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Mark Scheme (Results)

Summer 2017

BTEC Level 3 National in Creative  
Digital Media Production  
Unit 8: Responding to a Commission  
(31674H)



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Creative Digital Media Production	Level 3 National	31674H	Unit 8: Responding to a Commission
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# Unit 8: Responding to a Commission-Marking grid

## General Marking Guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Marking grids should be applied positively. Learners must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the marking grid not according to their perception of where the grade boundaries may lie.
- All marks on the marking grid should be used appropriately.
- All the marks on the marking grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the learner's response is not rewardable according to the marking grid.
- Where judgment is required, a marking grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the marking grid to a learner's response, a senior examiner should be consulted.

## Specific Marking guidance

The marking grids have been designed to assess learner work holistically. Rows within the grids identify the assessment focus/objective being targeted. When using a marking grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer in response to the assessment focus/objective and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

## Activity 1 - Rationale

Assessment focus	Band 0	Band 1	Band 2	Band 3
Rationale for the response to the stimulus.	<b>0 marks</b>	<b>1-5 marks</b>	<b>6-10 marks</b>	<b>11-15 marks</b>
	No rewardable material.	<ul style="list-style-type: none"> <li>Limited consideration of the content of the commission.</li> </ul>	<ul style="list-style-type: none"> <li>General consideration given to some of the content relating to the commission.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensive consideration given to all of the appropriate content relating to the commission.</li> </ul>
		<ul style="list-style-type: none"> <li>Reference to stimulus material is superficial and descriptive only.</li> </ul>	<ul style="list-style-type: none"> <li>Stimulus material has been appropriately interpreted leading to competent analysis of the content, scope and purpose of the commission.</li> </ul>	<ul style="list-style-type: none"> <li>Stimulus material has been consistently and accurately interpreted leading to comprehensive analysis of the content, scope and purpose of the commission.</li> </ul>
		<ul style="list-style-type: none"> <li>Response provided but does not link to the stimulus material.</li> </ul>	<ul style="list-style-type: none"> <li>Response makes appropriate connections between most of the stimulus material and the requirements of the commission but some elements are omitted.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensive response that makes connections between the stimulus material provided and the requirements of the commission.</li> </ul>
		<ul style="list-style-type: none"> <li>Approaches to the response are identified without justification, with limited reference to existing practice.</li> </ul>	<ul style="list-style-type: none"> <li>Aspects of supporting material are used to justify approaches to the response, examples of existing practice are partially relevant.</li> </ul>	<ul style="list-style-type: none"> <li>Supporting material is used throughout to comprehensively justify approaches to the response with carefully chosen examples of existing practice that relate to the commission.</li> </ul>

## Activity 2 - Pitch

Assessment focus	Band 0	Band 1	Band 2	Band 3
The pitch	<b>0 marks</b>	<b>1-5 marks</b>	<b>6-10 marks</b>	<b>11-15 marks</b>
	No rewardable material	<ul style="list-style-type: none"> <li>Pitch demonstrates a basic application of the knowledge and understanding of media production processes leading to solutions that are occasionally practicable.</li> <li>Idea partially meets the requirements of the commission with limited relevance to the stimulus material.</li> <li>Pitch has limited structure and tentative. Ideas are occasionally supported.</li> </ul>	<ul style="list-style-type: none"> <li>Pitch demonstrates an application of the knowledge and understanding of media production processes leading to solutions that are practicable.</li> <li>Idea meets most of the requirements of the commission with relevance to the stimulus material.</li> <li>Pitch has some structure, within limits and persuasive in places. Ideas are supported with some clear communication.</li> </ul>	<ul style="list-style-type: none"> <li>Pitch demonstrates a consistent and thorough application of the knowledge and understanding of media production processes leading to solutions that are entirely practicable.</li> <li>Idea pulls together all the requirements of the commission forming a coherent solution, clear sustained relationship to the stimulus material.</li> <li>Pitch is well structured, persuasive, making effective use of word limit parameters. Complex ideas are supported and communicated clearly throughout.</li> </ul>

