

# Creative and Media

## Level 2 Principal Learning

**Specification (7322)**  
**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

This specification will be published annually on our website (<http://www.diplomainfo.org.uk>). We will notify centres in writing of any changes to this specification. We will also publish changes on our website. The version of the specification on our website will always be the most up-to-date version, although it may be different from printed versions.

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>**

Copyright © 2007 AQA and its licensors. All rights reserved.

AQA-City & Guilds retains the copyright on all its publications, including the specifications. However, registered centres for AQA and/or City & Guilds are permitted to copy material from this specification booklet for their own internal use.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales (company number 3644723) and a registered charity (number 1073334).

Registered address AQA, Devas Street, Manchester M15 6EX.

*Dr Michael Cresswell* Director General.

City & Guilds is a registered charity (number 3122832) established to promote education and training. City & Guilds Group includes ILM (The Institute of Leadership and Management) providing management qualifications, learning materials and membership services and NPTC (National Proficiency Test Council) which offers land-based qualifications. City & Guilds also manages The Engineering Council examinations on behalf of The Engineering Council.

Registered address City & Guilds, 1 Giltspur Street, London EC1A 9DD.

*Chris Jones* Director General.

# Contents

## 1 Introduction

1.1	Why choose AQA-City & Guilds?	5
1.2	Why choose the Creative and Media Diploma?	6
1.3	How do I start using this specification?	6
1.4	How do I find out more?	7

## 2 Specification at a glance

2.1	Higher Diploma specification at a glance	8
2.2	Level 2 Creative and Media Principal Learning at a glance	9

## 3 Principal learning

3.1	Personal, Learning and Thinking Skills	10
3.2	Functional Skills signposting	13
3.3	The four themes of the Creative and Media Diploma	14
3.4	Sector-related disciplines	14
3.5	Rules of combination of sector-related disciplines	16
3.6	Level 2 Units	17
	Level 2 Unit 1: Exploring creativity (CAM2U1)	17
	Level 2 Unit 2: Creating inspiration (CAM2U2)	24
	Level 2 Unit 3: Creating possibilities (CAM2U3)	31
	Level 2 Unit 4: Discovering creative potential (CAM2U4)	38
	Level 2 Unit 5: Developing a creative response (CAM2U5)	46
	Level 2 Unit 6: Creative teamwork (CAM2U6)	52
	Level 2 Unit 7: Promotion and review (CAM2U7)	60

## 4 Assessment

4.1	Aims	68
4.2	National criteria	68
4.3	Prior learning	68
4.4	Internal assessment	69
	Task setting	
	Control criteria for tasks	
	Applying the assessment grid	
	Assessment of group work	
	Internal standardisation of marking	
4.5	Supervision and authentication of internally assessed work	72
4.6	Malpractice	72
4.7	Moderation	73

4.8	Post-moderation procedures	74
4.9	Retaining evidence and re-using marks	74
4.10	External assessment	74
4.11	Factors affecting individual learners	74

## 5 Administration

5.1	Availability of Principal Learning units	75
5.2	Centre registration	75
5.3	Centre requirements	75
	Resources	
	Health and safety	
	Centre staff	
	Continuing Professional Development (CPD)	
5.4	Entries	76
5.5	Quality assurance	76
	Internal quality assurance	
	External quality assurance	
5.6	Irregularities	77
5.7	Awarding grades and reporting results	77
5.8	Certification of the Diploma	77
5.9	CABs, DABs and the Diploma aggregation service	78
5.10	Enquiries about results	78
5.11	Re-sits and shelf-life of unit results	78
5.12	Access arrangements and special consideration	79
5.13	Language of examinations	79
5.14	Qualification titles	79

## Appendices

A	Connections to other qualifications	80
B	Additional and Specialist Learning for the Level 2 Creative and Media Diploma	81
C	Other issues	82

# 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
- to explore creativity
- to develop their skills and apply them creatively.

