

Chief Examiner's Report

Summer 2010

GCE

GCE Media: Communication and Production

Cash-ins: AS 8771 and A2 9771

Units: 6973, 6974, 6975, 6976, 6977 and 6978

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at www.edexcel.com.

If you have any subject specific questions about the content of this Examiners' Report that require the help of a subject specialist, you may find our [Ask The Expert](#) email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can speak directly to a subject specialist at Edexcel on our dedicated Science telephone line: 0844 576 0037

Summer 2010

Publications Code **UA024552**

All the material in this publication is copyright
© Edexcel Ltd 2010

Contents

1. Introduction-----	p4
2. Edexcel Advanced Subsidiary GCE in Media: Communication and Production (Single Award) (8771)-----	p6
2.1 Unit 1 - Industries, Texts and Audiences (6973)-----	p6
2.2 Unit 2 - Skills for Media Production (6974)-----	
2.3 Unit 3 - Media Production Brief (6975)-----	p9
2.4 General Comments -----	p10
3. Edexcel Advanced GCE in Media: Communication and Production (Single Award) (9771)-----	p11
3.1 Unit 4 - Research and Development for Media Production (6976)-----	p11
3.2 Unit 5 - Media Production Project (6977)-----	p14
3.3 Unit 6 - Professional Practice in the Media Industries (6978)-----	p16
3.4 General Comments -----	p17
4. Statistics-----	p18

1. Introduction

This report has been designed to provide centres with an insight into the moderation of the June 2010 series for GCE Media: Communication and Production.

This GCE gives candidates an opportunity to demonstrate their knowledge, understanding and skill of media production in an appropriate way. Teachers now realise the potential of this qualification and are using new forms of technology for delivery and assessment.

This qualification provides an AS and A2 qualification as well as providing the work related opportunities required in the additional learning section of the new Diploma in Creative and Media. It allows candidates the opportunity to combine the theory and practice of media within an Applied GCE framework.

This year, for the first time, the quality of the candidate's written communication has been tested. This has taken place at the same time as some minor changes to the allocation of marks in Mark Band 1. The majority of centres have used the revised specification. Where it was clear that a centre had not used the revised specification the work was moderated and clear guidance given to the centre.

The moderation of candidates work was undertaken by postal moderation. Moderators were, generally, sent candidate work across the whole range of units. There was an appropriate range of technology used to present evidence including DVDs and blogs as well as illustrated reports and written production logs. This enabled the moderation team to review all formats of media work. The majority of centres used the Unit Assessment Record sheets to record decisions and make comments on their candidates work.

The range of work seen by moderators was, once again, generally of a high standard. There were some good examples of investigations into media industries, research techniques and technology. However, there was generally a lack of understanding of audience, representation and job roles in the media industry. Some centres failed to provide adequate guidance to students on the macro media industries. Many centres did not provide adequate opportunities for their candidates to investigate a media company, to identify and use a range of research techniques or identify relevant progression in skill levels. All of these issues are dealt with in the sections under each unit title.

There were some excellent examples of innovative methods of recording skills, undertaking research using relevant media techniques and finished media products.

The most contentious issue in this series, once again, is the use of group work in Unit 3 Media Production Brief and, on rare occasions, in Unit 5 Media Production Project. Throughout the specification there are references to the candidate producing individual work for assessment. On page 37 in the introduction it states *"This unit will allow you to put into practice the skills you have developed in Unit 2"* and on page 40 *"For assessment you must hand in your pre-production, production and post-production work.."* In order to achieve this unit a candidate must produce their own pre-production, production and post-production work rather than photo-copied group work. If candidates have been supporting each other in these processes, for example as a camera or sound person, then this should be clearly indicated in the paperwork.

Candidates could gain marks for helping one of their colleagues produce their work. It is clear from the Assessment Criteria for Unit 3 that candidates need to produce evidence of their own understanding of pre-production, production and post-production. Likewise, in Unit 5 the specification states *“It is essential that you understand the need for using other people to support you in the production of your media product”*.

The use of a relevant and current issue for the set brief for Unit 3 allowed students to explore and construct a range of appropriate media products. However, the theme did lead some students to produce work that contained unsuitable scenarios, language and images. Teachers must ensure that any work presented for Unit 3 or Unit 5 has been produced within acceptable boundaries.

