

# Creative and Media

## Level 1 Principal Learning

**Specification (7321)**  
**Assessment 2009 onwards**

This Principal Learning specification should be read in conjunction with:

- Creative and Media Diploma Companion Document (see <http://www.skillset.org>)
- Specimen assessment materials and mark schemes for Principal Learning
- Teacher guidance materials for Principal Learning
- Examiners' Reports for Principal Learning
- Specifications for other components of Diplomas ie Functional Skills specifications, Project specifications and Additional and Specialist Learning specifications

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You can get further copies of this specification from:

AQA Logistics Centre Unit 2, Wheel Forge Way, Ashburton Park, Trafford Park, Manchester M17 1EH  
or you can download it from our website <http://www.diplomainfo.org.uk>

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*Chris Jones* Director General.

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# 1 Introduction

## 1.1 Why choose AQA-City & Guilds?

AQA is the UK's main provider of GCSEs and A levels. Over 3.5 million AQA examinations are taken every year and AQA is recognised by schools and colleges as the number one choice for customer service and high quality products.

City & Guilds is a household name for vocational qualifications. City & Guilds offers over 500 awards across a range of industries. With over 8500 centres in over 100 countries, City & Guilds is recognised by employers worldwide. It works closely with employers and industry bodies to ensure that its qualifications provide the benchmark standard for workplace skills and knowledge.

Diplomas are a blend of academic and vocational skills and that is why AQA-City & Guilds is the ideal choice for any school, college or consortium looking to offer them. The collaboration brings together the leading providers of qualifications in both fields to provide all the support you need to deliver them at one point of contact.

## Why are AQA and City & Guilds so popular?

- **Specifications**

These are designed to the highest standards, so that teachers, learners and learners' parents or guardians can be confident that an AQA-City & Guilds award provides an accurate measure of achievement. Assessment structures have been designed to achieve a balance between rigour, reliability and demands on learners and teachers.

- **Support**

AQA-City & Guilds runs the most extensive programme of Diploma support meetings available in the UK; these are free of charge in the first years of a new specification and are offered at a very reasonable cost thereafter. These meetings explain the specification and suggest practical teaching strategies and approaches that really work. Further support is available from Diploma Advisors.

- **Service**

AQA-City & Guilds Diplomas are administered from AQA's offices in Manchester and Guildford. We are committed to providing an efficient and effective service and we are at the end of a phone when you need information, advice or guidance. We will try to resolve issues the first time you contact us and will work with you to find the solution.

- **Ethics**

AQA and City & Guilds are registered charities. We have no shareholders to pay. We exist solely for the good of education. Any surplus income is ploughed back into educational research and our service to you, our customers. We don't profit from education, you do.

If you are an existing customer with either AQA or City & Guilds, we thank you for your support. If you are thinking of adopting AQA-City & Guilds for Diplomas we look forward to welcoming you.

## 1.2 Why choose the Creative and Media Diploma?

The Creative and Media Diploma provides experiential learning for learners who wish to acquire knowledge and develop skills in the broad context of the Creative and Media industries. This Diploma gives learners the opportunity to:

- discover more about the Creative and Media industries
- explore creativity
- develop their skills and apply them creatively.

It will enable learners to progress into further and higher education and future employment. The Principal Learning of the Creative and Media Diploma provides essential knowledge, skills and understanding required to meet the needs of the Creative and Media sectors. It also offers a wide choice of sector-related disciplines from art and design, performing arts and media.

Learners following a Creative and Media programme will also:

- develop Functional Skills in English, Mathematics and ICT
- produce a project which complements the Principal Learning and/or supports their progression
- have a particularly wide choice of Additional and Specialist Learning from which they can choose other qualifications which reflect their interests and abilities.

## 1.3 How do I start using this specification?

- Your school or college must pass through the Government Gateway process in order to receive approval to offer Diplomas in Creative and Media. Gateway 1 approved consortia start teaching Diplomas in 2008 and Gateway 2 is approving consortia to start teaching in 2009. More information is available on the DCSF website:  
**<http://www.dfes.gov.uk>**
- If you are a Gateway approved centre working as part of a consortium delivering Diplomas, you will also need to register your centre with us. (See Section 5.2.) This will enable AQA to ensure that you receive all the material you need to help you to deliver units and to enter your learners for examinations. This is particularly important where examination material is issued before the entry deadline. You can let us know by completing the appropriate registration forms. We will send copies to your exams officer and they are also available on the AQA website:  
**[http://www.aqa.org.uk/admin/p\\_entries.html](http://www.aqa.org.uk/admin/p_entries.html)**
- Almost all examination centres in England and Wales are approved by either AQA or City & Guilds or both. A small minority are not. If your centre is new to both AQA and City & Guilds, please contact our centre approval section at:  
**[centreapproval@aqa.org.uk](mailto:centreapproval@aqa.org.uk)**

## 1.4 How do I find out more?

### Use Ask AQA – our online information service

Centres offering AQA-City & Guilds Diplomas will have 24-hour access to answers to the most commonly-asked questions at:

**<http://www.aqa.org.uk/rn/askaqa.php>**

If the answer to your question is not available you can submit a query for our team. Our target response time is two days.

### Contact your Diploma Advisor

You may also contact the Diploma Advisor for your region. Please check current details on:

**<http://www.diplomainfo.org.uk>**

Diploma Advisors have particular expertise in:

- supporting centres and consortia on Gateway applications
- curriculum development and delivery including consortium operation
- assessment and quality assurance
- dealing with work experience.

### Attend a Teacher Support meeting

Details of the full range of current Teacher Support meetings are also available on our website. There is a link to our fast and convenient online booking system for Teacher Support meetings at:

**<http://events.aqa.org.uk/ebooking/>**

If you need to contact the Teacher Support team you can call us on 01483 477860 or e-mail us at:

**[teachersupport@aqa.org.uk](mailto:teachersupport@aqa.org.uk)**

### Contact the Exams Office Support department

Our Exams Office Support department offers administrative support for the Diplomas. There is an office team to deal with your queries about:

- general administration
- general documents
- results documents
- timetable information
- publication orders.

You can contact us on 0870 410 1836 or e-mail: **[eos@aqa.org.uk](mailto:eos@aqa.org.uk)**

The department includes AQA's five Regional Officers who can provide up-to-date information, advice, support and guidance at a local level in your region. To contact the Regional Officer for your area, see:

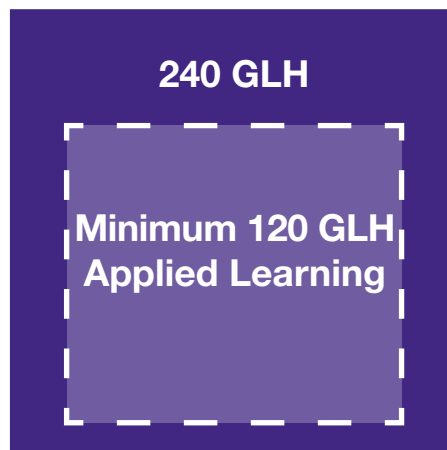
**[http://www.aqa.org.uk/regional\\_officer.php](http://www.aqa.org.uk/regional_officer.php)**

## 2 Specification at a glance

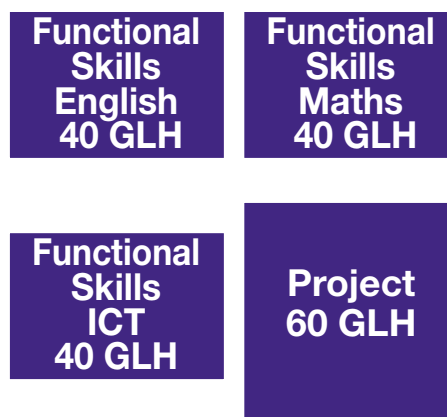
### 2.1 Foundation Diploma at a glance – 600 GLH (guided learning hours)

- comparable to 4 to 5 GCSEs
- 1 year FT study or 2 years PT with National Curriculum Programmes of Study
- all components are compulsory

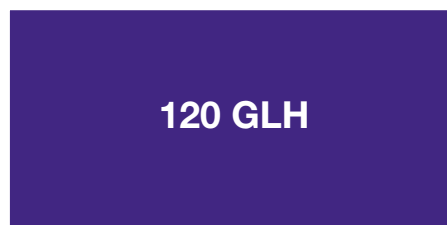
**1 Principal Learning  
Includes Personal,  
Learning and Thinking  
Skills (PLTS)**



**2 Generic Learning**



**3 Additional and  
Specialist Learning**



**4 Work Experience**



## 2.2 Level 1 Creative and Media Principal Learning at a glance

- all 4 units are compulsory

**Unit 1**  
**60 GLH**  
**Discovering creativity**  
**Internally set and marked**

**Unit 2**  
**60 GLH**  
**Investigating ideas**  
**Internally set and marked**

**Unit 3**  
**60 GLH**  
**Experimenting with the  
tools of creativity**  
**Internally set and marked**

**Unit 4**  
**60 GLH**  
**Responding creatively**  
**50% Internally set and  
marked – 50% Externally  
assessed**

## 3 Principal learning

### 3.1 Personal, Learning and Thinking Skills

The Framework of Personal, Learning and Thinking Skills 11-19 comprises six groups of skills that, together with the Functional Skills of English, Mathematics and ICT, are essential to success in learning, life and work. For each group there is a focus statement that identifies the main PLTS in that group. This is followed by a set of outcome statements that are indicative of behaviours and personal qualities associated with each group of skills.

Each group of skills is distinctive and coherent. The groups are also inter-connected. Learners are likely to encounter skills from several groups in any one learning experience.

Listed below are the PLTS that are integrated within the assessment criteria in each unit. A copy of the PLTS framework should be given to each learner. Following these descriptors is a table showing the PLTS in the four units of the Level 1 Creative and Media Diploma.

#### Independent enquirers

Focus:

Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Young people:

IE1 identify questions to answer and problems to resolve

IE2 plan and carry out research, appreciating the consequences of decisions

IE3 explore issues, events or problems from different perspectives

IE4 analyse and evaluate information, judging its relevance and value

IE5 consider the influence of circumstances, beliefs and feelings on decisions and events

IE6 support conclusions, using reasoned arguments and evidence

#### Creative thinkers

Focus:

Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Young people:

CT1 generate ideas and explore possibilities

CT2 ask questions to extend their thinking

CT3 connect own and others' ideas and experiences in inventive ways

CT4 question own and others' assumptions

CT5 try out alternatives or new solutions and follow ideas through

CT6 adapt ideas as circumstances change

## Reflective learners

### Focus:

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

### Young people:

RL1 assess themselves and others, identifying opportunities and achievements

RL2 set goals with success criteria for their development and work

RL3 review progress, acting on the outcomes

RL4 invite feedback and deal positively with praise, setbacks and criticism

RL5 evaluate experiences and learning to inform future progress

RL6 communicate their learning in relevant ways for different audiences

## Team workers

### Focus:

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form trusting relationships, resolving issues to reach agreed outcomes.