The Diploma 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)**

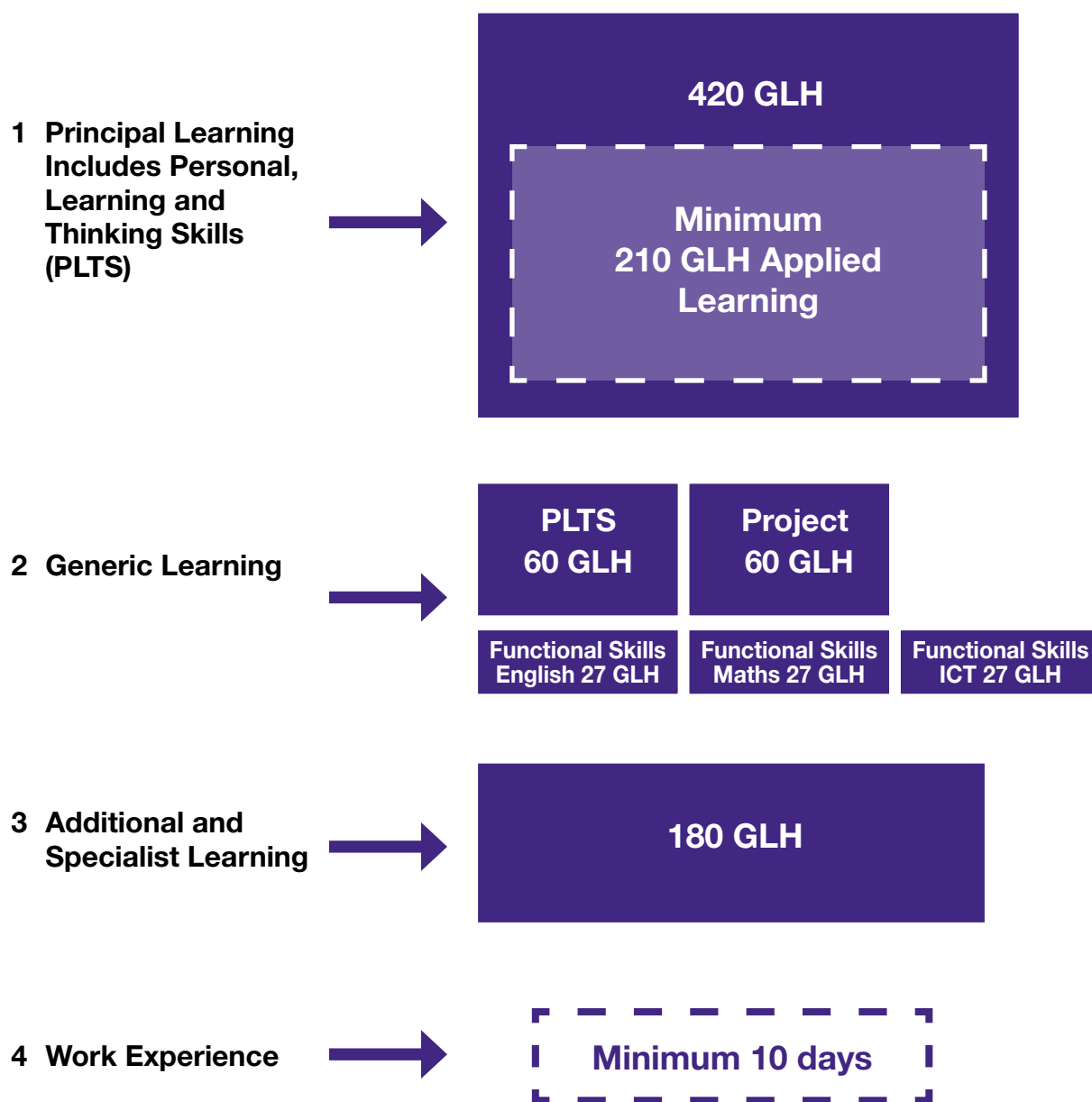
The department includes AQA's five Regional Officers who can provide up-to-date information, advice, support and guidance at a local level in your region. To contact the Regional Officer for your area, see:

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

## 2 Specification at a glance

### 2.1 Higher Diploma at a glance – 800 GLH (guided learning hours)

- comparable to 5 to 6 GCSEs
- 1 year FT study or 2 years PT with National Curriculum Programmes of Study
- all components are compulsory



## 2.2 Level 2 Creative and Media Principal Learning at a glance

- all 7 units are compulsory

<b>Unit 1</b> <b>60 GLH</b> <b>Exploring creativity</b> <b>Internally set and marked</b>	<b>Unit 2</b> <b>60 GLH</b> <b>Creating inspiration</b> <b>Internally set and marked</b>
<b>Unit 3</b> <b>60 GLH</b> <b>Creating possibilities</b> <b>Internally set and marked</b>	<b>Unit 4</b> <b>60 GLH</b> <b>Discovering creative potential</b> <b>Internally set and marked</b>
<b>Unit 5</b> <b>60 GLH</b> <b>Developing a creative response</b> <b>Externally assessed</b>	<b>Unit 6</b> <b>60 GLH</b> <b>Creative teamwork</b> <b>Internally set and marked</b>
<b>Unit 7</b> <b>60 GLH</b> <b>Promotion and review</b> <b>Internally set and marked</b>	

## 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 seven units of the Level 2 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 seven units of the Level 2 Creative and Media Diploma.