The moderation team have seen some excellent examples of relevant media products. The approach of some centres to the holistic delivery of the qualification has allowed candidates the freedom to experiment and practice skills throughout the course.

Centres will have noted that the criterion A02 (d) in Unit 2 Skills for Media Production, requires teachers to review the candidate's progress throughout the period of the course, not just in this unit. This requires the teacher to assess this criterion at the end of the course rather than at the end of this unit. This is again not apparent in some of the work moderated this year. Teachers must provide reliable and valid evidence of a candidate's progress throughout the qualification. This could take the form of a skills audit, student's notes on their initial skills mapped against their skills at the end of the course and teacher observation records.

Generally, the work seen by moderators in this series has been of a good standard. There have been some excellent examples of innovative teaching methods being employed by centres. There have been good examples of teachers comments on the Unit Assessment Record validating the marks awarded to their candidates. However, some teachers failed to use the prescribed forms and presented little or no evidence of their marking of each criterion. It is essential that moderators are able to judge the weight of evidence presented for each assessment criteria. It is equally important for teachers to provide comments about the marks awarded with explanations for the mark.

It was noted in this moderation series that some teachers had over marked their candidates work. Teachers must only award marks where there is evidence to support the awarding of these marks. Limited comments on candidate performance do not provide clear evidence of achievement. Candidates must be encouraged to provide clear evidence of their understanding and knowledge. They must also demonstrate clearly their skills development with appropriate bench marking across the whole AS qualification. Teachers must differentiate the work of candidates working in a group and provide evidence of each candidates work.

2. Edexcel Advanced Subsidiary GCE in Media: Communication and Production (Single Award) (8771)

2.1 Unit 1 Industries, Texts and Audiences (6973)

This unit requires candidates to demonstrate knowledge and understanding of the macro-organisation of an area of the media industry. There is still some confusion in centres about what constitutes an area of the media industry. It may be inappropriate to simply use an example of a media company such as Disney and suggest that this is the macro organisation of one area of the industry. The candidates should be looking at a wider picture and using comparisons of companies within this media sector. For example a study of the BBC could then compare the broadcasting sector with reference to commercial broadcasters. The use of a single company within a media sector may not provide sufficient material for candidates. Using the BBC and other commercial broadcasters does provide readily available material from which candidates can demonstrate understanding and knowledge.

This may be particularly relevant at a time of recession where the industry is shrinking and profits are falling. Students should be aware of the volatile nature of the media industries and be kept up to date with current trends in the industry. This would provide valuable material for a wide ranging discussion.

It may be relevant to use a media sector such as radio, newspapers or magazines as information can be easily accessed and examples found easily. These media forms could also provide a starting point for A01 (b) where candidates have to study a media company (micro-organisation).

It is not sufficient to simply identify a company and then compare this with a company from another media sector. Equally, it is not appropriate for a candidate to choose a sector, for example broadcasting, and provide limited comments on the broadcasting industry and then focus on one company that is used as the example for A01 (b). This provides little evidence of understanding the nature of an industry that covers many media sectors. Candidates should be commenting on the range of traditional and e-media techniques used in the industry with examples of companies using them.

The understanding of the micro organisation of a sector must come from the candidate's research into a media company. This research must inform their understanding of the nature of the company, the job roles and career paths in the company and the conditions of employment relevant to the job roles in the company. It is not appropriate to simply produce a booklet that details the job roles available in, for example, the film industry with no reference to a film production company.

Centres are urged to establish links with a local media company such as a local newspaper, radio station or interactive producer. This link will provide learners with the information they need to understand the organisation of the chosen media company and how this might link to the wider picture of the media industry. It may also provide them with work experience that links seamlessly to their research for this criteria.

Candidates must be guided clearly to an area of the media that the teacher has clear knowledge and understanding of, not simply what might be the most glamorous. Candidates need to be engaged by this work and should have an opportunity to pick from a list and not simply given a topic. It may be relevant to provide a list and ask individuals or groups of candidates to research and come up with a report or presentation on that particular area of the media industry. These reports or presentations could be a good point of reference for all the candidates when trying to find material for A01 (b) or when deciding on a project for Unit 3.