### Young people:

TW1 co-operate with others to work towards common goals

TW2 reach agreements, managing discussions to achieve results

TW3 adapt behaviour to suit different roles and situations

TW4 show fairness and consideration to others

TW5 take responsibility, showing confidence in themselves and their contribution

TW6 provide constructive support and feedback to others

## Self-managers

### Focus:

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

### Young people:

SM1 seek out challenges or new responsibilities and show flexibility when priorities change

SM2 work towards goals, showing initiative, commitment and perseverance

SM3 organise time and resources, prioritising actions

SM4 anticipate, take and manage risks

SM5 deal with competing pressures, including personal and work-related demands

SM6 respond positively to change, seeking advice and support when needed

## Effective participators

### Focus:

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

### Young people:

EP1 discuss issues of concern, seeking resolution where needed

EP2 present a persuasive case for action

EP3 propose practical ways forward, breaking these down into manageable steps

EP4 identify improvements that would benefit others as well as themselves

EP5 try to influence others, negotiating and balancing diverse views to reach workable solutions

EP6 act as an advocate for views and beliefs that may differ from their own

This table shows the coverage of PLTS in the four units of the Level 1 Creative and Media Diploma.

## Level 1 Creative and Media Diploma

PLTS	IE	CT	RL	TW	SM	EP
Unit 1	*		*			*
Unit 2	*	*	*			
Unit 3	*	*	*			
Unit 4	*	*	*		*	*

Teamwork could potentially be achieved through any unit in which the learners work in teams. Learners should be encouraged to take part in group work for at least one unit in a level in order to achieve the PLTS. Some units are unsuitable for group work and this has been identified in the unit.

## 3.2 Functional Skills signposting

The units may use and/or contribute towards the underpinning skills and knowledge of the Functional Skills in the following areas, depending on the precise nature of the work done in the Diploma.

The Diploma	Functional Skills		
Unit	English	Mathematics	Information and Communication Technology
Unit 1 Discovering creativity	<ul style="list-style-type: none"> <li>Speaking and listening Level 1</li> <li>Reading Level 1</li> <li>Writing Level 1</li> </ul>	<ul style="list-style-type: none"> <li>Representing situations using Mathematics Level 1</li> <li>Analysing and processing using Mathematics Level 1</li> <li>Interpreting and presenting results Level 1</li> </ul>	<ul style="list-style-type: none"> <li>Use ICT systems Level 1</li> <li>Find and select information Level 1</li> <li>Develop, present and communicate information Level 1</li> </ul>
Unit 2 Investigating ideas	<ul style="list-style-type: none"> <li>Speaking and listening Level 1</li> <li>Reading Level 1</li> <li>Writing Level 1</li> </ul>	<ul style="list-style-type: none"> <li>Representing situations using Mathematics Level 1</li> <li>Analysing and processing using Mathematics Level 1</li> <li>Interpreting and presenting results Level 1</li> </ul>	<ul style="list-style-type: none"> <li>Use ICT systems Level 1</li> <li>Find and select information Level 1</li> <li>Develop, present and communicate information Level 1</li> </ul>
Unit 3 Experimenting with the tools of creativity	<ul style="list-style-type: none"> <li>Speaking and listening Level 1</li> <li>Reading Level 1</li> <li>Writing Level 1</li> </ul>	<ul style="list-style-type: none"> <li>Representing situations using Mathematics Level 1</li> <li>Analysing and processing using Mathematics Level 1</li> <li>Interpreting and presenting results Level 1</li> </ul>	<ul style="list-style-type: none"> <li>Use ICT systems Level 1</li> <li>Find and select information Level 1</li> <li>Develop, present and communicate information Level 1</li> </ul>
Unit 4 Responding creatively	<ul style="list-style-type: none"> <li>Speaking and listening Level 1</li> <li>Reading Level 1</li> <li>Writing Level 1</li> </ul>	<ul style="list-style-type: none"> <li>Representing situations using Mathematics Level 1</li> <li>Analysing and processing using Mathematics Level 1</li> <li>Interpreting and presenting results Level 1</li> </ul>	<ul style="list-style-type: none"> <li>Use ICT systems Level 1</li> <li>Find and select information Level 1</li> <li>Develop, present and communicate information Level 1</li> </ul>

3

### 3.3 The four themes of the Creative and Media Diploma

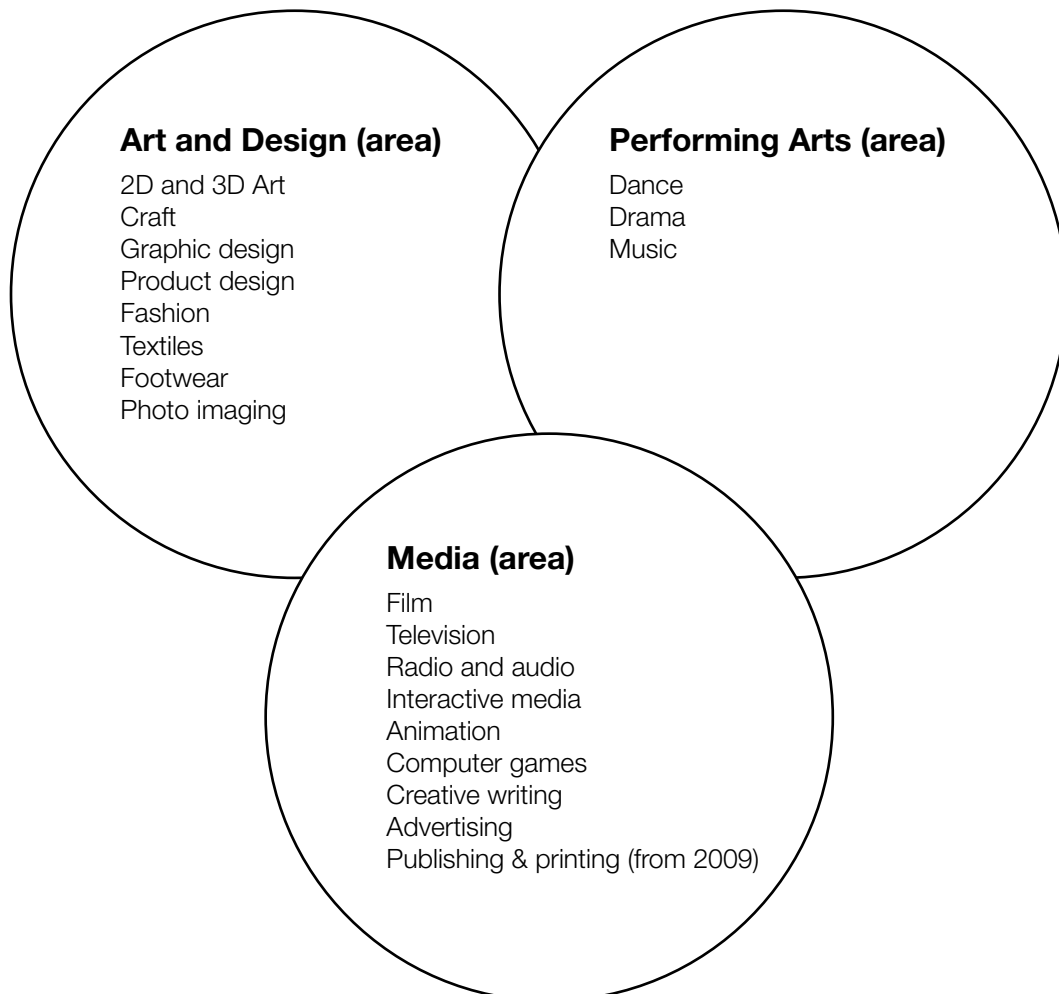
The generic Creative and Media processes of this Diploma are structured into four themes:

- 1 Creativity in context
- 2 Thinking and working creatively
- 3 Principles, processes and practice
- 4 Creative businesses and enterprise

Learners at this level are encouraged to apply their learning by producing and/or making artefacts or outcomes which demonstrate their capability and appreciation of the four themes. Skills and knowledge relating to each theme are listed in the table at the end of each of the four units for this Level 1 Diploma.

### 3.4 Sector-related disciplines

The generic Creative and Media processes must be applied and evaluated through a range of sector-related disciplines. These disciplines relate to the three areas of Art and Design, Performing Arts and Media as shown below. This approach supports a wide range of progression routes into further and higher education, training or future employment, within or outside the Creative and Media industries.



Sector-related disciplines (for example visual art or moving image) do not exist within set boundaries and have strong connections across disciplines. This interdisciplinary approach is central to the Creative and Media Diploma.

Some of these discipline headings describe subjects, which may be familiar as part of a school or college curriculum, for example drama and dance, others relate more clearly to activities within the Creative and Media industries, for example advertising and interactive media.

Learners will be required to select combinations of sector-related disciplines as the context for project-based learning, through which they will demonstrate the knowledge, understanding and skills relating to the four themes. Sector-related disciplines do not need to be equally weighted when combined together. The centre and the learner will identify how each discipline supports and/or interrelates with other disciplines in achieving the planned outcomes.

The list of sector-related disciplines is not intended as a comprehensive or mutually exclusive list of areas for study or employment opportunities. It is an indication of potential disciplines a learner may wish to explore in developing knowledge and understanding about creativity and the realities of working in the creative and media industries. There must be a balance between breadth of sector coverage and coherence of the whole curriculum. Therefore centres, through appropriate consultation with learners, must structure the overall course around selected sector-related disciplines from at least two of the three areas of Art and Design, Performing Arts and Media.

### 3.5 Rules of combination of sector-related disciplines

The following rules of combination apply to Creative and Media Level 1 Principal Learning:

- **Learners must achieve all four units.**
- Each of the units of learning **must cover a minimum of two** sector-related disciplines chosen from the three areas of Art & Design, Performing Arts and Media.
- **A minimum of six different sector-related disciplines must be taken across the level.** The six disciplines must include **at least one from two** of the three areas of Art and Design, Performing Arts and Media.

#### Example 1:

Units 1, 2 & 3 from 2D & 3D art, craft, drama, product design

+

Unit 4 from dance, graphic design

#### Example 2:

Unit 1 from graphic design, product design

+

Unit 2 from drama, music, film

+

Unit 3 & 4 from television, advertising

## 3.6 Level 1 Units

### Level 1 Unit 1: Discovering creativity (CAM1U1)

#### What is this unit about?

The purpose of this unit is for learners to investigate their local Creative and Media industry. Through studying this unit, learners should gain a greater understanding of the industry, and sector needs within this industry.

Learners will use primary and secondary research to discover what is available in the local Creative and Media industry. They should look at the products and facilities and the people who use these.

Learners will create a presentation based on their findings using appropriate methods combining two or more disciplines. This presentation will be made to a small audience.

Learners must both review their own work and get feedback from others. They should use the review and the feedback to suggest improvements to their work.

This unit, alongside the others within the Level 1 Principal Learning in Creative and Media, has been designed to allow learners the opportunity to develop a range of Personal, Learning and Thinking Skills (PLTS), and to demonstrate these on more than one occasion. This approach will allow them to build towards a full range of PLTS. There will be opportunities within the unit for collaborative work which will provide opportunities to develop team-working skills.

#### Learning outcomes

The learner will:

- 1 know, through research, about the creative products and facilities in a specific sector of the local Creative and Media industry
- 2 be able to record the research findings, combining two or more disciplines
- 3 be able to present the research findings to an audience and receive feedback.

#### Assessment criteria

##### 1 Research Creative and Media products and facilities in a specific sector of the local Creative and Media industry

The learner can:

- a carry out research into a specific Creative and Media sector in the local Creative and Media industry using (IE2):
  - i primary research
  - ii secondary research
- b identify the products and facilities of a specific Creative and Media sector in the local Creative and Media industry
- c identify the people who use the local Creative and Media facilities.