## Level 2 Creative and Media Diploma

PLTS	IE	CT	RL	TW	SM	EP
Unit 1	*		*			
Unit 2	*	*	*			
Unit 3	*		*		*	
Unit 4	*	*	*			
Unit 5	*	*	*		*	*
Unit 6		*	*	*		*
Unit 7		*	*		*	

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 Exploring creativity	<ul style="list-style-type: none"> <li>• Speaking and listening Level 2</li> <li>• Reading Level 2</li> <li>• Writing Level 2</li> </ul>		<ul style="list-style-type: none"> <li>• Use ICT systems Level 2</li> <li>• Find and select information Level 2</li> <li>• Develop, present and communicate information Level 2</li> </ul>
Unit 2 Creating inspiration	<ul style="list-style-type: none"> <li>• Speaking and listening Level 2</li> <li>• Reading Level 2</li> <li>• Writing Level 2</li> </ul>	<ul style="list-style-type: none"> <li>• Representing situations using Mathematics Level 2</li> <li>• Analysing and processing using Mathematics Level 2</li> <li>• Interpreting and presenting results Level 2</li> </ul>	<ul style="list-style-type: none"> <li>• Use ICT systems Level 2</li> <li>• Find and select information Level 2</li> <li>• Develop, present and communicate information Level 2</li> </ul>
Unit 3 Creating possibilities	<ul style="list-style-type: none"> <li>• Speaking and listening Level 2</li> <li>• Reading Level 2</li> <li>• Writing Level 2</li> </ul>	<ul style="list-style-type: none"> <li>• Representing situations using Mathematics Level 2</li> <li>• Analysing and processing using Mathematics Level 2</li> <li>• Interpreting and presenting results Level 2</li> </ul>	<ul style="list-style-type: none"> <li>• Use ICT systems Level 2</li> <li>• Find and select information Level 2</li> <li>• Develop, present and communicate information Level 2</li> </ul>
Unit 4 Discovering creative potential	<ul style="list-style-type: none"> <li>• Speaking and listening Level 2</li> <li>• Reading Level 2</li> <li>• Writing Level 2</li> </ul>	<ul style="list-style-type: none"> <li>• Representing situations using Mathematics Level 2</li> <li>• Analysing and processing using Mathematics Level 2</li> <li>• Interpreting and presenting results Level 2</li> </ul>	<ul style="list-style-type: none"> <li>• Use ICT systems Level 2</li> <li>• Find and select information Level 2</li> <li>• Develop, present and communicate information Level 2</li> </ul>

Unit	English	Mathematics	ICT
Unit 5 Developing a creative response	<ul style="list-style-type: none"> <li>• Speaking and listening Level 2</li> <li>• Reading Level 2</li> <li>• Writing Level 2</li> </ul>	<ul style="list-style-type: none"> <li>• Representing situations using Mathematics Level 2</li> <li>• Analysing and processing using Mathematics Level 2</li> <li>• Interpreting and presenting results Level 2</li> </ul>	<ul style="list-style-type: none"> <li>• Use ICT systems Level 2</li> <li>• Find and select information Level 2</li> <li>• Develop, present and communicate information Level 2</li> </ul>
Unit 6 Creative teamwork	<ul style="list-style-type: none"> <li>• Speaking and listening Level 2</li> <li>• Reading Level 2</li> <li>• Writing Level 2</li> </ul>	<ul style="list-style-type: none"> <li>• Representing situations using Mathematics Level 2</li> <li>• Analysing and processing using Mathematics Level 2</li> <li>• Interpreting and presenting results Level 2</li> </ul>	<ul style="list-style-type: none"> <li>• Use ICT systems Level 2</li> <li>• Find and select information Level 2</li> <li>• Develop, present and communicate information Level 2</li> </ul>
Unit 7 Promotion and review	<ul style="list-style-type: none"> <li>• Speaking and listening Level 2</li> <li>• Reading Level 2</li> <li>• Writing Level 2</li> </ul>	<ul style="list-style-type: none"> <li>• Representing situations using Mathematics Level 2</li> <li>• Analysing and processing using Mathematics Level 2</li> <li>• Interpreting and presenting results Level 2</li> </ul>	<ul style="list-style-type: none"> <li>• Use ICT systems Level 2</li> <li>• Find and select information Level 2</li> <li>• Develop, present and communicate information Level 2</li> </ul>

