

Moderators' Report/
Principal Moderator Feedback

January 2012

Principal Learning
Creative and Media
Level 1 Controlled Assessment

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General Introduction

As reported in the June 2011 series, the use and placement of Candidate Record Sheets in the front of files has now been adopted by most centres and the Edexcel paperwork is used and completed well.

The Process Portfolios submitted for this series of moderation have taken a step backwards in standard. As a result there were a greater number of incidents, where performance fell below what was expected, due to inadequate documentation of evidence. Portfolios lacked hard evidence of basic but simple and regularly recorded content demonstrating the process of working through a unit.

Pro-forma sheets were used, effectively in some cases, to collect and collate information. The information recorded using this method provided essential evidence in a simple and efficient manner.

Centres have adopted the method of photographing large or bulky items of but are reminded that some indication of scale is needed for practical work. Planning and the progress of ideas is not always implicit in a performance, in the outcome of a visual or media product. Process portfolios are therefore essential in presenting clear evidence of achievement and nominating individual content that contributes to group activity.

CM101: Introduction to Creative and Media Skills

Most centres approached the unit appropriately with learners exploring all of the three disciplines required for LO1. In some of the entries reviewed at moderation, not all of the three disciplines were addressed or one discipline had very limited evidence and where this happened, learners fell short of the unit requirements. Centres need to include tasks that ask candidates for evidence of safe working practices.

Evidence was presented in a variety of forms from hard copy documentation, DVD's and websites. Most centres presented these formats appropriately, but in some cases accessing the learners' work was difficult. Centres are therefore reminded that it is essential to check electronic data before it is sent for moderation to ensure that evidence can be easily viewed on standard formats and to 'chapter' DVD's or provided information detailing where evidence could be found.

Assessment of LO2 tended to be accurate when evidence of basic but detailed and completed research plans were included. However, in some cases these had been omitted or offered very limited evidence of research plans.

For LO3 the majority of learners offered some appropriate evidence of job roles in the creative and media sectors. However, there are still centres that do not ensure that learners offer job roles in all three sectors - visual arts, performance arts and media production.

CM102: Visual Arts

There were no entries for this unit in the January series.

CM103: Performance Arts

LO1: Documentation of this learning outcome needs to be more systematic and include the collection of information about forms of performance arts giving examples. Evidence was at clearest when learners used centre devised sheets prompting key pieces of information. This ensured that a description of the audience and place where performance took place was included as evidence.

In both of LO2 and LO3 the emphasis is on taking part in a rehearsal and live performance. Although evidence was provided of the performance it was not always clear how and when individual learners had participated, particularly when their contribution was not as a performer on stage.

Evidence for LO4 was more 'fit for purpose' where learners commented on their individual contribution to activities, techniques used and where they could see potential areas for improvement, but evidence showing the consideration of feedback needs more careful documentation.

The key factor still appears to be that where centres provide a suitable structured performance piece from existing repertoire, learners can be supported to realise performance work. Where they are creating their own work for performance they appear more vulnerable and often do not have the points of reference they need to realise a coherent performance piece.

CM104: Media Production

Work for this unit varied from centres that provided work that was completely relevant to the unit requirements, to those that provided insufficient evidence to show coverage through lack of documented evidence. The predominant media form was moving image although one centre did use print as their medium.

There was evidence to show that learners had developed skills in both media production and the use of media to create a product. Often the two media disciplines were not nominated and a more transparent method of identifying the two disciplines needs to be outlined in the process portfolios.

LO1: This learning outcome appeared to have been misunderstood during this series. Learners are required to investigate products created using two different media disciplines and describe the purpose of the product identifying the target audience. The majority of portfolio evidence showed details about job descriptions and defining shot types, which it would have been better to include in Unit CM101: Introduction to Creative & Media Skills.

LO2: Evidence of planning frequently lacked any mention or detail of resources and procedures used in the creation of a media product. Production plans and logs are a useful method of collecting evidence of this LO.

LO3: This learning outcome was accurate in its provision of evidence and was the learning outcome that had been most accurately assessed.

LO4: Learners took regular opportunities to record the review of their work, there were few comments in consideration of feedback from others or of making use of the review process to refine ideas and improve outcomes.

CM105: Presentation

There was no entry for this unit in the January series as expected given the nature of the unit.

CM106: Skills Report

The paper takes extracts from each part of the course and is a reflective log of activities that have already taken place. If these activities have been recorded well, then the information is transferable to the Skills Report.

Question A1: Learners continue to describe their preparations for the presentation rather than the work produced for the presentation. The quality of answer really depends on how well the learner documented aspects of Unit 5: Presentation. If this had been well delivered then learners were well prepared for the examined unit.

Question A2: Learners need to say what sources of inspiration were reviewed in the development of their work. This inclusion of context to the work is often missed.

Question B2: This question about the type of audience had often not been planned for in the documentation of other units. Learners who had not considered the basic information about audience found the question difficult to answer and responses usually quoted family and friends.

Question B4: There continues to be a poor understanding of what a hazard is and answers usually described a problem encountered. Where health and safety issues involved in activities across the three disciplines has been considered in unit content, learners find this section of the paper easier to complete.

Question C1 This question asks the learner to describe two jobs that require the sort of skills used while developing the work that was presented in Unit 5. The range of possible jobs is broad when making a presentation of work and many learners were able to identify at least one area where they had developed work related skills.

Grade Boundaries

Grade Boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

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