## 2 Record research findings

The learner can:

- a collate and organise research findings
- b choose a suitable style for recording the findings combining two or more disciplines
- c record the research findings combining two or more disciplines.

## 3 Present and review research findings

The learner can:

- a present their findings to an audience (RL6)
- b receive and review the feedback from the audience (RL4)
- c undertake their own review of the recording methods used and discuss any improvements that could be made to the recording methods chosen (RL1, 5) (EP4).

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available in Section 3.1 of this specification and also within this unit in the section on Personal, Learning and Thinking Skills.

3

## Guided learning hours

It is recommended that a minimum of 60 guided learning hours be spent on this unit.

## Assessment

This unit is assessed through a centre set and marked assignment. Internal assessments are subject to moderation by AQA-City & Guilds.

Assessment of this unit will be through a presentation and the submission of supporting evidence which should include evidence of the research, final presentation and a review of these including feedback from the audience.

The presentation may take a variety of forms depending upon the sector-related disciplines which the learner has employed. For example it might be a PowerPoint presentation to a small audience, a small exhibition, or a multimedia presentation. It is important that the learner makes and submits a permanent record of any presentation. Learners will show that they have undertaken their own research into the structure of commercial organisations and developed a presentation combining two disciplines to communicate the outcome of their investigation. Learners need to show an understanding of researching and presenting, how creativity takes place within commercial contexts, and how outcomes are shaped by structures and working practices.

If all, or part of, the evidence produced by a learner relates to outcomes produced as a result of working in a group, it must be clear which evidence is to be credited to the individual learner.

The assignment will take approximately 20 of the 60 guided learning hours available for this unit. The learner should work under controlled conditions in accordance with the guidance in Section 4.4 of this specification, and evidence should be kept for moderation purposes.

## Evidence requirements

The learner must produce evidence of achievement of the assessment criteria. In the assignment, the learner will produce:

- 1 details of an investigation into a local Creative and Media sector
- 2 collated and organised research findings in preparation for a presentation combining two disciplines
- 3 a presentation of findings, using an appropriate format, with a review based on feedback from an audience.

In order to attain a high mark in this unit, learners must address all of the above. It may, however, be possible to achieve a pass mark without producing every one of the evidence requirements. A table showing how the assessment criteria topics are weighted is included below, and learners should be shown this in order that they understand how the final mark is determined.

## Assignment structure

A suggested assignment structure, which would allow learners to meet the evidence requirements, may include the following steps:

- Investigate at least one local Creative and Media organisation, using primary and secondary research including talking to people who use that organisation
- Collate and evaluate research findings, making revisions where necessary
- Present findings, combining two different disciplines, to a previously specified audience
- Capture feedback from the audience
- Review and respond to audience feedback, including the fitness for purpose of the presentation format for the specified audience
- Collate final supporting evidence of research, presentation, feedback and review.

## Weighting of assessment criteria topics

Assessment criteria topic	Weighting	Marks
1 Research Creative and Media products and facilities in a specific sector of the local Creative and Media industry	25%	12
2 Record research findings	25%	12
3 Present and review research findings	50%	24
<b>Total</b>	<b>100%</b>	<b>48</b>

## Assessment grid

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the Assessment section of this specification.

Assessment criteria topic	Band 1	Band 2	Band 3
	The learner has:		
1 Research Creative and Media products and facilities in a specific sector of the local Creative and Media industry	<p>0 – 4 marks</p> <p>Provided some evidence that research has been carried out</p> <p>Shown a limited understanding of the nature of products and facilities in a sector of local Creative and Media industries</p> <p>Made some identification of the use of local Creative and Media industries</p>	<p>5 – 8 marks</p> <p>Carried out primary and secondary research with some degree of effectiveness and appropriateness</p> <p>Shown some understanding of the nature of products and facilities in a sector of local Creative and Media industries</p> <p>Been able to identify people who use local Creative and Media industries</p>	<p>9 – 12 marks</p> <p>Carried out primary and secondary research effectively and appropriately</p> <p>Shown an understanding of the nature of products and facilities in a sector of local Creative and Media industries</p> <p>Made a clear identification of people who use local Creative and Media industries</p>
2 Record research findings	<p>0 – 4 marks</p> <p>Attempted to organise findings</p> <p>Made some attempt to combine disciplines</p>	<p>5 – 8 marks</p> <p>Collated and organised findings with some logic and sense of purpose</p> <p>Been able to combine two disciplines appropriately</p>	<p>9 – 12 marks</p> <p>Collated and organised findings logically and with a convincing sense of purpose</p> <p>Shown imagination in combining two appropriate disciplines to record findings</p>
3 Present and review research findings	<p>0 – 8 marks</p> <p>Created some evidence of presentation</p> <p>Given a limited response to audience feedback</p> <p>Demonstrated some basic engagement with issues raised by recording methods chosen</p> <p>Attempted discussion of potential for improvement</p>	<p>9 – 16 marks</p> <p>Presented findings appropriately to an audience</p> <p>Responded to audience feedback</p> <p>Produced a review with some level of engagement with issues raised by recording methods chosen</p> <p>Offered some ideas of potential for improvement</p>	<p>17 – 24 marks</p> <p>Presented findings with flair and imagination to an audience</p> <p>Responded positively and with sensitivity to audience feedback</p> <p>Produced a review which engages effectively with issues raised by recording methods chosen</p> <p>Showed intelligent and engaged discussion and ideas for potential for improvement</p>

## Guidance for teachers

Learners must choose disciplines in accordance with the combination of sector-related disciplines which can be found in Sections 3.4 and 3.5 of this specification. Teachers may wish to stipulate or limit learner choice where there are limitations in resources.

In this unit learners will be introduced to recording skills and how these can be used within the Creative and Media industries. Learners will understand how to research, produce and present different types of information, and how to create a presentation which communicates to a target audience. They will develop skills which underpin many of the creative processes essential to the Creative and Media industries, such as skills in drawing, photography, film and sound recording.

The learner will be asked to produce a record of research and observations of a local Creative and Media organisation of their choice, and then to make a presentation available to a small audience. The presentation should be appropriate to the recording methods the learner has used but it is expected that she or he will combine recording methods from two or more disciplines in making this presentation. The learner may opt, for example, to make a PowerPoint presentation to a small audience or set up a static exhibition for individuals to visit.

### Individual and group work

The unit provides opportunities for learners to work independently, in pairs, or as part of a team. Learners' choices about working individually or co-operatively may change throughout the progress of the unit, depending on preference and the appropriateness of different ways of working for different tasks.

The process of reflection and review should be seen as an integral part of decision-making. The learner should produce appropriate evidence of evaluation of both process and progress. This will provide evidence for a range of Personal, Learning and Thinking Skills. In addition the learner will also need to obtain and respond to feedback from the audience.

### Constraints

Learners should be provided with advice which supports them in their choice of an appropriate context of study; one which, in the opinion of the teacher, capitalises on the resources available and chosen sector-related disciplines.

When studying the Creative and Media sector chosen for this unit, learners should be encouraged to consider a variety of aspects. For example, the people involved, the activities taking place, the building styles, and the local environment. Primary research could be supported by secondary research which will help the learner contextualise the local study.

Opportunities should be taken to use different technologies in exploring a variety of approaches to recording and presentational skills. The appropriateness of these will often depend on the sector-related discipline. Teachers should provide guidance to the learner on choice where necessary.

Teachers must, therefore, ensure that there are opportunities to observe the production process in order that an evaluation can be made of each individual learner's ability to meet the evidence requirements.

## Themes

Throughout this unit the learner will develop the following skills and knowledge from the four themes as outlined in the Creative and Media Companion Document.

### Theme One – Creativity in context

Introduction to:

- a range of different examples of Creative and Media production and practice
- audience response to Creative and Media practice
- the work of a range of practitioners.

### Theme Two – Thinking and working creatively

Introduction to:

- exploring and experimenting with ideas
- communicating ideas
- the characteristics of a range of Creative and Media forms
- planning and production as a flexible process
- undertaking research in order to realise creative ideas
- reviewing own ideas and the ideas of others.

### Theme Three – Principles, processes and practice

Introduction to:

- the effect that the audience, consumer and/or user can have on the production process.

### Theme Four – Creative business and enterprise

Introduction to:

- working creatively with available resources.

## Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the assessment criteria alone. There will be opportunities within the unit for collaborative work which would provide opportunities to develop team-working skills.

Alternative approaches could be selected.

The learner could develop PLTS by:

### Independent enquirers

- identifying and grouping together the sectors of the Creative and Media industry

### Creative thinkers

- choosing a method of recording and presentation
- selecting one specific Creative and Media sector for research

### Reflective learners

- reviewing progress
- inviting feedback and dealing positively with the outcome

### Self-managers

- organising time and resources to complete the research of one specific Creative and Media sector

### Effective participators

- using and selecting sources of research to complete the research of one specific Creative and Media sector.

# Level 1 Unit 2: Investigating ideas (CAM1U2)

## What is this unit about?

The purpose of this unit is for learners to investigate ways in which ideas can be developed for creative outcomes based on an initial stimulus.

Learners will be offered a stimulus from which to explore potential creative outcomes which might be exploited within one or more sector contexts.

Learners will be required to present their ideas using a suitable format, showing how two disciplines might be interlinked to create a response to the stimulus. They are expected to identify an appropriate choice of disciplines for their potential creative outcome.

Learners use the ideas they have developed as the basis for a creative outcome in Unit 3: Experimenting with the tools of creativity. Teachers may find it useful to develop an overarching brief for both units, linked to the stimulus materials, to ensure continuity and cohesion across the units.

This unit, alongside the others within the Level 1 Principal Learning in Creative and Media, has been designed to allow learners the opportunity to develop a range of Personal, Learning and Thinking Skills (PLTS), and to demonstrate these on more than one occasion. This approach will allow them to build towards a full range of PLTS. There will be opportunities within the unit for collaborative work which will provide opportunities to develop team-working skills.

3

## Learning outcomes

The learner will:

- 1 know how to develop ideas within a work related context, based on a source of stimulus
- 2 be able to present their ideas, combining two disciplines, in an appropriate format
- 3 know how to review ideas in light of audience feedback and identify any issues relating to copyright and intellectual property (IP).

## Assessment criteria

### 1 Develop ideas within a work related context, based on a source of stimulus

The learner can:

- a develop a range of ideas in response to a stimulus (CT1, 5)
- b assess the potential of ideas, testing these on an audience where appropriate (IE4)
- c identify workable ideas capable of combining two disciplines in the available sector context (IE1).

### 2 Present ideas to an audience

The learner can:

- a select an appropriate format for presenting ideas, which combines two disciplines
- b collate and arrange ideas into a presentable format
- c make a presentation to a small audience.

### 3 Review ideas and identify issues

The learner can:

- a receive and respond to audience feedback (RL4)
- b review their ideas, incorporating (RL1, 2, 3):
  - i their own views
  - ii audience feedback
  - iii recommendation for further work
  - iv issues surrounding copyright and IP, and how these were resolved.

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available in Section 3.1 of this specification and also within this unit in the section on Personal, Learning and Thinking Skills.

## Guided learning hours

It is recommended that a minimum of 60 guided learning hours be spent on this unit.

## Assessment

This unit is assessed through a centre set and marked assignment. Internal assessments are subject to moderation by AQA-City & Guilds.

Assessment of this unit will be through a presentation and the submission of evidence of the research into the stimulus, final presentation and a review of the appropriateness of the presentation to the audience and the chosen sector-related disciplines.

