

Moderators' Report/
Principal Moderator Feedback

June 2012

Edexcel Level 2
Principal Learning in Creative and
Media

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General Introduction

As in previous years the June 2012 moderation series was undertaken at a residential event by a team of moderators with a range of creative and media specialisms.

Moderators were supported and monitored throughout by the senior team.

The quality of work submitted for moderation was similar in quality to that seen in previous summer series'. A good range of interesting creative outcomes were produced. The requirement to monitor creative work on a regular basis remains however the most challenging aspect of many of the units.

Administrative issues

The following administrative issues were noted during this moderation series:

- Some centres had failed to include the correct paperwork e.g. candidate record sheets, authentication statements and Mark B assessment records.
- Some marks had been incorrectly entered on paperwork
- Some work was submitted after the published deadline.

Centres are again reminded that packaging of portfolios must be kept to a minimum.

Treasury tags are preferable to ring-binders (which tend to break when transported) when joining documents together. Where sketchbooks only contain a small number of completed pages these pages should either be scanned or removed before being sent.

The use of large sheets of paper (A2 or bigger) is to be discouraged. Centres are reminded that 3D artefacts must not be sent for moderation. Learners should instead photograph their products.

It was pleasing to see that the vast majority of portfolios were clearly annotated against learning outcomes. The most well presented examples also included a brief assessor comment for each learning outcome to justify the marks awarded.

CM201: Scene

This unit requires learners to undertake research into a range of creative and media activities and job roles available in their own region. Learners must include evidence of their research activities as well as summarising their findings.

Learners are also required to produce a personal critical response to a chosen event, activity or artefact. The personal response must be submitted along with research notes into the event, activity or artefact.

The unit culminates in the production of a guide to creative and media activity in their chosen region. Centres are free to choose the format of the guide e.g. magazine, website, documentary etc but it is vital that it is designed with a specific target audience in mind and that the planning and process of creation is evidenced.

LO1 & LO2 Many learners had evidenced their research in an appropriate manner by including a research log and rough notes in their portfolio as well as a summary of what was discovered. Most learners were also able to investigate and report on different career opportunities in the C&M industry, however it remains an issue that some are not focusing on jobs available in their chosen region. Centres are reminded that where primary research e.g. interviews with local practitioners cannot be undertaken it is perfectly acceptable for learners to link details job roles found through secondary research to possible opportunities in the chosen region.

It was again noted that where learners had engaged in individual research activities as well as those arranged by the teacher through visits and other activities they were more likely to include the 'less predictable' examples required by the higher mark bands.

LO3 A range of personal responses were submitted for this outcome with films being the most popular type of event this series. Whilst many learners submitted appropriate work those presenting reviews in a journalistic style often struggled to attain higher marks for a 'personal' response. Evidence of research/investigation into the chosen activity/event was not present in many portfolios thus limiting the marks available.

Some learners appeared to spend a considerable amount of time studying existing reviews. Whilst this may prepare them for writing their own response centres are once again reminded that these types of activities do not carry any marks and should not be included in portfolios.

LO4 Many learners produced useful guides that covered a range of creative and media activity in the chosen region. Some portfolios however lacked planning documentation and evidence of working to deadlines thus limiting the marks available to learners. The best guides showed a clear awareness of a very specific target audience in the planning documents as well as the actual events and activities selected for the guide.

Some very imaginative examples of guides were seen this series including a guide for pre-school children presented in a bunny shaped bag that including ideas for activities linked to the events included.

CM202: Performance

This unit requires learners to investigate the development of a form of performance and contribute to the planning and production of a performing arts event. Learner work submitted for the June 2011 series showed a continuing improvement in terms of the quality of the work submitted across the learning outcomes. The majority of assessors had used the marking grid accurately and consistently.

LO1 A range of research work was produced including some examples of accomplished and detailed investigations. Most learners researched appropriate performance related material and some included discussion of factors that had influenced change. Many investigations were competent; they identified a time period and focus in some detail, weaker portfolios contained un-annotated downloads and lacked a specific focus or an investigation into factors that have influenced change.

LO2 The evidencing of planning and production processes has continued to show a marked improvement. The best portfolios clearly identified learners' roles in the process and showed a clear, informed and detailed engagement with the planning and production process. A growing number of centres are presenting portfolios that clearly evidence the planning process. In these portfolios planning was detailed and fully explained. Stronger portfolios also evidenced a clear exploration of ideas. In the weaker portfolios evidencing of planning lacked clarity and planning materials had little indication of individual contribution to planning activities or the exploration of ideas. Planning documentation was missing in some of learner's portfolios.

LO3 The production process was insufficiently evidenced in some portfolios and it was sometimes difficult to identify the individual learner's contribution. In the stronger portfolios centres had gone to great lengths to identify each individual learner contribution. There were a growing number of examples of the good use of photos and DVD's to evidence the learners contribution to the process and the individual's role in the performance.

LO4 In many portfolios reflection remains descriptive and summative however some learners were able to produce an on-going commentary on their work. Few learners were able to identify strengths and weaknesses and there was limited evidence of how learners had used the monitoring process to refine ideas and outcomes.