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

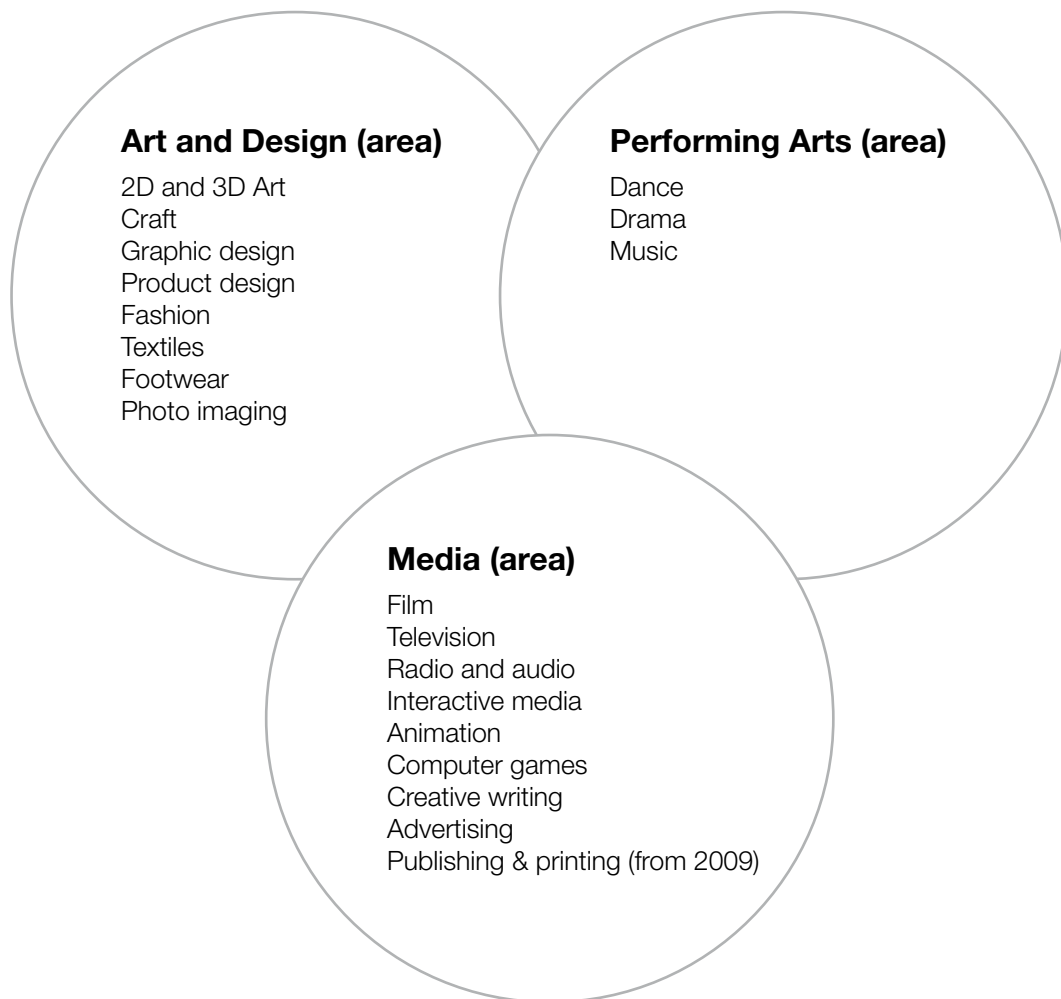
The generic Creative and Media processes of this Diploma are structured into four themes:

- 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 seven units for this Level 2 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.

## 3.5 Rules of combination of sector-related disciplines

Learners who wish to take their Principal Learning at Level 2 from the Creative and Media Diploma **must achieve seven** units.

- **A minimum of six different sector-related disciplines across the whole level must be taken.**
- Each of the units **must cover a minimum of two** sector-related disciplines integrated as appropriate.
- Each discipline must contribute to **two or more** units of learning.
- Learners not in compulsory schooling may focus on **one** sector-related discipline in **one** of the units. However, it is still necessary to evidence a minimum of six across the whole programme.

### Example 1:

Units 1, 2, 3 & 4 from graphic design, product design, photo imaging

+

Units 5, 6 & 7 from film, music, radio and audio, interactive media

### Example 2:

Units 1 & 2 from fashion, textiles, television

+

Units 3 & 4 from dance, drama, music

+

Units 5, 6 & 7 from film, drama, creative writing

## 3.6 Level 2 Units

### Level 2 Unit 1: Exploring creativity (CAM2U1)

#### What is this unit about?

The purpose of this unit is to give learners an understanding of the nature, role and function of an organisation within the Creative and Media sector. This will involve the learner in an investigation of the creative aspects of an organisation in terms of type, output and structure, within a specific area of the Creative and Media sector. Learners will have the opportunity to present their findings to a specified audience using two or more appropriate disciplines.

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

Learners will understand from first hand experience the realities of work in the Creative and Media industries.

This unit, alongside the others within the Level 2 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 be able to undertake appropriate research into a specific area of the Creative and Media sector, its nature and its organisations, and investigate a specific organisation
- 2 be able to present their findings using two disciplines to a defined audience
- 3 be able to review their research and presentation, and identify improvements.

#### Assessment criteria

##### **1 Investigation into a specific area of the Creative and Media sector, and into an organisation within it**

The learner can:

- a undertake research into a specific area of the Creative and Media sector, its nature and its organisations
- b obtain information about the type and structure of an organisation within the sector, its job roles and its creative output
- c organise, assess and evaluate research findings (IE2, 4).