This will assess that learners have undertaken their own research and development of ideas from a given source. They will be required to develop a presentation combining two disciplines to communicate the outcome of this development. Learners need to show an understanding of researching and presenting, as well as working from given sources.

If all, or part of, the evidence produced by a learner relates to outcomes produced as a result of working in a group, it must be clear which evidence is to be credited to the individual learner.

The assignment will take approximately 20 of the 60 guided learning hours available for this unit. The learner should work under controlled conditions in accordance with the guidance in Section 4.4 of this specification, and evidence should be kept for moderation purposes.

## Evidence requirements

The learner must produce evidence of achievement of the assessment criteria. In the assignment, the learner will produce:

- 1 a record of their development of ideas from the given source of stimulus
- 2 a presentation of the developed idea, in an appropriate format using two disciplines
- 3 a review of work including their response to audience feedback.

In order to attain a high mark in this unit, learners must address all of the above. It may, however, be possible to achieve a pass mark without producing every one of the evidence requirements. A table showing how the assessment topics are weighted is included below, and learners should be shown this in order that they understand how the final mark is determined.

## Assignment structure

A suggested assignment structure, which would allow learners to meet the evidence requirements, may include the following steps:

- Experiment and develop ideas from a given stimulus
- Establish which is the most workable idea given parameters of audience, chosen disciplines etc
- Develop a presentation to show the ideas, including which idea was chosen and why. The presentation should combine two disciplines
- Present ideas in an appropriate format, combining two disciplines, to an audience
- Receive feedback from the audience
- Review work, incorporating audience feedback, own review, issues of copyright and IP, how these were overcome, and recommendations for the future
- Record evidence of the generation of ideas, presentation and review of work for moderation.

3

## Weighting of assessment criteria topics

Assessment criteria topic	Weighting	Marks
1 Develop ideas within a work related context, based on a source of stimulus	50%	24
2 Present ideas to an audience	25%	12
3 Review ideas and identify issues	25%	12
<b>Total</b>	<b>100%</b>	<b>48</b>

## Assessment grid

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the Assessment section of this specification.

Assessment criteria topic	Band 1	Band 2	Band 3
	The learner has:		
1 Develop ideas within a work related context, based on a source of stimulus	<p>0 – 8 marks</p> <p>Demonstrated limited creative use of resources to develop ideas</p> <p>Made an attempt to assess their ideas</p> <p>Made some attempt to identify workable ideas</p>	<p>9 – 16 marks</p> <p>Demonstrated some imagination and creative use of resources to develop ideas</p> <p>Assessed their ideas and tested them on an audience</p> <p>Identified workable ideas capable of using two disciplines</p>	<p>17 – 24 marks</p> <p>Demonstrated a good level of imagination and creative use of resources to develop ideas</p> <p>Carefully assessed their ideas and tested them on an audience</p> <p>Identified coherent workable ideas capable of using two disciplines, for the available sector context</p>
2 Present ideas to an audience	<p>0 – 4 marks</p> <p>Produced an outcome which has few links to the investigation, and shown limited evidence of use of resources and the source stimulus</p> <p>Shown limited engagement and attempt to combine disciplines</p>	<p>5 – 8 marks</p> <p>Produced an outcome which is informed by its links with the investigation and demonstrates a fair level of finish, with evidence of use of resources</p> <p>Demonstrated a degree of engagement and some ability to combine two disciplines</p>	<p>9 – 12 marks</p> <p>Produced an outcome which is clearly informed by its links with the investigation and demonstrates a high level of finish, with evidence of imaginative and proficient use of resources firmly derived from the source stimulus</p> <p>Demonstrated a high degree of engagement and an effective ability to combine two disciplines</p>
3 Review ideas and identify issues	<p>0 – 4 marks</p> <p>Made some attempt at a review and recorded some feedback</p>	<p>5 – 8 marks</p> <p>Produced a review which offers evidence of some engagement with key issues, feedback and fitness for purpose</p> <p>Considered amendment and development</p>	<p>9 – 12 marks</p> <p>Offered a coherent review which clearly engages key issues, with detailed consideration of feedback and fitness for purpose</p> <p>Made imaginative and creative suggestions for amendment and further development</p>

## Guidance for teachers

Learners must choose disciplines in accordance with the combination of sector-related disciplines which can be found in Sections 3.4 and 3.5 of this specification. Teachers may wish to stipulate or limit learner choice where there are limitations in resources.

The purpose of this unit is to encourage learners to appreciate the importance of developing an idea derived from a given source. Teachers are expected to select and offer to the class a stimulus appropriate to the range of disciplines in which learners are working. The nature of the material is left to the teacher's discretion. It might be a piece of music, a photograph or painting, a lyric or even a pattern on a piece of fabric or wallpaper.

Responses developed in this unit will be used as basis for the outcome of Unit 3: Experimenting with the tools of creativity. It is important that in preparing for this unit teachers ensure that there is an overarching link which will combine the units. Details of how this concept may be achieved are given in the Unit 3 guidance.

In delivering this unit, it is important that teachers bear in mind that the creative activity outlined above needs to take place within an industrial or work-related context. Learners will be required to contextualise their creative output in this unit by identifying the potential in the ideas that they are developing. Emphasis needs to be placed on the significance of ideas and how they can be developed creatively within a work-related context.

Learners are expected to respond to a source of stimulus as a means of developing and presenting ideas using two disciplines. The unit should also provide learners with an opportunity to explore how ideas might be presented and commercially exploited within a professional context. In order to do this learners are expected to develop and record their ideas and to map how they have used the stimulus creatively.

The recording and presentation process should take a form appropriate to the contexts in which learners would apply the ideas. It might take the form of photographs, drawings, scripts, or sound recordings, or a mixture of forms. The presentation of their ideas might take the form of a multimedia folder demonstrating the learner's ability to use different recording skills to develop their ideas. However, they will be expected to ensure that their ideas are firmly anchored within the specific disciplines and contexts within which they have chosen to work.

An important element of the unit is that of testing out ideas on potential audiences. Teachers will need to develop mechanisms for enabling learners to get access to potential audiences. This will enable them to showcase ideas that have been developed and to obtain feedback. This might be achieved using such methodologies as questionnaires and focus groups. Learners should be encouraged to assess, and where appropriate act upon, this feedback to help in the further development of their folder.

In addition learners are also required to take account of issues raised by the demands of copyright and IP. This will require research into appropriate legislation and professional practice as it relates to the disciplines and contexts in which they are working. They should be encouraged to look at how professional creative people are required to deal with and resolve issues that might arise from developing material based on other people's creative output.

This is an important opportunity for learners to identify the significance of developing ideas that can have a creative potential across different disciplines. It should also signal to them the importance of ideas and how these have a potential for development in different industrial and creative contexts.

### Individual and group work

Learners may work either individually, in pairs or in small groups for this unit. The unit does, however, present important opportunities for learners to develop their individual creativity. It is suggested therefore that they work individually unless there is a particular reason for a group-based activity. Where group work is involved, learners should be encouraged to explore the opportunities for collaborative approaches to creativity and production, and to understand how these might be appropriate within a work-related context.

## Constraints

Individual teachers are expected to present learners with stimulus material for this unit. It is important that this is chosen carefully, both to prompt a response from learners as well as to offer appropriate opportunities to develop ideas within the potential industrial contexts. While there will be no formal vetting procedure for the choice of stimulus materials, teachers may wish to discuss their intentions with their AQA-City & Guilds moderator prior to introducing this to their learners. Teachers should also see this unit as an opportunity to explore the issues of copyright and IP. This is particularly the case when learners are being asked to discover and explore their own sources of inspiration and stimuli.

## Resources

Resource needs in this unit will obviously be determined by the focus and context of creativity. However, the nature of this unit is to develop and record ideas rather than bring these to a sophisticated degree of realisation. It is anticipated that much of this unit will focus on the preparatory stages of creativity and should not, therefore, require extensive use of technology.

The presentation of the unit could contain a combination of recorded and written work, in forms such as sketchbooks, notes, photographs, video and sound recordings.

## Themes

Throughout this unit the learner will develop the following skills and knowledge from the four themes as outlined in the Creative and Media Companion Document.

### Theme One – Creativity in context

Introduction to:

- a range of different examples of Creative and Media production and practice
- audience response to Creative and Media practice.

### Theme Two – Thinking and working creatively

Introduction to:

- exploring and experimenting with ideas
- communicating ideas
- how to research to realise creative ideas
- reviewing own ideas and the ideas of others.

### Theme Three – Principles, processes and practice

Introduction to:

- a range of equipment and materials including new technologies
- the effect that the audience can have on the production process.

### Theme Four – Creative business and enterprise

Introduction to:

- working creatively with available resources.

## Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the assessment criteria alone. There will be opportunities within the unit for collaborative work which will provide opportunities to develop team-working skills.

Alternative approaches could be selected.

The learner could develop PLTS by:

### Independent enquirers

- identifying techniques for developing ideas

### Creative thinkers

- identifying a variety of methods for recording the development of ideas

### Reflective learners

- recording the development of ideas

### Self-managers

- identifying techniques for developing ideas
- using stimuli to inform the development of ideas
- recording the development of ideas

### Effective participators

- identifying techniques for developing ideas
- identifying a variety of methods of recording the development of ideas
- identifying different stimuli
- assessing the potential of sources of inspiration and stimuli in the development of ideas
- using sources of inspiration to gain ideas
- using stimuli to inform the development of ideas
- seeking out sources of inspiration and stimuli and utilising these in developing ideas
- recording the development of ideas.

## Level 1 Unit 3: Experimenting with the tools of creativity (CAM1U3)

### What is this unit about?

The purpose of this unit is for learners to experiment with technologies and techniques to produce a creative outcome which combines two disciplines, or two outcomes using different disciplines. Learners will discover how to work within the Health and Safety regulations of the industry.

Learners will record their ideas and experiments before producing their final work. They should present the final outcome to an audience and receive feedback.

This unit, alongside the others within the Level 1 Principal Learning in Creative and Media, has been designed to allow learners the opportunity to develop a range of Personal, Learning and Thinking Skills (PLTS), and to demonstrate these on more than one occasion. This approach will allow them to build towards a full range of PLTS. There will be opportunities within the unit for collaborative work which will provide opportunities to develop team-working skills.

### Learning outcomes

The learner will:

- 1 be able to experiment with new technologies and techniques to produce ideas in response to a brief and to record these in an appropriate format
- 2 be able to develop a chosen idea into a creative outcome combining two disciplines, or two outcomes using different disciplines
- 3 be able to present the creative outcome(s) to an audience and review these in light of their feedback.

### Assessment criteria

#### 1 Experiment with new technologies and techniques to produce ideas in response to a brief

The learner can:

- a identify suitable technologies and skills within the different disciplines (CT1, 5)
- b experiment with materials, tools, technologies and techniques, working within Health and Safety regulations (CT1, 5, 6)
- c record ideas and experiments in a chosen format.

## 2 Produce a creative outcome combining two disciplines, or two outcomes using different disciplines

The learner can:

- a produce a creative outcome combining two disciplines, or two outcomes using different disciplines, that meet the demands of a brief.

## 3 Present the creative outcome(s) to an audience and review in light of feedback

The learner can:

- a present the creative outcome(s) to the audience (RL6)
- b receive feedback from the audience (RL4)
- c review their own work, including (IE4) (RL1, 5):
  - i audience feedback
  - ii future development of the materials and/or technology used
  - iii how well the outcome(s) answered the brief.