Whatever was chosen for the media industry there, once again, appears to be only limited understanding of how this affects the industry's products. Candidates should engage with the chosen media sector and discuss how regulation, ownership and competition might affect the media products being produced. This would be an ideal opportunity to discuss public service broadcasting, globalisation of the media and multi-national media organisations. It would also provide a platform for the candidates to discuss how ownership effects production and distribution. The learners could link this with their investigations of News Corporation or Time Warner to discuss how a global company can influence viewing habits or voting patterns in different countries.

A04 (c) was generally answered well although some candidates provided only limited evidence of understanding of how the industry thinks about its audience. There was, generally, a lack of understanding of representation issues. The use of group activities to analyse and discuss audience and representation would provide a valuable resource for the whole cohort. There were some good examples of alternative assessment methods being employed, such as presentations and illustrated reports.

For criterion A04 (d) some candidates only responded to a text rather to the texts as indicated in the criterion. This resulted in a lack of depth of understanding of how texts can be understood and interpreted. In some cases extra evidence for this criterion was found in the research work undertaken for Unit 2. If this is the case teachers should take this into account when marking work for this criterion. They should also make a note on the Unit Assessment Record to alert the moderator.

2.2 Unit 2 - Skills for Media Production (6974)

Once again candidates responded reasonably well to this unit. They were able to identify a range of research methods and then employ them in the planning of a media product. It is important for students to identify a range of research methods and techniques at the start of this unit. Without clear identification students will not be able to demonstrate that they fully understand the range of research methods and techniques that they could use in their research work. Some students provided detailed descriptions of their research activities but did not clearly demonstrate that they understood the range available to them. Teachers should provide candidates with an opportunity to demonstrate their understanding in an appropriate manner. This could be a simple exercise with a template for the candidates to complete. This could be the starting point for more in-depth discussion that leads to a higher mark. In many cases the candidates have simply undertaken research without demonstrating understanding of the range of research methods they could use.

At the top of the mark band the research work was evaluative, wide ranging and analytical. At the bottom end there was an over reliance on class handouts and downloaded unannotated internet material. Teachers must ensure that candidates understand primary and secondary research techniques and use them in an appropriate way. Research sources such as Wikipedia should be identified as unreliable sources as they are subject to peer input rather than academic rigour. Candidates should be encouraged to keep careful and well-collated records of their research.

Criterion A02 (c) required the candidate to show understanding of production equipment and technology. There was, generally, a lack of rigorous mapping of candidate's achievement for this criterion. Teacher observations undertaken at various stages of this unit, and in Unit 3, would provide clear evidence of understanding and the level of support and guidance required. A skills audit would allow candidates to record their use of a range of equipment and a comments box would provide an opportunity for them to discuss any issues they have found. It is difficult to validate the marks awarded for this criterion where there was no teacher comments provided.

This would also have been good practice for A02 (d) where the achievement of the candidate should be mapped across the course. It was difficult to make a judgement on accurate assessment when there are no teacher observations or records of the candidates developing skills. It would be useful to have a starting point for skill level by undertaking an initial skills audit. This could then be complemented by an on-going audit of skills resulting in a clear picture of the candidate's progression throughout the qualification. This had been successfully undertaken by a number of centres and provided a real opportunity for learners to engage with the skill development process.

2.3 Unit 3 - Media Production Brief (6975)

It was good to see the wide range of media products produced by candidates. This ranged from sophisticated short information programmes on the benefits of using broadband technology to magazines and posters on how broadband can enhance the user's social life. However, some candidates did not fully understand the brief and produced inappropriate media products. The brief was designed to encourage the use of broadband technology by a particular audience. It was not an opportunity to develop products about how to install software or the evils of the Internet. Many candidates had clearly not read the brief or asked for guidance from their teacher. However, it was clear that many candidates had fully engaged with this brief and had been given an opportunity to demonstrate their developing skills in media production.

There were some instances of candidates choosing to use inappropriate images and language in their final products. If the product is a print based product then the candidates must ensure that it is legible and that spelling is correct. Teachers must ensure that the work produced meets the needs of the target audience but also is within Ofcom guidelines. This would provide the candidates with a regulatory structure to consider when planning and producing their work. Candidates must read the brief carefully in order to discover the target audience and the message that needs to go out.