CM203: Artefact

This unit requires learners to undertake research into the processes of creating artefacts looking at external factors that influence their production. Learners are then required to plan and create an artefact. They must also monitor the creative process as they work reflecting on strengths and weaknesses and making adjustments to plans as necessary.

This series saw learners creating a range of artefacts including masks, puppets, toys, props for productions and photographs. The most successful learners had undertaken a well-focussed project that led to the creation of a single physical product.

LO1 On the whole this learning outcome was undertaken successfully. Many learners looked at materials and processes used although these did not always relate to the actual Artefact. The possible impact on developing technologies was not always evident and the least successful part of this learning outcome was 'the purposes of their creator'. The best portfolios included investigations that linked directly to the work undertaken in the remaining outcomes.

LO2 Achievement for this outcome was again very inconsistent. It was clear in many cases that planning activities had taken place but for some learners little specific planning documentation was submitted. Evidence of budgeting tended to be minimal. Where learners had produced clear production plans they were able to access the full range of marks available.

LO3 Some centres had produced clear photographic evidence to support the various stages of the production process. Where this had been done it the range of skills and techniques used to produce the artefact were clearly evidenced.

LO4 This continues to be the least successful outcome of the unit. Many learners had produced an evaluation at the end of the unit rather than the on-going reflection required. Some learners were able to describe the strengths and weaknesses of the work in progress with a few managing to use the monitoring process to refine ideas and outcomes.

CM204: Record

The aim of this unit is to make a record of something and a number of imaginative and highly creative records were submitted within this moderation series in a variety of recording disciplines, including video, photography, animation, art, audio and interactive media.

Once again, the most appropriate assignment briefs provided a framework for learners to investigate, plan and complete a record in a suitable medium. Furthermore, where learners work collaboratively to produce a record, centres should ensure that there are meaningful roles for each member of the group, enabling each learner to generate their own ideas and planning documentation and to make a significant contribution to the creation of the record.

LO1 Learners need to understand the medium that they are going to employ for the creation of their record and those learners who investigated a wide range of example recordings in their chosen medium, including recordings from different periods in time, had a better understanding of how their chosen medium could be used to create a record. Moreover, those learners who explained how both obvious and less obvious recent developments in their chosen medium have affected the recording process were in a better position to both utilise some of those developments in their own work and meet the mark band 3 assessment criteria.

As in previous moderation series, learners who did not select a specific medium for the investigation or who created a record in a different medium to the one studied in the investigation, did not have the opportunity to put into practice the knowledge and understanding generated through LO.1.

LO2 Although there were several examples of process portfolios in which learners had engaged fully with the planning process, the majority of learners are still not providing sufficient evidence of the generation and exploration of imaginative, relevant and viable ideas. Learners should be encouraged to generate a number of ideas for the creation of their record and then develop those ideas through thoughtful research and exploration, considering the strengths and weaknesses of each idea. Furthermore, learners are not always producing detailed planning documentation such as production plans, rough work and production paperwork relevant to their chosen recording medium, which is also a requirement of this learning outcome.

LO3 It was encouraging to see creative and original records spanning numerous disciplines that drew on a wide range of appropriate practical skills and techniques. These included photographic records of an art installation, artwork recording a changing landscape and a video recording of a dance performance. Centres are, however, reminded that if learners decide to create what is going to be recorded, they must develop something especially for this unit.

Within the completion of some of the more accomplished records, it was notable that time had been devoted to experimenting with recording techniques in order to enable learners to develop the necessary skills to complete their record to an appropriate standard. Learners should also be encouraged to provide evidence of their management of the recording process, such as resource lists, production and post-production paperwork and communication between members of the production team.

LO4 Blogs, production diaries, learners' logs and detailed annotations of development work were all used to provide evidence of ongoing monitoring activity. However, learners must not only show that they have regularly monitored their own, or their group's, progress but also show that they have actively used these reflections to inform, shape or modify the planning and production of their record, showing good understanding of strengths and weaknesses. Centres are advised that learners need considerable support in order to engage meaningfully with this evaluative approach.

CM205: Campaign

Essentially the Campaign unit enables learners to work collaboratively to plan, prepare and conduct their own small-scale campaign, delivering a clear message or idea to a specified audience within an appropriate time frame. In this moderation series it was encouraging to see learners shaping their own campaign activity based upon the findings of their research into the nature and purpose of different campaigns and, although to a much lesser extent, refining their ideas based upon a systematic monitoring and review process.

LO1 Learners who interpreted the term 'campaign' broadly and conducted a wide-ranging investigation into a variety of campaigns generally provided a better understanding of the nature and purpose of campaigns. Examples explored within this moderation series included campaigns from special interest groups, charities, government agencies, local organisations and commercial companies. Although learners provided confident and detailed descriptions of the message, target audience, strategies and relative success of different campaigns, they did not always assess what was distinctive about each campaign by comparing them with one another, which is a requirement of the mark band 3 assessment criteria.