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available in Section 3.1 of this specification and also within this unit in the section on Personal, Learning and Thinking Skills.

3

## Guided learning hours

It is recommended that a minimum of 60 guided learning hours be spent on this unit.

## Assessment

This unit is assessed through a centre set and marked assignment. Internal assessments are subject to moderation by AQA-City & Guilds.

Learners will produce a creative outcome combining two disciplines, or two outcomes using different disciplines, from ideas derived in Unit 2: Investigating ideas, and developed through their experiments with various technologies, techniques, tools and materials. They will need to show they have tried out ideas and experimented with technologies, techniques, tools and materials, in order to produce possible responses to meet the demands of a brief. Learners should show how these ideas can be developed from an initial source into a realised outcome that is viable within the sector.

Learners need to indicate the ways in which different disciplines within the Creative and Media sector can be combined and interlinked to develop a coherent solution to the issues raised in a brief.

If all, or part of, the evidence produced by a learner relates to outcomes produced as a result of working in a group, it must be clear which evidence is to be credited to the individual learner.

The assignment will take approximately 20 of the 60 guided learning hours available for this unit. The learner should work under controlled conditions in accordance with the guidance in Section 4.4 of this specification, and evidence should be kept for moderation purposes.

## Evidence requirements

The learner must produce evidence of achievement of the assessment criteria. In the assignment, the learner will produce:

- 1 a record of ideas and experiments with a range of technologies, techniques, tools and materials, including Health and Safety considerations
- 2 a creative outcome combining two disciplines, or two outcomes using different disciplines
- 3 a presentation of their creative outcome(s) to an audience
- 4 a report including a record of feedback from the audience, and a review of their own work and of that feedback, with ideas for improvements.

In order to attain a high mark in this unit, learners must address all of the above. It may, however, be possible to achieve a pass mark without producing every one of the evidence requirements. A table showing how the assessment criteria topics are weighted is included below, and learners should be shown this in order that they understand how the final mark is determined.

## Assignment structure

A suggested assignment structure, which would allow learners to meet the evidence requirements, may include the following steps:

- Experiment with new technologies, techniques, tools and skills to find an idea in answer to the brief
- Record these experiments and ideas in appropriate format
- Produce the creative outcome(s)
- Present the creative outcome(s) to the audience
- Receive and respond to feedback from the audience
- Review own work, including feedback, to explore how well the outcome(s) answered the brief, and ideas for further development
- Record and collate the ideas and experiments, the presentation and the review, for moderation purposes.

## Weighting of assessment criteria topics

Assessment criteria topic	Weighting	Marks
1 Experiment with new technologies and techniques to produce ideas in response to a brief	37.5%	18
2 Produce a creative outcome combining two disciplines, or two outcomes using different disciplines	37.5%	18
3 Present the creative outcome(s) to an audience and review in light of feedback	25%	12
<b>Total</b>	<b>100%</b>	<b>48</b>

## Assessment grid

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the Assessment section of this specification.

Assessment criteria topic	Band 1	Band 2	Band 3
	The learner has:		
1 Experiment with new technologies and techniques to produce ideas in response to a brief	<p>0 – 6 marks</p> <p>Provided some evidence of competence in recording suitable materials, technology, tools and techniques for future reference</p> <p>Produced some evidence of trialling ideas, using a recording method(s) which may not be wholly appropriate for its purpose</p> <p>Provided limited evidence relating to Health and Safety requirements</p>	<p>7 – 12 marks</p> <p>There is clear and organised evidence of recording suitable materials, technology, tools and materials techniques for future reference</p> <p>Produced evidence of well recorded trialling ideas and information in response to the brief</p> <p>Conformed to Health and Safety requirements</p>	<p>13 – 18 marks</p> <p>Recorded the selection of materials, technology, tools and techniques for future reference, using a method which demonstrates a high level of finish</p> <p>Demonstrated imagination and innovation in the development of ideas; comprehensively recorded ideas, and responded effectively to the brief</p> <p>Conformed to Health and Safety requirements with a thorough understanding of the issues</p>
2 Produce a creative outcome combining two disciplines, or two outcomes using different disciplines	<p>0 – 6 marks</p> <p>Provided limited evidence of competence in the selection of suitable materials, technology, tools and techniques for the production of the creative outcome(s)</p> <p>Produced an outcome(s) which shows limited development of ideas</p>	<p>7 – 12 marks</p> <p>Provided clear and organised evidence of competence in the selection of suitable materials, technology, tools and techniques for the production of the creative outcome(s)</p> <p>Produced an outcome(s) which uses two disciplines, attempts to respond to the brief and shows relevance to further development of ideas</p>	<p>13 – 18 marks</p> <p>Produced a well organised creative outcome(s) with a thoroughly appropriate selection of materials, technology, tools and techniques demonstrating a high level of finish</p> <p>Produced an outcome(s) which successfully combines or uses two disciplines to meet the brief</p>
3 Present the creative outcome(s) to an audience and review in light of feedback	<p>0 – 4 marks</p> <p>Made some attempt to present the creative outcome(s) to the audience and to gain some feedback</p> <p>Made a limited attempt at a review</p> <p>Shown little development of ideas</p>	<p>5 – 8 marks</p> <p>Given a competent presentation to the audience with relevant feedback gained and recorded</p> <p>Produced a review which offers evidence of some engagement with key issues, feedback and fitness for purpose</p> <p>Considered some future developments</p>	<p>9 – 12 marks</p> <p>Presented outcome(s) convincingly and persuasively, with detailed and effective feedback gained and well recorded</p> <p>Offered a coherent review which clearly engages with key issues, with detailed consideration of feedback and fitness for purpose</p> <p>Made imaginative and creative suggestions for further expansion to the brief</p>

3

## Guidance for teachers

The purpose of this unit is for the learner to develop the skills required for working with materials, resources and equipment. The unit will require learners to develop further the ideas with which they experimented in Unit 2: Investigating ideas, and to use these as the basis for their response to an internally set brief. Teachers are advised, therefore, to plan the delivery of these units in tandem and to have devised a brief appropriate to the stimulus they select for Unit 2.

A record should be created of the learner's ideas and experimentation, showing the development of the skills, materials, tools and technologies used. Teachers are expected to support a learner through the development of these skills, offering advice and guidance as to methods of recording appropriate to the range of disciplines in which they are working. An awareness of sector working practices, such as Health and Safety requirements of materials and processes, should be demonstrated throughout.

Learners are expected to combine two disciplines using ideas developed from their initial experimentation with materials, technology and tools. They will present the outcome(s) in a way which records production processes, experiments, reviews and any refinement process undertaken. It might take such forms as photographs, drawings, samples, scripts or sound recordings, depending upon the practicalities of the discipline. Learners will be aware that there are different methods of producing an item(s). They will produce a plan and record their development of ideas for future reference.

### Individual and group work

Learners will be able to work either individually, in pairs, or in small groups for this unit. The unit does, however, present important opportunities for learners to develop their individual creativity. It is expected that learners will discuss and review their findings with at least one other person.

### Constraints

Teachers are expected to present learners with appropriate resources. It is important that these are chosen carefully both to stimulate a response from learners as well as to offer opportunities to develop skills. It is expected that Health and Safety requirements are adhered to at all times.

### Resources

Resource needs in this unit will be determined by the focus and context of creativity. It is anticipated that much of this unit will focus on an experimentation and refinement process. The presentation of work could be in a combination of visual, recorded and written forms such as sketchbooks, notes, photographs, posters, creative outcome(s), CD-ROM, video or sound recordings.

## Themes

Throughout this unit the learner will develop the following skills and knowledge from the four themes as outlined in the Creative and Media Companion Document.

### Theme One – Creativity in context

Introduction to:

- a range of different examples of Creative and Media production and practice
- audience response to Creative and Media practice
- the work of a range of practitioners
- technology in Creative and Media practice and products.

### Theme Two – Thinking and working creatively

Introduction to:

- exploring and experimenting with ideas
- communicating ideas
- the characteristics of a range of Creative and Media forms
- planning and production as a flexible process
- researching in order to realise creative ideas
- reviewing their own ideas and the ideas of others.

### Theme Three – Principles, processes and practice

Introduction to:

- a range of equipment and materials, including new technologies
- issues relating to Health and Safety
- producing Creative and Media forms.

### Theme Four – Creative business and enterprise

Introduction to:

- working creatively with available resources.

## Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the assessment criteria alone. There will be opportunities within the unit for collaborative work which will provide opportunities to develop team-working skills.

Alternative approaches could be selected.

The learner could develop PLTS by:

### Independent enquirers

- exploring issues
- identifying questions to answer
- resolving problems

### Creative thinkers

- generating ideas and exploring possibilities
- asking questions
- trying out alternatives and following ideas through
- adapting ideas

### Reflective learners

- identifying opportunities
- reviewing progress
- evaluating experience and learning to inform future progress

### Team workers

- co-operating with others in the workshop or studio
- considering Health and Safety requirements

### Self-managers

- working towards goals
- organising time and resources
- seeking advice and support when needed

### Effective participators

- discussing issues of concern, seeking resolutions when required
- identifying potential for improvements.

# Level 1 Unit 4: Responding creatively (CAM1U4)

## What is this unit about?

The purpose of this unit is to encourage learners to use a variety of creative methods to explore alternative solutions to address an industry brief. This will enable learners to respond to the needs of a client and to target their work at a specified audience.

Learners will be expected to research a brief, produce a creative outcome combining two disciplines, and present the creative outcome and research to the client and target audience. Learners should continually review their work in light of the brief and again in light of audience feedback. They should use the review and feedback to improve their work.

This unit is 50% externally assessed and 50% internally assessed.

This unit, alongside the others within the Level 1 Principal Learning in Creative and Media, has been designed to allow learners the opportunity to develop a range of Personal, Learning and Thinking Skills (PLTS), and to demonstrate these on more than one occasion. This approach will allow them to build towards a full range of PLTS. There will be opportunities within the unit for collaborative work which will provide opportunities to develop team-working skills.

3

## Learning outcomes

The learner will:

- 1 know how to undertake appropriate research, planning and production to respond to a brief from an industry client
- 2 be able to use production skills to produce a creative outcome, combining two disciplines, to meet a brief for an industry client
- 3 know how to review their work.

## Assessment criteria

### 1 Respond to a brief from an industry client

The learner can:

- a explore different means of responding to the demands of a client brief (CT1)
- b agree with the client a commission and a target audience in response to a brief (EP3, 5)
- c undertake appropriate research and planning for production to complete a commission (SM3).

### 2 Use production skills to produce and present a creative outcome

The learner can:

- a confirm the brief and target audience, undertake research and produce a production plan to realise a creative outcome, combining two disciplines to meet an industrial brief (IE6)
- b produce a creative outcome appropriate to the needs of the client and target audience
- c present their completed creative outcome to the client and the target audience
- d obtain and document feedback from the client and target audience (RL4).

### 3 Know how to review their work

The learner can:

- a review the process used to respond to a brief (RL3, 5)
- b identify lessons they have learned (RL1)
- c review feedback received from both a client and target audience
- d identify potential improvements to the creative outcome in light of feedback received.

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available in Section 3.1 of this specification and also within this unit in the section on Personal, Learning and Thinking Skills.

## Guided learning hours

It is recommended that a minimum of 60 guided learning hours be spent on this unit.