Some candidates demonstrated a lack of understanding of pre-production, production and post-production documentation. It is clear that many centres do not have an understanding of the paperwork documentation that is required for coverage of this criterion. The suggested paperwork would be as a minimum: a proposal, treatment, storyboard or mood-board, script, production schedule, budget and call sheets.

In general candidates did provide a relevant media product that achieved its intention and demonstrated some imagination. Where candidates were given free reign to plan and produce their ideas it was clear that they had fully engaged with the product.

In some centres candidates had produced a group product with little evidence of the candidate's contribution to the process. The unit specification should have alerted centres to the need for each candidate to produce a media product in order to meet the assessment criteria. If a group approach had been undertaken each candidate must have contributed significantly to all areas of pre-production, production and post-production. A photo-copied group logbook is not sufficient evidence for A02 (a), A03 (b) and A03 (c).

Teachers must consider providing an appropriate opportunity for all candidates to produce sufficient evidence of their own understanding, knowledge and skills.

The range of creativity seen in the media products moderated once again demonstrated the skills that many teachers have in motivating their candidates to realise their potential. Candidates should be given every opportunity to build on the skills developed in Unit 1 and Unit 2. Their understanding of codes, conventions and genre should inform their planning for a media product. The skills developed in Unit 2 should provide an opportunity to prove that they have skills in pre-production, production and post-production.

The weakest area of this unit was A04 (d) where some candidates failed to provide even a basic evaluation of their work or the product's fitness for purpose. Candidates should be encouraged to review their work and to ask others for their comments on their work and fitness for purpose of the product. All too often the evaluation was historical and not evaluative. Candidates must move away from what they did to how well it went and what they would do if they could tackle this again.

A group critique of work with constructive comments from peers is a useful tool as is the showing of work to a focus group or small audience. Analysis of the results of this could provide valuable evidence for making changes to the product, resulting in a higher mark. In some instances candidates asked their peers to comment on their work but then failed to include these comments in their evaluation.

Centres should consider providing alternative methods of recording evaluation such as a commentary track on a candidate's DVD programme or an on-going annotation of their work on a print product.

2.4 General Comments

It was good to see such a range of achievement by AS candidates. Many centres have found the Heinemann resource material particularly effective. The student text book and teacher resource file provides candidates and teachers with an invaluable resource for delivery and assessment of this qualification. There are, 2010 INSET meetings planned on the 9th November in London and the 23rd November in Manchester. These training events provide an opportunity for teachers to review exemplar work, discuss issues of delivery and assessment and network with colleagues delivering the qualification. Details will have already been sent to centres and there is an opportunity to book on-line via the Edexcel website.

3. Edexcel Advanced GCE in Media: Communication and Production (Single Award) (9771)

3.1 Unit 4 - Research and Development for Media Production (6976)

This unit builds on the knowledge, understanding and skills developed in Unit 2 of the AS qualification. It is the starting point for the holistic delivery and assessment of this qualification.

Generally, this unit was delivered and assessed in an appropriate manner. However, there were instances of over marking. Many candidates had thought of imaginative and creative ideas that could be taken through to a finished media product. However, once again this year some candidates failed to identify a range of ideas and this limited them to researching and developing one theme. This might also limit the production opportunities and the range of skills developed in their final media product. A range of well developed and researched ideas will provide an opportunity to achieve high marks in this criterion.

Teachers should also be aware of the need for candidates to think of and develop their own ideas rather than an impose a theme that may limit them to one genre or technique. Equally, learners should produce their own ideas for products considering the commercial viability and target audience for their products. Only then should the candidate make a final choice of media product to carry through to completion in Unit 5.

AO2 (a)

In some cases candidates thought of a range of ideas but failed to investigate each of them, concentrating on researching only their chosen idea. It would have been good to see each idea as the subject of intensive research activity that then led to the selection of one of these for further development. In order to achieve Mark Band 1, candidates have to '*have produced conventional ideas, which have been the subject of limited research*'. Where candidates fail to identify really good ideas the teacher should step in and provide the candidate with advice and support. A range of alternative topics could be produced by the teacher and held in reserve for cases where candidates find this work difficult. It is not the intention that candidates work to a teachers initiated media form or specific genre. This would limit the candidates ability to develop the skills they acquired in the AS qualification.