LO2 The most popular campaigns aimed to raise awareness of specific ideas or issues and where the learner became significantly involved in the shaping of the message or idea being communicated and the methods used to deliver that message to a specified audience, they were in a much better position to meet all of the assessment criteria for this learning outcome.

A whole range of imaginative campaign materials were produced within this moderation series, including print, audio-visual and interactive materials, a variety of merchandising and campaign stunts and events. However, as in previous moderation series, process portfolios generally lacked sufficient

evidence of the shaping and development of the campaign through activities such as the generation and exploration of different ideas, the creation of a production plan to provide a clear awareness of time constraints, the production of substantial and well detailed planning documentation, developmental rough work such as sketches, drafts and mood boards and individual notes on group meetings.

LO4 Once again, only a minority of learners were able to engage meaningfully with the review process. Although a wide range of methods were used to provide evidence of appropriate monitoring activity, including learners' logs, blogs, detailed annotations throughout sketchbooks and portfolios and action points arising from reviews and reflections, these did not always cover the whole process of preparing and conducting the campaign and rarely demonstrated a good understanding of strengths and weaknesses in order to refine ideas and outcomes.

CM206: Festival

This series saw the unit achieve the largest number of entries of all of the units as many learners come to the end of their two-year programmes. The nature of the festivals organised ranged from highly appropriate and creative to those, which were one performance and generally more suited to the Performance unit. The learning intentions of developing planning, showcasing, promotional and transferable skills have, in some cases, been lost in favour of the practical work and a diminished sense of learner autonomy.

LO1 This was generally the most accurately assessed learning outcome of the unit. There continues to be much work, which is downloaded from the Internet with extremely limited annotation. Moderators found that learners struggled with the concept of artistic policy, most likely as it requires more advanced skills such as assimilation of information from different sources. Funding was also less well covered. Many learners continued to spend considerable time and energy on non-creative and media festivals, which was disappointing as marks could not be awarded for these. Some learners at the top end researched a range of festivals in substantial detail and made some comparisons between these.

LO2 Planning notes and records revealed a reduction in the learner involvement within all aspects of the conception, development and preparation for the festival. Delivery, at times, focused on the practical work to be put into the festival or took on a more stage management role, which would have been more appropriate to the Performance unit. Learner evidence was rarely detailed or personally annotated and once again, there is a real need for the outlining of individual learner roles and responsibilities to allow all learners achieve. In general, there continues to be a lack of forward planning in evidence. Some successful centres required learners to apply competitively for their planning roles and/or create a job description for their own role, which is good practice. There were some centres which

split planning roles between planning/logistics and marketing which significantly limited achievement on either LO2 or LO3 dependent upon the role undertaken.

LO3 Basic promotional materials were in evidence from the majority of learners but there was a decline in the clarity of individual contribution. The involvement in planning the overall approach to promotion and delivery of this was often extremely limited in evidence, which restricted marks to the lower half of the mark scale. This LO continues to be most successful where whole group meetings had taken place initially; everyone contributed ideas and designs for promotional materials for consideration to a finished standard; and then the best ideas were taken forward and developed by appropriate learners.

CM207: Project Report

The unit requires learners to gather feedback from a range of sources to the work produced for unit 2, 3 or 4. They are required to analyse responses and use this data to assess and evaluate the success of the work.

Reports based on units 202, 203 and 204 were all seen with audience questionnaires, focus group meetings and one-to-one interviews with 'experts' being the most popular methods used to gather responses to work.

Administrative issues

Centres are reminded that the writing of the report whilst controlled in terms of time allowed is not an examination. Learners **must** be given access to their plans, notes and the data collected when completing the report. Furthermore learners must complete the report electronically using the response booklet provided. The reports must then be transferred to a **single CD** for submission to the moderator.

The following administrative issues/problems were noted during this moderation series:

- Some centres submitted reports in hard copy
- some centres used a single CD for each learner
- some learners did not use the response booklet
- Some learners did not include the required details (name, candidate number etc) in the header of the response booklet.

Section A

Most learners generally understood the importance of data collection, and endeavored to seek out responses from multiple sources. Those who achieved the highest marks, gave detailed accounts of their research methods, and ensured that they asked relevant questions of reliable people. Learners at the lower end of the mark range simply described methods used and presented data without drawing any conclusions from the information gathered. Some learners had simply gathered responses from a single unspecified source. This limited the marks available.

A small number of centres/learners appeared to have misunderstood the requirements of section A describing the research undertaken when completing the unit.

Section B

Many learners used headings based on the bullet points in section B thus ensuring that they discussed each required area clearly and concisely. Many learners addressed strengths and weaknesses in their work with the more able reflecting back on their findings from section A to support their arguments. Those at the higher end of the mark range also provided a well-detailed discussion of the ways in which their work could have been improved.

The use of responses gathered in section A to justify conclusions was however often limited or not included.

Responses at the lower end of the mark range included only a narrative account of the project undertaken.

Presentation of reports

Many learners produced well-structured reports that made good use of headings, subheadings and bullet points. Generally the standard of written English was good. Many learners made use of relevant images including pie charts, screen grabs and photos integrating them into the report to support the conclusions drawn.

Grade Boundaries

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

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