## Assessment

The assessment method for this unit will be a combination of an external assessment (Assessment A) and an internal assessment (Assessment B). Both assessments A and B are marked separately and contribute to the overall unit and therefore Principal Learning grade.

The assessments are not dependent on each other and the learner can enter for them at different times, including resits.

## Weighting of assessment criteria topics

Each assessment contributes of the overall unit grade according to its weighting in the unit:

Assessment criteria topic	Type of Assessment	Weighting
1 Respond to a brief from an industry client	External Assessment A	25%
2 Use production skills to produce and present a creative outcome	Internal Assessment B	50%
3 Know how to review their work	External Assessment A	25%
<b>Total</b>		100%

## Assessment A – External Assessment

The knowledge and understanding of the process to respond to a brief (Assessment Criteria Topic 1) and of how to review their work (Assessment Criteria Topic 3) will be assessed externally.

The external assessment will be a one hour written examination, with structured short answer questions.

## Assessment B – Internal Assessment

The production and presentation of a creative outcome in response to a brief from an industry client (Assessment Criteria Topic 2) will be internally assessed. The learner will complete a centre set and marked assignment. Internal assessments are subject to moderation by AQA-City & Guilds.

Centres must ensure that learners have an appropriate brief from an industry client, with a specific purpose and defined target audience, to which they can respond. This will give the background needed to carry out the research and planning for the creative outcome production.

Learners will be required to respond to the brief by exploring ideas, agreeing a commission and defined target audience with the client, developing a production plan, completing production of the creative outcome, and presenting this to the target audience.

The assignment will take approximately 20 of the 60 guided learning hours available for this unit. The learner should work under controlled conditions for the whole assignment, in accordance with the guidance in Section 4.4 of this specification. Evidence, including records of research, planning, production, presentation and feedback, should be kept for moderation purposes.

If all, or part of, the evidence produced by a learner relates to outcomes produced as a result of working in a group, it must be clear which evidence is to be credited to the individual learner.

## Evidence requirements for Assessment B – Internal Assessment

The learner must produce evidence of achievement of the assessment criteria. In the assignment, the learner will produce:

- 1 a documented summary (one page) confirming commission and target audience agreed with the client
- 2 a production plan or schedule
- 3 a creative outcome combining two disciplines
- 4 a presentation, given to the target audience
- 5 a report summarising feedback obtained from the client and target audience.

In order to attain a high mark in this unit, learners must address all of the above. It may, however, be possible to achieve a pass mark without producing every one of the evidence requirements. A table showing how the assessment topics are weighted is included below, and learners should be shown this in order that they understand how the final mark is determined.

## Assignment structure for Assessment B – Internal Assessment

A suggested assignment structure, which would allow learners to meet the evidence requirements, may include the following steps:

- Develop an appropriate response to a brief from an industry client, including pre-production research and planning
- Produce a creative outcome, combining two disciplines, in response to the brief
- Present the creative outcome to a defined target audience
- Gain feedback from both the client and the target audience, and produce a review of the finished product in light of feedback, including lessons learned and potential opportunities to make improvements.

### Weighting of assessment criteria for Assessment B – Internal Assessment

Assessment criterion	Weighting	Marks
2a Confirm the brief and target audience, undertake research and produce a production plan to realise a creative outcome combining two disciplines to meet an industrial brief	25%	12
2b, 2c Produce and present a creative outcome, appropriate to the needs of the client and target audience, combining two disciplines	50%	24
2d Obtain and document feedback from the client and target audience	25%	12
<b>Total</b>	100% (50% of total marks)	48

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## Assessment grid for Assessment B – Internal Assessment

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the Assessment section of this specification.

Assessment criteria topic	Band 1	Band 2	Band 3
	The learner has:		
2a Confirm the brief and target audience, undertake research and produce a production plan to realise a creative outcome combining two disciplines to meet an industrial brief	0 – 4 marks Made some attempt to confirm the brief and audience, to explore a few ideas, and to produce a rough plan for production	5 – 8 marks Confirmed the brief and audience clearly, with sound research and exploration of ideas, and a workable plan for production	9 – 12 marks Confirmed the brief and audience clearly, with well considered research and exploration of ideas, and a thorough and detailed plan for production
2b, 2c Produce and present a creative outcome, appropriate to the needs of the client and target audience, combining two disciplines	0 – 8 marks Produced and presented a creative outcome with some attempt to combine two disciplines, and with limited relation to the brief and target audience	9 – 16 marks Produced and presented a creative outcome combining two disciplines, largely appropriate to the brief and target audience	17 – 24 marks Provided a well finished and thoroughly well produced creative outcome and presentation, combining two disciplines, which meets the requirements of the brief and is appropriate for the target audience
2d Obtain and document feedback from the client and target audience	0 – 4 marks Limited attempt to gain and record feedback	5 – 8 marks Feedback gained from client and target audience, simply recorded	9 – 12 marks Detailed and relevant feedback obtained from client and target audience, thoroughly documented

3

## Assessment A – External Examination

### Structured short answer questions

Total Mark available = 48

Assessment criteria topic	Weighting	Marks
1a How to explore different means of responding to the demands of a client brief	16.7%	8
1b How to agree the commission and target audience with a client	16.7%	8
1c How to undertake appropriate research and planning for production to complete a commission	16.7%	8
3a How to review the process used to respond to a brief	12.5%	6
3b How to identify lessons they have learned	12.5%	6
3c How to review feedback received from both a client and target audience	12.5%	6
3d How to identify potential improvements to a creative outcome in light of feedback received	12.5%	6
<b>Total</b>	<b>100%</b>	<b>48</b>

## Guidance for teachers

Learners must choose disciplines in accordance with the combination of sector-related disciplines which can be found in Sections 3.4 and 3.5 of this specification. Teachers may wish to stipulate or limit learner choice where there are limitations in resources.

### Research

Learners should be encouraged to be creative and show imagination in developing ideas about ways in which to respond to a brief.

Learners may be able to identify an appropriate 'industry client' for whom they will produce the creative outcome, but centres may choose to organise this for them. What is essential for this unit is that there is agreement with the client, and a brief specified with that client, prior to a learner proceeding to production.

A target audience, at which the learner's response can be aimed, also needs to be defined in advance with the client. The audience needs to be an accessible group on which the learners can try out ideas and documents, obtaining feedback through such means as questionnaires and focus groups.

Learners should be encouraged to modify their initial response, where appropriate, in light of the feedback from the client and the target audience.

Successful delivery of the unit will depend upon learners being introduced to research methods and developing an awareness of the relative importance of different sources of information. Learners should be encouraged to be independent in their research activities and to employ a variety of research techniques.

### **Individual and group work**

Learners are able to work singly, in pairs, or in small groups of up to four members. In order to reflect Creative and Media practice, teamwork is encouraged in each stage of the production process so that learners are able to work in co-operation towards a shared end.

Each learner should, however, undertake their own review, which should reflect both their own role within the production or presentation and the broader demands of the production or presentation process.

### **Constraints**

The brief for this unit is intended to be a realistic industry brief. Learners need to be aware that the Creative and Media industries operate within certain constraints. It is important that learners are helped to develop a clear understanding of working practices, alongside a realistic appraisal of their own capabilities and of the scope of the resources available.

### **Resources**

It is acknowledged that centres will not necessarily be able to provide learners with access to industry standard resources in all areas. However, it is essential that learners have the opportunity to develop skills and techniques which reflect as closely as possible those used in contemporary Creative and Media industries.

### **Legal and ethical considerations**

Learners will need to be made aware of legal and ethical issues affecting the process of Creative and Media production. These include the laws of defamation, intellectual property rights, privacy, and discrimination. Learners will also need to be made aware of Health and Safety issues arising from the process of Creative and Media production.

### **Deadlines**

As with all the units, it is essential that learners understand the need to meet deadlines. The brief should mirror industry practice and learners need to plan their response in a systematic fashion that takes into account contingencies and allows for time to make revisions where necessary.

### **Teacher observation**

Teacher observation and/or independent assessment by, for example, the client themselves could be used. This relates to the production of the creative outcome and the presentation of this to the client and target audience. Teachers must, therefore, ensure that there are opportunities to observe, or for independent observation of, the production output and presentation, in order that an evaluation can be made of each individual learner's ability to meet the evidence requirements.

## Themes

Throughout this unit, the learner will develop the following skills and knowledge from the four themes as outlined in the Creative and Media DDP document.

### Theme One – Creativity in context

Introduction to:

- a range of different examples of Creative and Media production and practice
- audience response to Creative and Media practice
- technology in Creative and Media practice and products
- diversity, equality and representation in Creative and Media practice and products.

### Theme Two – Thinking and working creatively

Introduction to:

- exploring and experimenting with ideas
- communicating ideas
- the characteristics of a range of Creative and Media forms
- planning and production as a flexible process
- researching in order to realise creative ideas
- reviewing ideas and the ideas of others.

### Theme Three – Principles, processes and practice

Introduction to:

- the stages of the production process
- the established practices and processes in producing creative outcome
- a range of equipment and materials, including new technologies
- the issues relating to Health and Safety
- producing Creative and Media forms
- the effect that the audience, consumer or user can have on the production process.

### Theme Four – Creative business and enterprise

Introduction to:

- working creatively with available resources
- transferable skills that support employment
- opportunities for self-development
- skills and activities required to engage in enterprise and entrepreneurial activities.

## Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the assessment criteria alone. There will be opportunities within the unit for collaborative work which will provide opportunities to develop team-working skills.

Alternative approaches could be selected.

The learner could develop PLTS by:

### Independent enquirers

- carrying out research and basic planning using a brief
- presenting the creative outcome
- identifying methods of researching and planning in response to a brief
- identifying the creative possibilities in a product brief
- identifying the target audience for the creative outcome

### Creative thinkers

- carrying out research and basic planning using a brief
- producing a creative outcome based upon a brief
- identifying methods of researching and planning in response to a brief
- identifying the creative possibilities in a product brief
- identifying indicators of success

### Reflective learners

- reviewing the strengths and weaknesses of the product
- identifying indicators of success

### Self-managers

- carrying out research and basic planning using a brief
- creating an action plan
- producing a creative outcome based upon a brief
- presenting the creative outcome
- identifying methods of researching and planning in response to a brief
- identifying the creative possibilities in a product brief

### Effective participators

- presenting the creative outcome
- reviewing the strengths and weaknesses of the creative outcome
- identifying the target audience for the creative outcome
- identifying indicators of success.

## 4 Assessment

### 4.1 Aims

Diploma courses based on this specification should encourage learners to:

- 1 develop a broad understanding and knowledge of the Creative and Media sector
- 2 develop skills and attributes related to the Creative and Media sector
- 3 develop additional and specialist knowledge and skills to complement and broaden, deepen or extend learning about the Creative and Media sector
- 4 apply:
  - 4.1 Functional Skills at Level 1 in Mathematics, English and ICT
  - 4.2 transferable Personal, Learning and Thinking Skills (PLTS) in independent enquiry, creative thinking, reflective learning, team-working, self-managing and effective participation
  - 4.3 investigative and project management skills through a Diploma project
  - 4.4 skills gained through work experience
- 5 learn through experience of applying knowledge and skills to tasks or contexts including those that have the characteristics of real work eg the minimum 10 days work experience including:
  - 5.1 planning and reflecting on their experience
  - 5.2 drawing out and articulating lessons learned
  - 5.3 applying their learning to new activities or situations.