It is clear from the work moderated in this moderation series that some centres had still not fully understood the requirement for individual candidate work. Candidates need to produce their own ideas, research and development. They should be pitching their own ideas to an audience or client. In a small number of cases work was presented as photocopied research notes and a joint presentation. This would clearly present difficulties with differentiating candidates contributions to the work and the photocopied material could be seen as plagiarism. Candidates must produce evidence of their own ideas and the ways in which they have developed them. This will be followed by a pitch and treatment.

AO2 (b)

As in previous moderation series, some candidates failed to provide evidence of the commercial viability of their proposed product. In many cases this was addressed only superficially and candidates commented on where the product would be shown and how much this might cost. Many candidates thought that it was sufficient to identify where the product would be placed and the potential audience. Some candidates identified a slot on a broadcast channel or station without considering the commissioning process. It is unlikely that a broadcaster would allocate a slot in their schedules to a programme on the suggestion of the producer of the programme. It is also unlikely that a broadcaster would purchase a programme without clear evidence of the structure and format of the programme being agreed with the producer before production starts.

Candidates must be able to comment effectively on the commercial viability in terms of production costs versus distribution and marketing costs. There may be some mileage in candidates being able to produce a 'calling card' or self promotional product but this would still have to be identified in terms of cost and potential business development. Where it was addressed successfully candidates indicated how their product would attract an audience and the financial implications of production costs versus revenue generated. Many teachers were over generous in the marking of this criterion.

AO2 (c)

Many candidates provided a wide range of evidence to support the development of their ideas. However, there was once again a reliance on downloaded internet pages with little or no candidate annotations. It is not appropriate for candidates to simply find material on the internet and consider this to be appropriate research. The use of sites such as Wikipedia does not provide valid research tools as these are simply the opinions of the users without validation. Many candidates did provide evidence of research using books, magazines, contemporary material and research tools such as questionnaires and focus groups. Candidates need to focus clearly on the development of one of their ideas and use their research to provide the evidence for the development process.

AO3 (d)

Many candidates produced an effective pitch using both written material and presentation techniques. However, some candidates failed to produce a confident or persuasive pitch. This may be due to their lack of preparation or practice in 'selling' their idea to a client or audience. Candidates should practice pitching techniques and produce presenter's notes to help them with their presentation. Candidates should provide the client or audience with handouts to help explain some of the finer points of the pitch. Teachers could elicit more information from candidates through a question and answer session at the end of the pitch. This may help provide evidence of the candidate's achievement of higher marks.

In order to validate the assessment of the pitch the teacher should record this in an appropriate way. The teacher should also provide a teacher observation of the pitch with comments on the effectiveness of the pitch, the fluency of the pitch and their own responses to the candidate.

Some candidates failed to provide even an adequate treatment. The treatment is a development of the candidate's original idea and it should spell out to the client the details of the production. As such it should contain details of budget, initial script, sample storyboard or mood board or layout and a production schedule. In order to achieve the highest marks the treatment will have to be thorough.

Where candidates produced a well laid out treatment it made clear their intentions. This would, of course, benefit them when writing about their intentions and the constraints on their work in Unit 6.

Teachers could provide the candidates with a pro-forma treatment template for them to complete. The treatment would be an ideal sign-off point for this unit with the candidate then progressing to the next stage only when the treatment is completed.

3.2 Unit 5 - Media Production Project (6977)

This unit allows the candidate to demonstrate the skills they developed in the AS qualification to produce a finished media product. They must have developed one final idea that has been produced as a treatment. In this unit they will put their treatment into practice.

There were many examples of innovative media products produced across a wide range of media forms. Many candidates used their time to produce media products that ranged from magazines to music videos to documentaries and web based or interactive products. Some candidates used animation techniques to produce short films whilst some produced magazine articles on a variety of topics. Some candidates took the same topic they used for their work in AS Unit 3 but this tended to limit them rather than expand their production skills.