##### **2 Presentation to a defined audience, using two disciplines**

The learner can:

- a create an appropriate presentation, combining two disciplines
- b present findings to a specified audience and seek feedback.

### 3 Review and suggestions for improvement

The learner can:

- a undertake a review of the research and recording methods used and suggest further development of the work presented (RL3)
- b assess the use of the two different disciplines selected for the presentation (RL1)
- c undertake a review of the feedback from the audience and suggest how their work and the presentation might be amended (RL4).

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.

Internal assessment will enable learners to complete this practical unit and to meet the evidence requirements in a local context and in association with real business users and their business requirements.

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 including the appropriateness of the presentation format and the chosen sector-related disciplines.

This method of assessment will enable learners to show that they have undertaken their own enquiry into the structure of commercial organisations, and that they have developed a presentation, combining two disciplines, to communicate the outcome of their investigation. They also need to show an understanding of researching and presenting, and this unit will help them to develop skills that are important to subsequent units.

Learners will need to demonstrate an understanding of how creativity takes place within commercial contexts and how outcomes are shaped by organisational 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 a record of collated evidence from their research into a specific area and into an organisation within that area
- 2 a presentation of their findings to a specified audience, using two disciplines, and gaining audience feedback
- 3 a report reviewing their research, presentation and the two disciplines chosen, with suggestions for improvement, in light of their review and 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 follows showing how the assessment criteria topics are weighted, 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:

- Research at least one Creative and Media organisation.
- Collate and evaluate research findings, making revisions where necessary.
- Present findings, combining two different disciplines to a previously specified audience.
- Gain and collate feedback from the audience.
- Review and respond to the audience feedback.
- Collate final supporting evidence of research, presentation and the feedback and review.

3

## Weighting of assessment criteria topics

Assessment criteria topic	Weighting	Marks
1 Investigation into a specific area of the Creative and Media sector, and into an organisation within it	25%	12
2 Presentation to a defined audience, using two disciplines	50%	24
3 Review and suggestions for improvement	25%	12
<b>Total</b>	100%	48

## 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 Investigation into a specific area of the Creative and Media sector, and into an organisation within it	<p>0 – 4 marks</p> <p>Provided some evidence of an investigation into an organisation and the selected area of the Creative and Media sector.</p> <p>Attempted to evaluate findings.</p>	<p>5 – 8 marks</p> <p>Presented an investigation into an organisation and the selected area of the Creative and Media sector, showing engagement and awareness.</p> <p>Evaluated findings.</p>	<p>9 – 12 marks</p> <p>Presented a detailed and thorough investigation into an organisation and the selected area of the Creative and Media sector, with clear evidence of critical engagement and awareness.</p> <p>Evaluated findings intelligently and appropriately.</p>
2 Presentation to a defined audience, using two disciplines	<p>0 – 8 marks</p> <p>Given a presentation which has few links to the investigation.</p> <p>Shown only limited evidence of use of resources and of using two disciplines.</p>	<p>9 – 16 marks</p> <p>Given a presentation which is informed by its links with the investigation and demonstrates a fair level of polish.</p> <p>Provided evidence of use of resources and of appropriate linking of two disciplines.</p>	<p>17 – 24 marks</p> <p>Given a presentation which is clearly informed by its links with the investigation and demonstrates a high level of polish, with evidence of imaginative and proficient use of resources.</p> <p>Linked two disciplines in an accomplished and imaginative way.</p>
3 Review and suggestions for improvement	<p>0 – 4 marks</p> <p>Produced a review which shows a limited level of engagement with the issues and audience feedback.</p> <p>Made some attempt to assess fitness for purpose.</p>	<p>5 – 8 marks</p> <p>Produced a review which offers evidence of some engagement with key issues and audience feedback.</p> <p>Considered fitness for purpose, amendment, and potential improvements.</p>	<p>9 – 12 marks</p> <p>Offered a coherent review clearly engaging key issues, with detailed consideration of audience feedback.</p> <p>Shown consideration of fitness for purpose and offered imaginative and creative suggestions for amendment and further development.</p>

## Guidance for teachers

In this unit the learner will explore and research the outcomes of one or more Creative and Media organisations. Learners should identify at least two outcomes produced by the chosen organisations and, after suitable analysis, compare the impact and effectiveness of these outcomes against their interests and stated aims.

It would be appropriate to take a local organisation as a starting point for the investigation. The outcome of the unit should then be developed further by relating this investigation to a broader investigation of the industry at a national level.

After reflection and analysis, learners will make a presentation combining two disciplines, about the ways in which the interests of the organisations are supported, complemented and promoted by products and/or personnel. The learner's presentation should provide evidence of awareness of appropriate creative professionals linked to the sector-related disciplines.

