluation.

Each section of your report must be clearly designated using those headings.

You must write in correct formal English.

Marking

A maximum of 20 marks are available for Section A and 30 for Section B. A maximum of 10 marks are available for the quality of the organisation and expression.

Word count

The total number of words in your report must not exceed 1,750. **You will be penalised if you exceed the word count.**

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

Turn over

Illustrative material

Candidates must attach illustrative material showing the work they are reporting on by adding a file in an appropriate format to their folders.

Candidates may also attach examples of any materials they used to gather responses, information and data (for example, questionnaires) as additional files.

These files must be produced and added to the candidate's folder outside the assessment time

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

Turn over

Section A - Sources

In this section of your report you must:

describe the methods you used to gather responses, information and data relating to your work

describe the sources from which you gathered responses, information and data relating to your work

summarise the responses, information and data relating to your work, using illustrative graphics where appropriate.

[You are advised to use approximately 750 words for this section of your report.]

[Maximum marks available for this section - 20]

You are reminded that you may attach examples of any materials you used to gather responses, information and data (for example, questionnaires) as additional files.

Section B - Evaluation

In this section of your report you must use the results of your research to discuss and evaluate your chosen piece of work, identifying and explaining its strengths and weaknesses in the light of the information and data you have gathered.

You should consider the impact on your final product of such matters as:

how you developed your ideas

your planning and organising skills

how well you used your materials and techniques

how well you have interacted with others (if relevant)

how the project was finally presented, shown or exhibited (if relevant).

[You are advised to use approximately 1,000 words for this section of your report.]

[Maximum marks available for this section - 30]

End of paper