AO3 (a)

This criterion tended to be the weakest element of this unit. Some candidates failed to provide sufficient information about their planning and management abilities. Many candidates did not demonstrate monitoring of their work. There was a lack of evidence of candidates working with independence and initiative and using appropriate documentation.

Teachers must provide teacher observation records to support the awarding of marks for initiative and independent learning. It may be advisable to provide blank templates for candidates to complete to demonstrate their use of documentation. Candidates could keep a personal diary, blog or video diary that demonstrates they have analysed what they are doing and have monitored activities in a realistic way.

The media products, in many cases, were imaginative and demonstrated a wide range of production skills. In this qualification it is essential that candidates produce their own media products in order to demonstrate their production skills not simply team skills. Teachers need to alert candidates to this when discussing the development of their ideas in Unit 4 through to the production process.

It is acceptable for a candidate to ask their peers for help in making a media product. However, the candidate must take responsibility for their media product and manage the team effectively. They might be able to claim some competencies in managing time and monitoring their work by helping someone else to make a media product.

In order to achieve the highest marks the media products must successfully achieve the intentions set down in the treatment. It follows that the treatment must be effective and provides a basis for the finished product to have a clear relevance and appeal to an audience.

The finished product must show creativity and flair with sophisticated and creative use of techniques and technology in order to achieve the highest marks. This was sadly lacking in some of the media products moderated. Candidates must be guided by the teacher initially in the pitching and treatment stages. This should then result in an appropriate media product being produced in Unit 5. In some instances the candidates seemed to have produced products that were remakes of contemporary media products. Candidates must be able to demonstrate creativity and flair and the re-iteration of existing media products may not provide this opportunity.

It cannot be stressed too highly the need for candidates to have sufficient time to think about and develop appropriate ideas for media products. They also need time to consider what they require for production and post-production. Candidates must use skills in media production that reflect professional standards.

All of this, of course, leads to the candidates review in Unit 6.

3.3 Unit 6 - Professional Practice in the Media Industries (6978)

In this externally assessed unit candidates have to review their work undertaken in Units 4 and 5. There is a prescribed structure that candidates must follow when completing work for this unit. This is given in Appendix E in the specification.

Many candidates did follow this structure and some candidates used a written report or essay as evidence for assessment. Some candidates produced supplementary evidence in the form of a video report and in other cases a director's commentary on a DVD product. In some instances the lack of careful reading of the external requirements for this unit lead to a lack of coverage of the required assessment criteria.

Candidates should undertake their work for Unit 6 as they work through Units 4 and 5. It was clear from the majority of work moderated that some candidates had left this work until all their production and post-production work was completed. Some candidates appeared to have rushed their work for Unit 6 and, as in the previous moderation series, completed their review in a sometimes arbitrary manner. Candidates should use this unit as an opportunity to monitor their work as they progress through the qualification rather than see it as a stand alone exercise. They could then comment on how they made changes as they worked through Units 4 and 5.

The review of work linked to professional practice needs to be proactive rather than reactive. Historical comments on work suggest that the review has taken place sometime after the production work was completed. It is essential that candidates see this process as a continuous and on-going reflection.

Many candidates failed to take note of the comments of others. In some instances the candidates did compile questionnaires and obtain feedback but then failed to use this in their review.

Some learners combined AO1 (a) with AO1 (b). However, these two criteria must be addressed separately and marked accordingly.

AO4 (c)

This was the least well answered section of Unit 6. Candidates generally failed to compare their work with past practice. Many candidates did address current practice but could not achieve high marks because of their lack of reference to past practice. Candidates should look carefully at similar products produced by media practitioners and then compare this to their own work. This might be in terms of the content or style of their programme or product. It could also be a comparison of technical and aesthetic qualities of their own work compared to a professionally produced media product.

AO1 (d)

It is clear that candidates who failed to demonstrate management and monitoring techniques in Unit 5 were unable to comment on them in Unit 6. The holistic nature of this qualification requires candidates to link work across all the units in the qualification. A candidate undertaking an on-going review of their management and monitoring skills for Unit 6 may have been able to address any shortfall in their evidence for Unit 5. This will apply to other areas of the qualification.