Learners must choose a minimum of two 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. Learners may choose to produce one creative outcome, combining the disciplines they have chosen.

Emphasis in this unit should be placed on the exploration of more than one aspect of the chosen focus. Variety of approach, the exploration of alternative solutions, and the processes of analysis and comparison should be encouraged throughout the unit.

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 organisation chosen for this unit, learners should be encouraged to consider a variety of aspects. For example, they might consider the work of a range of creative professionals, and/or creative outcomes.

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.

Learners should be given the opportunity to learn about social and cultural contexts of Creative and Media organisations and contemporary professional practice within Creative and Media industries. They should begin to develop a critical awareness of creative professionals and understand the impact of new technologies within the Creative and Media industries. They should learn to plan the work process and develop research skills. They will explore different ways of recording observations, ideas and experiences, and be able to communicate to a target audience.

Learners will gather information using a variety of sector-related media and processes. They will organise and present the outcomes of their research.

Throughout the unit learners should evaluate the effectiveness and progress of learning. They should produce appropriate evidence of evaluation of both process and progress. The process of reflection should be seen as an integral part of decision making.

### 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 should be seen as an integral part of decision-making. The learner should produce appropriate evidence of evaluation of both process and progress.

## 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

Exploration of:

- Creative and Media production and practice in a range of social, cultural and global contexts
- critical perspectives in response to Creative and Media products and practice.

### Theme Two – Thinking and working creatively

Exploration of:

- ideas to suit a range of purposes
- communicating effectively using a range of means.

### Theme Three – Principles, processes and practice

Exploration of:

- producing a range of Creative and Media forms
- the importance and impact of the user or audience and consumer in the production process.

### Theme Four – Creative business and enterprise

Exploration of:

- working creatively with available resources and developing skills in managing 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 a local Creative and Media organisation and its role within national industry
- exploring and investigating how different recording methods can be combined
- investigating Creative and Media organisations

### Creative thinkers

- exploring a local Creative and Media organisation
- using recording skills, including combining skills
- reviewing work in light of feedback

### Reflective learners

- reviewing work in light of feedback

### Team workers

- investigating Creative and Media organisations
- reviewing work in light of feedback

### Self-managers

- exploring a Creative and Media organisation
- exploring and investigating how different recording methods can be combined
- exploring appropriate sources of information
- investigating Creative and Media organisations
- using recording skills
- assimilating and organising information
- reviewing work in light of feedback

### Effective participators

- exploring a local Creative and Media organisation
- exploring and investigating how different recording methods can be combined
- exploring appropriate sources of information
- investigating Creative and Media organisations
- using recording skills, including combining skills
- assimilating and organising information
- reviewing work in light of feedback.

## Level 2 Unit 2: Creating inspiration (CAM2U2)

### What is this unit about?

The purpose of this unit is to support learners' understanding of the creative process within a commercial and sectorial context. Learners will combine two disciplines to create a presentation showing ideas derived from research into particular styles, genres and practitioners. Learners will use these styles, genres and practitioners as a source of inspiration for creative outcomes that can be exploited within a commercial context. They will understand the importance of developing ideas and seeking out potential sources for inspiring creativity.

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

This unit links closely to Level 2 Unit 3: Creating possibilities. In this unit learners will research and plan ideas ready for production in Unit 3. They will understand the importance of developing ideas and understanding preparatory work in order to fulfil a brief.

This unit, alongside the others within the Level 2 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 investigate sources of inspiration and to use those to develop creative ideas
- 2 be able to develop their ideas and present them to an audience, and respond to feedback
- 3 be able to review their ideas, the development plan and presentation in the light of audience feedback, and make suggestions for improvement.

### Assessment criteria

#### 1 Investigate sources of inspiration and use those to develop creative ideas

The learner can:

- a explore the stimulus material provided (IE2)
- b investigate the creative potential of particular styles, genres and practitioners as sources of inspiration (IE2)
- c assess the ways in which these can be developed as a source of inspiration.

## 2 Develop ideas and present them to an audience

The learner can:

- a develop ideas based on the investigation into sources of inspiration (IE3) (CT1)
- b record the development of ideas
- c present their ideas to an audience using two disciplines
- d record audience feedback in response to ideas (RL3).

## 3 Review ideas and the process for developing and presenting them, and make suggestions for improvement

The learner can:

- a undertake a review of their ideas and the research and recording methods used, and suggest further development (RL3)
- b assess the appropriateness of the two different disciplines selected for the presentation (RL1)
- c undertake a review of the feedback from the audience and suggest how the work might be amended or improved (RL4).

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.

Internal assessment will enable learners to complete this practical unit and to meet the evidence requirements in their local context and in association with real business users.