### 4.2 National criteria

This Principal Learning Creative and Media specification complies with the following:

- Criteria for the specialised Diploma Qualifications in Creative and Media at Levels 1, 2 and 3 (published QCA November 2006)
- Criteria for the Accreditation of Diploma Qualifications at Levels 1, 2 and 3 (published QCA April 2007)
- Operating Rules for Component and Diploma awarding bodies version 1.0 (published QCA 2007)
- the Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria (published QCA 2004).

### 4.3 Prior learning

There are no prior learning requirements.

## 4.4 Internal assessment

Internally assessed units will comply with the Joint Council for Qualifications Instructions for conducting coursework/portfolios – please see JCQ website:

<http://www.jcq.org.uk>

### Task setting

Clear guidance, with exemplars of suitable internal assessment, is available to all consortia centres in order to ensure that suitable tasks are set. AQA-City & Guilds will give guidance on task setting and the moderator will review a selection of proposed tasks to check that they are suitable at the early advisory visits.

The teacher at a centre with overall responsibility for internal standardisation is also responsible for the standardisation of task setting.

Guidance is provided on the total amount of time that a task should take, on the amount of time that specific activities within a task should take and on the form of supervision expected.

### Control criteria for tasks

The internally assessed assignments are to be taken under controlled conditions and the forms of evidence required in each unit will drive the controls needed. Where specific guidance is required, it will be found in the assessment section of the unit concerned. The following controls should be in place where appropriate for individual tasks.

**Performance** – A video or DVD recording of the whole performance, or a witness testimony describing the performance, will be necessary as evidence of ephemeral work.

**Research of relevant sources of material** – A bibliography or list of sources eg museums, businesses, organisations, websites will provide evidence of research. The teacher may also question learners on their research and submit signed notes from these questions as evidence.

**Record of interviews** with business, industry or third party representatives – Transcripts or audio recordings (if permitted by the individual concerned), or the learner's own record of the interview and evidence of permission or observation or witness statement by an observer may be used as evidence of interactions with learners.

**Creative outcome or production** – Where this is produced over time, it is possible that the teacher may not supervise the whole of the process, however, sufficient supervision must take place to ensure that the material for assessment is the unaided work of the learner. Photographs, recordings and witness testimony can also be utilised to confirm that the work belongs to an individual learner.

**Practical assignment** – These must be conducted under supervision and the outcome should be submitted for moderation if possible.

**Portfolio of evidence** – This must be submitted for moderation.

The above controls are summarised for reference in the table overleaf.

Form of evidence	Method of control								
	Video/DVD recording	Photographs	Witness statement	Bibliography or list of sources	Signed notes evidencing questions asked by teacher	Transcript or audio recording	Learner's own record	Supervision	Submission of artefact or product
Performance	1		2						
Research of relevant sources of material				1	2				
Record of interviews with business, industry or third party representatives			2 with learner's own record			1 with evidence of permission	2 with witness statement		
Creative outcome or Production	2	2	2			2		1*	1*
Practical assignment	2	2	2			2		1*	1 if possible
Portfolio of evidence									1*

### Please note:

Control methods rated 1 are the most preferable type to be used. Those rated 2 may be used if employing the favoured method is not practical, or as a way of providing additional evidence of the learner having met the assessment criteria.

\* Where the number 1 is followed by an asterisk, this indicates that any other control method may accompany but not substitute the use of this method.

### Guidance by the teacher

The work assessed must be solely that of the learner. Any assistance given to an individual learner which is beyond that given to the group as a whole must be recorded.

### Unfair practice

At the start of the course, the supervising teacher is responsible for informing learners of the AQA-City & Guilds Regulations concerning malpractice. Learners must not take part in any unfair practice in the preparation of work to be submitted for assessment, and must understand that to present material copied directly from books or other sources, without acknowledgement, will be regarded as deliberate deception. Centres must report suspected malpractice to AQA-City & Guilds.

## Applying the assessment grid

When assessing learners' work, teachers/assessors should consider the level of attainment demonstrated in four broad areas within the demands and context of the specific unit being assessed including the:

- depth and breadth of understanding
- level of skills
- level of synthesis, analysis and evaluation
- level of independence and originality.

In the assessment grid for each unit, mark ranges are specified for each assessment criteria topic. When assessing a learner's work, teachers/assessors should use their professional judgement to identify for each assessment criteria topic, the mark band description within which that work falls and then the mark within that range that best describes the depth and quality of the work.

To achieve the higher mark bands, learners should show greater depth and breadth of understanding, higher level skills, higher levels of synthesis, analysis and evaluation and higher levels of independence and originality as required in the assessment criteria. Work that clearly meets all the requirements of the mark band description should be awarded the maximum mark identified.

Aspects of the work that might fall short of meeting, in full, the description but which do not, in the judgement of the teacher/assessor sufficiently influence the overall level of achievement to merit the work being assigned to a lower mark band will reduce the mark awarded within the identified range available. This can be expressed as identifying the 'best-fit' approach, where the areas of strength in the work submitted by the learner can be allowed to compensate for weaknesses in other areas.

Assessors will use archived exemplars as they become available as a reference point. By comparing their own learners' work with archive work which has an assessment commentary attached, the assessor will be able to position the work either on a higher or lower point.

## Assessment of group work

Group work is a useful way of obtaining information for some activities but it is important that individual learners meet the assessment criteria requirements. Teachers/assessors assessing the evidence will need to be convinced of its individual authenticity. Questioning can be used in order to clarify the validity, authenticity and sufficiency of evidence and, under these circumstances, the teacher/assessor may wish to include a dated witness statement detailing this evidence. It is expected that the use of such statements will be kept to a minimum, so that they constitute a very minor part of the submitted evidence.

Annotation of written/photographic evidence can also be used to detail an individual's contribution.

It is recognised that there can be instances where learners are required to carry out tasks as part of a group and that group-working skills are an integral part of the assessment requirements. In such cases this general guidance on group work will be superseded by the specific requirements and instructions of the individual unit(s).

## Internal standardisation of marking

The centre is required to standardise the assessment across different teachers and teaching groups, within and across units, to ensure that all work at the centre has been judged against the same standards. If two or more teachers are involved in marking units, one teacher must be designated as responsible for internal standardisation.

Common pieces of work must be marked on a trial basis and differences between assessments discussed at a training session in which all teachers involved must participate.

The teacher responsible for standardising the marking must ensure that the training includes the use of reference and archive materials such as work from a previous year or examples provided by AQA-City & Guilds.

## 4.5 Supervision and authentication of internally assessed work

The Head of Centre is responsible to AQA-City & Guilds for ensuring that internally assessed work is conducted in accordance with AQA-City & Guilds instructions and JCQ instructions.

In order to meet the regulators' Operating Rules for Component and Diploma Awarding Bodies, AQA-City & Guilds requires:

- **learners** to sign the record form to confirm that the work submitted is their own, and
- **teachers/assessors** to confirm on the record form that the work assessed is solely that of the learner concerned and was conducted under the conditions laid down by the specification
- **the teacher/assessor responsible for internal standardisation** also to sign the Centre Declaration Sheet (CDS) to confirm that internal standardisation has taken place and that the work presented is that of the learners named. If only one teacher has undertaken the marking, that person must sign this form.

The completed record form must be attached to each learner's work and the Centre Declaration Sheet must be sent to the moderator. Failure to sign either or both the record form and the CDS may delay the processing of the learners' results.

The teacher should be sufficiently aware of the learner's standard and level of work to appreciate if the work submitted is beyond the ability of the learner.

In most centres teachers are familiar with learners' work through class and assignments. Where this is not the case, teachers should make sure that all internally assessed work is completed under direct supervision or controls listed in Section 4.4.

In all cases, some direct supervision is necessary to ensure that the work submitted can be confidently authenticated as the learner's own.

If it is believed that a learner has received additional assistance and this is acceptable within the guidelines for the internally assessed units, the teacher/assessor should award a mark which represents the learner's unaided achievement. The authentication statement should be signed and information given on the relevant form.

If the teacher/assessor is unable to sign the authentication statement for a particular learner, then the learner's work cannot be accepted for assessment.

## 4.6 Malpractice

Teachers should inform learners of the JCQ Regulations concerning malpractice.

Learners must not:

- submit work which is not their own
- lend work to other learners
- allow other learners access to, or the use of, their own independently-sourced material (this does not mean that learners may not lend their books to another learner, but learners should be prevented from plagiarising other learners' research)
- include work copied directly from books, the Internet or other sources without acknowledgement or an attribution
- submit work typed or word processed by a third person without acknowledgement.

These actions constitute malpractice, for which a penalty (eg disqualification from the examination) will be applied.

If malpractice is suspected, the Examinations Officer should be consulted about the procedure to be followed.

Where suspected malpractice in internally assessed work is identified by a centre after the learner has signed the declaration of authentication, the Head of Centre must submit full details of the case to AQA-City & Guilds at the earliest opportunity. The form, JQM/M1, should be used. Copies of the form can be found on the JCQ website:

**<http://www.jcq.org.uk>**

Malpractice in internally assessed work discovered prior to the learner signing the declaration of authentication need not be reported to AQA-City & Guilds, but should be dealt with in accordance with the centre's internal procedures. AQA-City & Guilds would expect centres to treat such cases very seriously. Details of any work which is not the learner's own must be recorded on the cover sheet or other appropriate place.

## 4.7 Moderation

AQA-City & Guilds will ensure that in consortia where learners from more than one centre are taught and assessed together, a single moderator for each line of learning will be appointed subject to consideration of workload.

Moderation of internally assessed work will take place in two stages and the same moderator will be responsible for each.

**Stage 1** – a visit from a moderator representing AQA-City & Guilds at a fairly early stage during the delivery of Principal Learning

The moderator will inspect some work and check such matters as:

- task setting against assessment criteria
- understanding of controlled conditions
- taking and marking of internal assessments
- arrangements for internal standardisation
- coverage of PLTS
- coverage of Applied Learning.

The moderator will give advice, feedback and guidance on each of the above. Stage 1 will be seen as a technical advisory visit and will cover the Principal Learning units.

**Stage 2** – a check by the moderator on the taking and marking of samples of Principal Learning units

Internally assessed work will normally be reviewed at the centre but may be sent to the moderator. The samples to be moderated will be agreed with the centre for each identified unit in accordance with the moderation procedures. During the moderation visit, the moderator will normally assess samples of work with the teacher and discuss the standards in order to ensure that they are in line with the national standards for this qualification. If necessary, further samples may be requested and adjustments may be applied to the centres' marks. Mark adjustments will normally preserve the centre's order of merit, but if major discrepancies are discovered, AQA-City & Guilds reserves the right to alter the order of merit.

Centre marks for all units must be submitted to AQA-City & Guilds and to the moderator by the specified deadline (see **<http://www.aqa.org.uk/deadlines.php>**). Claiming and moderation of internal assessment is only available in the summer term.

Further details will be given in moderation procedures documentation to be issued by AQA-City & Guilds.

## 4.8 Post-moderation procedures

On publication of the results for Principal Learning units, AQA-City & Guilds will provide centres with details of the final marks for the internally assessed units.

The learners' work will be returned to the centre after moderation has taken place. The centre will receive a report with, or soon after, despatch of published results giving feedback on the appropriateness of the task set, the accuracy of the assessments, and the reasons for any adjustment to the marks.

AQA-City & Guilds reserves the right to retain some learners' work for archive or standardising purposes.