AO4 (e)

Many candidates were able to make judgements on their own work but there was a lack of critical evaluation. Candidates must be able to compare and contrast what they have done with their intentions. They should use a range of well-chosen examples to illustrate their work and justify their decisions on content and style.

Candidates must take into account the opinions of others. This was missing from many candidates work. Candidates should show their work to other people and ask for their opinions and then use this in their work for this criterion. They may be able to elicit comments from a client or from a focus group. There should be some analytical work that demonstrates the results of their research.

Some candidates had not been given sufficient time to complete work on this unit. In some instances it would appear that candidates had not been given clear guidance in completing their work to the prescribed structure provided in Appendix E.

Teachers should note that the evidence for this unit can be provided in a variety of ways. These might be written, oral, a programme on video or audio format etc. however, it must follow the prescribed structure.

3.4 General Comments

It was good, once again, to see candidates producing work across a range of media forms. Candidates have produced media products that cross the boundaries of media sectors. Candidates have also engaged with products that range from working with local organisations to produce support materials and documentaries to magazines for clients.

It was noted in this moderation series that some teachers had over marked their candidates work. Teachers must only award marks where there is evidence to support the awarding of these marks. Limited comments on candidate performance do not provide clear evidence of achievement. Candidates must be encouraged to provide clear evidence of their understanding and knowledge. They must also demonstrate clearly their use of the skills developed in the AS qualification with appropriate development of these skills in a professional context across the whole A2 qualification.

Teachers must provide authentic teacher observation records to validate assessment of ethereal candidate work.

Candidates must produce evidence of their own work in this qualification. The use of group work and the inherent photocopied production documentation can lead to issues of plagiarism.

It was good to see such a range of achievement by A2 candidates. Many centres have found the Heinemann resource material particularly effective. The student text book and teacher resource file provides candidates and teachers with an invaluable resource for delivery and assessment of this qualification. There are, 2010 INSET meetings planned on the 9th November in London and the 23rd November in Manchester. These training events provide an opportunity for teachers to review exemplar work, discuss issues of delivery and assessment and network with colleagues delivering the qualification. Details will have already been sent to centres and there is an opportunity to book on-line via the Edexcel website.

4. Statistics

4.1 AS Units and Overall AS Cash-in

Unit 1 - 6973

Grade	Max mark	A	B	C	D	E	N	U
Raw boundary mark	60	49	43	37	31	25	19	0
Uniform boundary Mark	100	80	70	60	50	40	30	0

Unit 2 - 6974

Grade	Max mark	A	B	C	D	E	N	U
Raw boundary mark	60	50	43	37	31	25	19	0
Uniform boundary Mark	100	80	70	60	50	40	30	0

Unit 3 - 6975

Grade	Max mark	A	B	C	D	E	N	U
Raw boundary mark	60	48	42	36	30	25	20	0
Uniform boundary Mark	100	80	70	60	50	40	30	0

AS cash-in - 8771

Grade	Max mark	A	B	C	D	E	U
Uniform boundary Mark	300	240	210	180	150	120	0

4.1 A2 Units and Overall GCE Cash-in

Unit 4 - 6976

Grade	Max mark	A*	A	B	C	D	E	N	U
Raw boundary mark	60	55	51	45	39	33	28	23	0
Uniform boundary Mark	100	90	80	70	60	50	40	30	0

Unit 5 - 6977

Grade	Max mark	A*	A	B	C	D	E	N	U
Raw boundary mark	60	55	51	45	39	34	29	24	0
Uniform boundary Mark	100	90	80	70	60	50	40	30	0

Unit 6 - 6978

Grade	Max mark	A*	A	B	C	D	E	N	U
Raw boundary mark	60	55	51	45	39	34	29	24	0
Uniform boundary Mark	100	90	80	70	60	50	40	30	0

A2 cash-in - 9771

Grade	Max mark	A	B	C	D	E	U
Uniform boundary Mark	600	480	420	360	300	240	0

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467
Fax 01623 450481

Email publications@linneydirect.com

Order Code UA024552 Summer 2010

For more information on Edexcel qualifications, please visit www.edexcel.com/quals

Edexcel Limited. Registered in England and Wales no.4496750
Registered Office: One90 High Holborn, London, WC1V 7BH