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Mark Scheme (Results)

January 2020

BTEC Level 3 National in Creative
Digital Media Production

Unit 5: Specialist Subject Investigation
(31672H)



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Unit 5: Specialist Subject Investigation – Sample 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.

Assessment focus 1	Band 0	Band 1	Band 2	Band 3	Band 4
	0	1-4	5-8	9-12	13-15
Interpreting research data	No rewardable material	<ul style="list-style-type: none"> • Basic understanding of the topic presented with limited connections made to media issues and debates relating to the Set Task topic and the Stimulus Material and/or own research. • Stimulus Material and/or own research superficially interpreted, showing limited consideration of the data; response includes few evaluative judgements. • Use of qualitative or quantitative data superficially interpreted, showing limited consideration of the information, occasionally applied to the response. 	<ul style="list-style-type: none"> • An understanding of the topic presented with some relevant connections made to media issues and debates relating to the Set Task topic and the Stimulus Material and/or own research. • Stimulus material and/or own research has been interpreted showing consideration of the data; response may include unsupported evaluative judgements. • Use of qualitative and quantitative data has been interpreted showing consideration of the information applied to the response. 	<ul style="list-style-type: none"> • Understanding of the significance of the topic presented with mostly relevant connections made to media issues and debates relating to the Set Task topic and the Stimulus Material and/or own research. • Stimulus material and/or own research clearly interpreted with consideration of the validity of the data; response likely to include some supported evaluative judgements. • Use of qualitative and quantitative data clearly interpreted with consideration of the validity of the information, applied to the response. 	<ul style="list-style-type: none"> • Comprehensive understanding of the significance of the topic presented with detailed and precise connections made to relevant media issues and debates relating to the Set Task topic and the Stimulus Material and/or own research. • Stimulus material and/or own research fully and effectively interpreted by considering the validity of the data throughout the response; response includes fully supported evaluative judgements. • Use of qualitative and quantitative data fully and effectively interpreted by considering the validity of the information, clearly applied throughout the response.

Assessment focus 2	Band 0	Band 1	Band 2	Band 3	Band 4
	0	1-4	5-8	9-12	13-15
Understanding research methods	No rewardable material	<ul style="list-style-type: none"> • Basic description of primary or secondary research methods • Isolated links to the relationship between choice of research methods and the set task topic. • Rationale for own research is superficial and unsupported. 	<ul style="list-style-type: none"> • Primary / secondary research methods described in detail • Links made demonstrates an understanding of the relationship between choice of research methods and the set task topic • Rationale for own research is offered with some supporting evidence. 	<ul style="list-style-type: none"> • Primary /secondary research methods and their relationship to the context of the set task topic explained • Demonstrates a good understanding of the relationship between choice of research methods and the set task topic • Rationale for own research clearly follows chains of reasoning and is mostly supported. 	<ul style="list-style-type: none"> • Primary / secondary research methods and their relationship to the context of the set task topic are evaluated • Demonstrates a thorough understanding of the relationship between choice of research methods and the set task topic • Rationale for own research is fully and effectively supported

Assessment focus 3	Band 0	Band 1	Band 2	Band 3	Band 4
	0	1-4	5-8	9-12	13-15
Understanding the relationship between own research and Stimulus Material and how this relationship reinforces the importance of the issue.	No rewardable material	<ul style="list-style-type: none"> Limited consideration of the information in the stimulus material, with superficial reference made to research sources. Basic understanding of outcomes presented with limited connections made to media debates occasionally relating to topic identified in the stimulus material. Any comments about how research supports/challenges conclusions are superficial. A basic appraisal is produced that follows limited chains of reasoning. 	<ul style="list-style-type: none"> The topic has been partially interpreted with consideration of the information in the stimulus material, and appropriate reference made to research sources. Understanding of outcomes will be evident with a few connections made to media debates relevant to topic identified in the stimulus material. Makes relevant comments about how research supports/challenges conclusions. An appraisal is produced that follows chains of reasoning with some imbalance. 	<ul style="list-style-type: none"> The topic has been interpreted with consideration of the validity of the information, detailed reference made to research sources Sound understanding of the significance of outcomes is presented with consistent connections made to media debates relevant to topic identified in the stimulus material. Explains the conclusions with detailed consideration of the extent to which research supports/challenges them. A balanced appraisal is produced that clearly follows chains of reasoning. 	<ul style="list-style-type: none"> The topic has been fully interpreted with detailed consideration of the validity of the information. Sustained reference made to research sources which support response including illustrative examples Comprehensive understanding of the significance of outcomes is presented with detailed and precise connections made to media debates of direct relevance to topic identified in the stimulus material. Evaluates the conclusions with justification of the extent to which research supports/challenges them. A balanced and well-rounded appraisal is produced that effectively follows chains of reasoning.

Assessment focus 4	Band 0	Band 1	Band 2	Band 3	Band 4
	0	1-2	3-4	5-7	8-10
Impact of the topic on Production and/or media consumption patterns	No rewardable material	<ul style="list-style-type: none"> Limited consideration of the stimulus material, and superficial reference made to own research. Basic understanding of outcomes presented with limited connections made to media debates occasionally relating to topic identified in the stimulus material. A basic appraisal is produced that follows limited chains of reasoning. 	<ul style="list-style-type: none"> The topic has been partially interpreted with consideration of the stimulus material, and appropriate reference made to own research. Understanding of outcomes will be evident with a few connections made to media debates relevant to topic identified in the stimulus material. An appraisal is produced that follows chains of reasoning with some imbalance. 	<ul style="list-style-type: none"> The topic has been interpreted with consideration of the validity of the stimulus material, detailed reference made to own research. Sound understanding of the significance of outcomes is presented with consistent connections made to media debates relevant to topic identified in the stimulus material. A balanced appraisal is produced that clearly follows chains of reasoning. 	<ul style="list-style-type: none"> The topic has been fully interpreted with detailed consideration of the validity of the stimulus material. Sustained reference made to own research which support response including illustrative examples Comprehensive understanding of the significance of outcomes is presented with detailed and precise connections made to media debates of direct relevance to topic identified in the stimulus material. A balanced and well-rounded appraisal is produced that effectively follows chains of reasoning.

Assessment focus 5	Band 0	Band 1	Band 2	Band 3	Band 4
	0	1-2	3-4	5-7	8-10
Research recommendations for future provision and/or practice	No rewardable material	<ul style="list-style-type: none"> • Basic description of research for provision in the sector. • Research referred to will be generic and without links to topic in Stimulus Material and own research. • Rationale for further research is superficial and unsupported. 	<ul style="list-style-type: none"> • Recommendations for the research for provision in the sector are explained • Research referred to demonstrates an understanding of the context within Stimulus Material making links with own research. • Rationale for further research is offered with some supported evidence. 	<ul style="list-style-type: none"> • Recommendations for the research for provision in the sector are analysed effectively • Research referred to demonstrates a good understanding of the issue making many accurate links with its context within Stimulus Material and own research. • Rationale for further research is offered and mostly supported. 	<ul style="list-style-type: none"> • Recommendations for research for provision in the sector are justified systematically throughout the response. • Research referred to demonstrates a thorough understanding of the issue making consistently accurate links with its context within Stimulus Material and own research. • Rationale for further research offered is fully and effectively supported.