## 4.9 Retaining evidence and re-using marks

The centre must retain the work of all learners for each internally assessed unit, with record forms attached, under secure conditions, from the time it is assessed, to allow for the possibility of an enquiry about results. The work may be returned to learners after the deadline for enquiries about results. If an enquiry about a result has been made, the work must remain under secure conditions in case it is required by AQA-City & Guilds.

## 4.10 External assessment

The external assessments will be timetabled twice a year, in January and June, and the dates will be published at the start of the academic year.

Unit 4 of this specification, Responding creatively, contains both internal and external assessment which will be treated as separate assessment opportunities. The assessments are not dependent on each other and learners can take them in isolation if they wish. Each assessment will be marked and graded in the same way as other 'single' assessment units but the points derived from each component will then be multiplied by the appropriate weighting. This is given in the weighting tables within individual units. Re-sits can be taken independently.

## 4.11 Factors affecting individual learners

Teachers should be able to accommodate the occasional absence of learners by ensuring that the opportunity is given for them to make up missed assessments.

If work is lost, AQA-City & Guilds should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. Centres should use the JCQ form, JCQ/LCW, to inform AQA Candidate Support of the circumstances.

Learners who move from one centre to another during the course may require individual attention. Possible courses of action depend on the stage at which the move takes place. If the move occurs early in the course, the new centre should take responsibility for assessment. If it occurs late in the course it may be possible to arrange for the moderator to assess the work through the 'Educated Elsewhere' procedure. Centres should contact AQA-City & Guilds at the earliest possible stage for advice about appropriate arrangements in individual cases.

## 5 Administration

### 5.1 Availability of Principal Learning units

All internally assessed Principal Learning units for this specification are available once a year only, commencing in June 2009. External assessments will be timetabled twice a year, in January and June, and the dates will be published at the start of the academic year.

### 5.2 Centre registration

Centres wishing to prepare learners for this specification should apply for approval to offer Principal Learning before teaching begins. Completed application forms should be submitted to Centre Registration, AQA, Stag Hill House, Guildford, Surrey, GU2 7XJ. Applications can only be considered from centres which have received approval through the Gateway process to offer Level 1 Creative and Media Principal Learning. Further details of the approval process are available on the website at:

<http://www.diplomainfo.org.uk>

### 5.3 Centre requirements

#### Resources

Centres must have access to sufficient equipment in the centre or in other centres within the consortium to ensure that learners have the opportunity to cover all the practical activities. Any requirement for specialised equipment is to be found in the description of the units themselves.

#### Health and safety

The importance of safe working practice and the demands of the Health and Safety at Work Act 1974 must be stressed to all learners. Learners have responsibilities for maintaining the safety of others as well as their own. Anyone behaving in an unsafe fashion must be stopped and a suitable warning given by the teacher responsible. It is essential that all learners acquire habits required to promote health and safety in the workplace and that their learning avoids potentially unpleasant or dangerous consequences.

#### Centre staff

Centre staff should be technically competent in all the areas for which they are delivering education and training and/or should also have relevant experience of providing the necessary practical training.

#### Continuing Professional Development (CPD)

Centres are expected to support their staff in ensuring that their knowledge and skills in the vocational area remain current and take account of any national or legislative developments.

### 5.4 Entries

Please refer to the current version of Entry Procedures and Codes for up-to-date entry procedures. You should use the following entry codes for the Principal Learning Units:

Unit 1 (CAM1U1)

Unit 2 (CAM1U2)

Unit 3 (CAM1U3)

Unit 4 Coursework CM1U4C and

Written CM1U4W

## 5.5 Quality assurance

### Internal quality assurance

Registered centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre registration by AQA-City & Guilds and the centre's and/or consortium's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and AQA-City & Guilds is responsible for external quality assurance.

National standards and rigorous quality assurance are maintained by the use of:

- AQA-City & Guilds external examinations
- AQA-City & Guilds externally set briefs or assignments
- internal quality assurance
- AQA-City & Guilds external moderation.

To meet the quality assurance criteria for this qualification, the centre must ensure that the following procedures are followed:

- the setting of appropriate tasks (see Section 4.4)
- the application of appropriate control of tasks (see Section 4.4)
- training in the use of the assessment grid (see Section 4.4)
- completion by the person responsible for internal standardisation of the Centre Declaration Sheet to confirm that internal standardisation has taken place (see Sections 4.4 and 4.5)
- the completion by learners and teachers/assessors of the record form for each learner's work (see Section 4.5).

### External quality assurance

External quality assurance is provided by the two stage moderation system described in Section 4.7. External moderation of internally assessed work is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres and that national standards are maintained.

In order to carry out their quality assurance role, external moderators must have appropriate teaching and vocational knowledge and expertise. AQA-City & Guilds will appoint external moderators and will ensure that they attend regular training and development meetings designed to keep them up-to-date, to ensure standardisation of all assessments and to share good practice.

External moderators:

- will provide advice and support to staff in centres
- ensure the quality and consistency of assessments within and between centres and over time by the use of systematic sampling
- regularly visit centres to ensure that they continue to meet the centre registration requirements of AQA-City & Guilds
- provide feedback to centres and to AQA-City & Guilds.

In order to monitor compliance with Jcq requirements, particularly for administering external tests, Jcq inspectors will regularly visit centres.

AQA-City & Guilds requires the Head of Centre to:

- 1 facilitate any inspection of the Centre which is undertaken on behalf of AQA-City & Guilds
- 2 make secure arrangements to receive, check and keep examination material secure at all times, maintain the security of AQA-City & Guilds confidential material from receipt to the time when it is no longer confidential and keep scripts secure from the time they are collected from the candidates to their despatch to AQA-City & Guilds.

## 5.6 Irregularities

Centres must inform AQA of any irregularity, including any candidate who arrives late for a test. For detailed instructions please refer to the current *JCQ Instructions for Conducting Examinations* which is available to view or to download from the JCQ's website:

<http://www.jcq.org.uk>

## 5.7 Awarding grades and reporting results

The Level 1 Creative and Media Diploma will be reported on a three-grade scale: A\*, A and B. Learners who fail to reach the minimum standard for grade B will be recorded as U (Unclassified) and will not receive a qualification certificate.

The Principal Learning and Level 1 Project will be graded separately and will use the same grading system as the Diploma. Principal Learning and the Level 1 Project will be separately certificated but learners will not receive individual certificates for units of Principal Learning.

## 5.8 Certification of the Diploma

AQA-City & Guilds is a registered Diploma Awarding Body and will certificate the Diploma in accordance with the requirements and timetable to be published separately by QCA. AQA conducts the administration of the Principal Learning units for this specification on behalf of AQA-City & Guilds.

## 5.9 CABs, DABs and the Diploma aggregation service

AQA is recognised as a Component Awarding Body and offers the widest range of GCE and GCSE qualifications of any unitary awarding body in the UK. These are listed in QCA's Diploma Catalogue. Similarly, City & Guilds is recognised as a Component Awarding Body and offers the widest range of NVQ, VRQ and City & Guilds' own brand qualifications, which are listed in QCA's Diploma Catalogue.

AQA-City & Guilds has been recognised as a Component Awarding Body to certificate Creative and Media Principal Learning and Project qualifications for Diplomas.

AQA-City & Guilds has been recognised as a Diploma Awarding Body by QCA in order to certificate whole Diploma qualifications for the Creative and Media Diploma at all three levels.

Learners who have registered for Diploma awards with AQA-City & Guilds will on completion receive a Diploma certificate and a Diploma transcript. The transcript will conform to QCA's specification in terms of the design and information included. The data for the transcript will be supplied by the Diploma aggregation service which is designed to enable the data sharing, results aggregation and grading supporting functions required for the operation of the Diploma as a composite qualification.

## 5.10 Enquiries about results

The services available for enquiries about results include a clerical check, re-mark of external assessments and re-moderation of internally assessed work. Requests must be submitted within the specified period after the publication of results for individual assessments.

In cases where a post-results enquiry reveals inaccurate assessment, the result may be confirmed, raised or lowered.

For further details of enquiries about results services, please consult the current version of the *JCQ Post-Results Services* booklet.

## 5.11 Re-sits and shelf-life of unit results

Unit results remain available to count towards certification, whether or not they have already been used, as long as the specification is still valid.

Learners may re-sit a unit any number of times within the shelf-life of the specification. The best result for each unit will count towards the final qualification.

Learners will be graded on the basis of the work submitted for assessment.

## 5.12 Access arrangements and special consideration

We have taken note of the provisions of the Disability Discrimination Act (DDA) 1995 in developing and administering this specification.

We follow the guidelines in the Joint Council for Qualifications (JCQ) document: *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examination GCSE, GCE, GNVQ, AEA, Entry Level, Basic Skills & Key Skills Access Arrangements and Special Consideration*. This is published on the JCQ website:

[http://www.jcq.org.uk/access\\_arrangements/](http://www.jcq.org.uk/access_arrangements/)

or you can follow the link from our website:

[http://www.aqa.org.uk/admin/p\\_special\\_3.html](http://www.aqa.org.uk/admin/p_special_3.html)

### Access arrangements

We can make arrangements so that learners with disabilities, special educational needs and temporary injuries can access the assessment. These arrangements must be made **before** the examination. For example, we can produce a Braille paper for a learner with visual impairment.

### Special consideration

We can give special consideration to learners who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given **after** the examination.

Applications for either access arrangements or special consideration should be submitted to AQA-City & Guilds by the Examinations Officer at the centre.

## 5.13 Language of examinations

We will provide units for this specification in English only.

## 5.14 Qualification titles

The qualification based on this specification is:

AQA-City & Guilds Level 1 Principal Learning in Creative and Media.

# Appendix A

## Connections to other qualifications

The Level 1 Creative and Media Diploma incorporates the following qualifications:

### **1 Functional Skills qualifications in English, Mathematics and ICT**

For details of the AQA Functional Skills specifications please go to:

**[http://www.aqa.org.uk/qual/gcse/functional\\_skills.php](http://www.aqa.org.uk/qual/gcse/functional_skills.php)**

For details of the City & Guilds Functional Skills specifications please go to:

**<http://www.cityandguilds.com/functionalskills>**

### **2 The Level 1 Project qualification**

For details of the AQA-City & Guilds Level 1 Project specification go to:

**<http://www.diplomainfo.org.uk/aboutdiplomas/projects.html>**

## Appendix B

### Additional and Specialist Learning for the Level 1 Creative and Media Diploma

The complete list of accredited qualifications which has been recognised as eligible for Additional and Specialist Learning for the Level 1 Creative and Media Diploma is published on the National Database of Accredited Qualifications. Visit:

**[www.accreditedqualifications.org.uk](http://www.accreditedqualifications.org.uk)**

AQA and City & Guilds qualifications which have been recognised as eligible for Additional and Specialist Learning for the Creative and Media Diploma are also published on:

**[www.diplomainfo.org.uk](http://www.diplomainfo.org.uk)**

# Appendix C

## Other issues

### **European Dimension**

AQA-City & Guilds has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen units.

### **Environmental Education**

AQA-City & Guilds has taken account of the 1988 Resolution of the Council of the European Community and the Report *Environmental Responsibility: An Agenda for Further and Higher Education 1993* in preparing this specification and associated specimen units.

### **Avoidance of Bias**

AQA-City & Guilds has taken great care in the preparation of this specification and specimen units to avoid bias of any kind.