Learners will use two disciplines to create a presentation showing ideas derived from research into particular styles, genres and practitioners. Learners will use these styles, genres and practitioners as a source of inspiration for creative outcomes that can be exploited within a commercial context.

This assessment allows learners to undertake their own enquiry into the nature of professional creativity, and develop a presentation. It shows learners how creativity is often shaped by and relies on the need to develop established traditions. This unit links closely with Level 2 Unit 3: Creating possibilities, in which learners will be required to make a creative outcome based on the findings from this research.

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 investigations into sources of inspiration used for generating creative ideas
- 2 a presentation of the ideas generated, based on the sources of inspiration, combining two disciplines
- 3 a review of their work, ideas, presentation, and the disciplines chosen, in light of audience feedback, with suggestions for improvement.

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.

## Weighting of assessment criteria topics

Assessment criteria topic	Weighting	Marks
1 Investigate sources of inspiration and use those to develop creative ideas	25%	12
2 Develop ideas and present them to an audience	50%	24
3 Review ideas and the process for developing and presenting them, and make suggestions for improvement	25%	12
<b>Total</b>	100%	48

## 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 Investigate sources of inspiration and use those to develop creative ideas	<p>0 – 4 marks</p> <p>Undertaken an investigation which demonstrates evidence of limited competence.</p> <p>Shown limited flair and creativity in using the sources of inspiration to develop ideas.</p>	<p>5 – 8 marks</p> <p>Undertaken an investigation which is completed to an acceptable standard and is clearly recognisable.</p> <p>Shown some evidence of flair and creativity in the use of the sources of inspiration to develop ideas which are generally appropriate.</p>	<p>9 – 12 marks</p> <p>Undertaken an investigation which is of high quality and demonstrates clear evidence of imaginative and proficient use of sources of inspiration.</p> <p>Developed ideas which are clearly appropriate and show imagination and flair.</p>
2 Develop ideas and present them to an audience	<p>0 – 8 marks</p> <p>Made some attempt to produce ideas based on the sources of inspiration and the collating and evaluation of research findings.</p> <p>Attempted to present the findings by combining of two disciplines.</p> <p>Gained minimal feedback.</p>	<p>9 – 16 marks</p> <p>Taken an effective approach to the production of ideas based on the sources of inspiration and the collating and evaluation of research findings.</p> <p>Shown some degree of flair in the presentation of findings, with appropriate combining of two disciplines.</p> <p>Gained some feedback.</p>	<p>17 – 24 marks</p> <p>Taken a thorough and coherent approach to the production of ideas based on the sources of inspiration and the collating and evaluation of research findings.</p> <p>Clearly demonstrated flair and creativity in the presentation of findings, with highly effective combining of two disciplines.</p> <p>Gained and responded to feedback.</p>
3 Review ideas and the process for developing and presenting them, and make suggestions for improvement	<p>0 – 4 marks</p> <p>Produced a review which shows a basic level of limited engagement with audience feedback and fitness for purpose.</p>	<p>5 – 8 marks</p> <p>Produced a review which shows a clear grasp of issues; considered audience feedback and fitness for purpose.</p> <p>Given workable suggestions for amendment and development.</p>	<p>9 – 12 marks</p> <p>Offered a coherent review with detailed consideration of audience feedback and fitness for purpose.</p> <p>Offered imaginative and creative suggestions for amendment and further development.</p>

## Guidance for teachers

The purpose of this unit is to encourage learners to appreciate the importance of developing their own ideas from different sources and stimulus materials. Teachers are expected to select and offer to the class a source or stimulus appropriate to the range of disciplines in which they are working. The nature of the material is left to the teacher's discretion. It is intended that this unit is linked to Level 2 Unit 3: Creating possibilities, in which centres are required to agree a brief with learners for them to plan and produce an outcome combining two disciplines in response to this brief. Teachers are advised, therefore, to plan these two units in tandem so that the stimulus chosen in this unit will link closely to the brief devised for Unit 3. In this way the creative ideas developed in this unit will be central to the learners' responses in Unit 3.

Learners are expected to take a source or stimulus for developing ideas appropriate to two disciplines. In order to do this, they should develop and record their ideas, and map how they have used the stimulus creatively. The recording process should take a form appropriate to the contexts in which they would apply the ideas. This might involve photographs, drawings, scripts, sound recordings etc.

Learners must choose disciplines in which to create their presentation, 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 presentation of ideas might take the form of a multimedia folder demonstrating the learner's ability to use different recording skills in developing their ideas. However, learners would be expected to ensure that their ideas are firmly anchored within the specific disciplines and contexts with which they have chosen to work.

Learners should be encouraged to develop their skills and ability to identify their own sources of inspiration and stimulus in their independent research. This will help them to identify how inspiration and stimulus can be found in a wide range of contexts. They should further be encouraged to develop the ability to store potentially useful materials and ideas for later retrieval, and for use in a range of different creative and sectorial contexts.