### Activity 3 - Proposal

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
<p>Proposal for the response to the commission within the template provided</p> <p>Consideration of legal and ethical issues related to the commission</p> <p>Consideration of budgets and scheduling</p>	<p><b>0 marks</b></p> <p>No rewardable material</p>	<p><b>1-5 marks</b></p> <ul style="list-style-type: none"> <li>Proposal offers simplistic and generic comment about media production processes.</li> <li>Structure of the proposed product is simplistic and not appropriate to engage the target audience.</li> <li>Proposal is simplistic, generic and communicated with the use of non-technical language. Considerations are presented but in an inappropriate format.</li> <li>Proposal is uninformed by background information.</li> <li>Logistical implications are not considered leading to an unrealistic solution.</li> </ul>	<p><b>6-10 marks</b></p> <ul style="list-style-type: none"> <li>Proposal demonstrates general knowledge and understanding of media production processes.</li> <li>Structure of the proposed product is clear and begins to target the audience. Scope of the chosen medium is partially utilised.</li> <li>Proposal is generally plausible, generic but communicated with some appropriate use of technical language. Considerations are presented sometimes in an appropriate format.</li> <li>Proposal is partially informed by background information with some links made.</li> <li>Logistical implications are generally considered, solutions are sometimes realistic and sometimes meeting the requirements of the commission.</li> </ul>	<p><b>11-15 marks</b></p> <ul style="list-style-type: none"> <li>Proposal demonstrates developed knowledge and understanding of media production processes.</li> <li>Structure of the proposed product would effectively target audience through an appropriate use of the chosen medium.</li> <li>Proposal is realistic and plausible and communicated with the effective use of technical language. Considerations are presented in a mostly appropriate format.</li> <li>Proposal is mostly informed by background information with many links made</li> <li>Logistical implications are considered with mostly realistic solutions, mostly meeting the requirements of the commission.</li> </ul>	<p><b>16-20 marks</b></p> <ul style="list-style-type: none"> <li>Proposal demonstrates a comprehensive knowledge and understanding of media production processes.</li> <li>Structure of the proposed product would fully target the audience through purposeful utilisation of the chosen medium.</li> <li>Proposal is realistic and plausible and communicated with the effective use of technical language. Considerations are presented clearly and consistently in an appropriate format.</li> <li>Proposal is fully informed by background information with direct links made throughout</li> <li>Logistical implications are comprehensively considered with well-developed solutions which are realistic and clearly meet the requirements of commission.</li> </ul>

## Activity 4 - Treatment

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4	Band 5
Treatment: audio visual elements	<p><b>0 marks</b></p> <p>No rewardable material</p>	<p><b>1-5 marks</b></p> <ul style="list-style-type: none"> <li>• Treatment demonstrates a limited understanding of media production processes leading to an inappropriate outcome.</li> <li>• Style and utilisation of chosen medium is ineffective in targeting the audience.</li> <li>• Communication of stylistic realisation lacks clarity.</li> <li>• Isolated annotations and basic comments only.</li> </ul>	<p><b>6-10 marks</b></p> <ul style="list-style-type: none"> <li>• Treatment demonstrates some understanding of media production processes leading to an occasionally appropriate outcome.</li> <li>• Style and utilisation of chosen medium is limited in effectively targeting the audience.</li> <li>• Stylistic realisation is communicated with occasional clarity.</li> <li>• Occasional attempts to justify decisions through the use of limited annotation.</li> </ul>	<p><b>11-15 marks</b></p> <ul style="list-style-type: none"> <li>• Treatment demonstrates an understanding of media production processes leading to an appropriate outcome.</li> <li>• Style and utilisation of the chosen medium show isolated elements of creativity and is partially effective in targeting the audience.</li> <li>• Stylistic realisation is communicated with some clarity.</li> <li>• Some attempts to justify decisions with occasional links to background information through the use of some developed annotations.</li> </ul>	<p><b>16-20 marks</b></p> <ul style="list-style-type: none"> <li>• Treatment demonstrates a clear understanding of media production processes leading to a realistic and appropriate outcome.</li> <li>• Style and utilisation of the chosen medium shows creativity and is mostly effective in targeting the audience.</li> <li>• Stylistic realisation is communicated clearly and effectively for most of the response.</li> <li>• Well-developed justifications of stylistic choices shows some links to an interpretation of the background information supported by well-developed annotations.</li> </ul>	<p><b>21-25 marks</b></p> <ul style="list-style-type: none"> <li>• Treatment demonstrates a comprehensive understanding of media production processes leading to a realistic and highly effective outcome.</li> <li>• Style and utilisation of the chosen medium shows a high degree of creativity and is effective throughout in targeting the audience.</li> <li>• Stylistic realisation is communicated clearly and effectively throughout the response.</li> <li>• Comprehensive justifications of stylistic choices shows sustained links to an interpretation of the background information supported through fully detailed annotations.</li> </ul>