This is an important opportunity for learners to identify the importance of seeking out and developing ideas that can have creative potential across different disciplines. It should also signal to them the importance of ideas and how these have possibilities for development in different contexts. At Level 2 learners will need to develop skills in evaluating different stimuli, and assess their potential for use in immediate contexts as well as in future projects.

Individual teachers are expected to present learners with stimulus material for this unit. It is important that this is chosen carefully, both to stimulate 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 adviser 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.

### 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.

## 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 should be in the form of a folder of work which is likely to contain a combination of visual, recorded and written work in such forms 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

Exploration of:

- Creative and Media production and practice in a range of social, cultural and global contexts
- the impact of new technologies on production, distribution and reception of Creative and Media products.

### Theme Two – Thinking and working creatively

Exploration of:

- ideas to suit a range of purposes
- communicating effectively using a range of means
- the qualities of a range of Creative and Media forms and their meaning.

### Theme Three – Principles, processes and practice

Exploration of:

- the stages in the production process and how they relate to each other
- the creative principles and conventions that underpin production processes
- the importance and impact of the user, audience and consumer in the production process.

### Theme Four – Creative business and enterprise

Exploration of:

- working creatively with available resources and developing skills in managing resources
- intellectual property rights and how to protect them.

## 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 sources of inspiration
- identifying techniques for developing ideas

### Creative thinkers

- identifying a variety of methods of recording the development of ideas
- exploring the creative possibilities inspired by a source or stimulus

### Reflective learners

- utilising sources of inspiration and stimuli in developing ideas
- recording the development of ideas

### Self-managers

- identifying sources of inspiration
- identifying techniques for developing ideas
- identifying different stimuli and using stimuli to inform the development of ideas
- recording the development of ideas

### Effective participators

- identifying sources of inspiration
- identifying techniques for developing ideas
- identifying and using a variety of methods of recording the development of ideas
- identifying different stimuli and using sources of inspiration and stimuli in developing ideas
- assessing the potential of sources of inspiration and stimuli in the development of ideas.

## Level 2 Unit 3: Creating possibilities (CAM2U3)

### What is this unit about?

The purpose of this unit is for learners to respond to a brief using creative ideas and production skills in two interlinked disciplines. Learners will develop skills in incorporating technologies with a variety of ideas, materials and creative production skills. They will also be required to present their creative outcome to a specified audience, and work on feedback to review whether the outcome is fit for purpose according to the brief and specified audience. This will allow the learner to demonstrate how creativity can be combined across different disciplines to create a specific outcome, and the importance of feedback.

This unit links closely to Level 2 Unit 2: Creating inspiration. In this unit learners will produce a creative outcome, combining two or more disciplines, based upon the research and planning carried out in Unit 2. Learners will understand the importance of developing ideas and understanding preparatory work in order to fulfil a brief, and the importance ongoing feedback can play when reviewing an outcome and gaining client approval.

This unit, alongside the others within the Level 2 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 be able to respond to a brief and produce a plan of action for the production process
- 2 be able to produce a creative outcome using two or more disciplines and to present this to a defined audience, gaining feedback
- 3 be able to review the outcome in light of audience feedback and fitness for purpose, making suggestions for improvement.

### Assessment criteria

#### 1 Respond to a brief and produce a plan of action for the production process

The learner can:

- a explore ideas for fulfilling the requirements of the brief, taking into account the demands of the client target audience (IE3)
- b produce an action plan or production plan detailing resources, timescales etc (SM3).

## 2 Produce a creative outcome using two or more disciplines and present this to a defined audience

The learner can:

- a select appropriate materials, techniques and technologies
- b produce the creative outcome in a timely manner, using two interlinked disciplines
- c continually review work to ensure the brief is constantly being met (RL1)
- d present the creative outcome to a specified audience and gain their feedback.

## 3 Review the outcome in light of audience feedback and fitness for purpose, making suggestions for improvement

The learner can:

- a assess the two different disciplines selected and the research undertaken in terms of fitness for purpose (IE4) (RL1)
- b undertake a review of the creative outcome produced and suggest further development of the work presented (RL3)
- c undertake a review of the feedback from the audience and suggest how the work might be amended (RL4).

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.

Learners will use two disciplines to produce a creative outcome derived from research and ideas established in Level 2 Unit 2: Creating inspiration. They will be required to continually review the creative outcome to ensure that it meets the set brief. Learners must present the creative outcome to the client or specified audience and receive feedback. Learners should evaluate their work, including any revisions they would make, in light of this feedback.

This unit links closely with Unit 2 where learners will be required to undertake the research and generate ideas on which this production will be based.

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 an action plan for producing the creative outcome in response to the client brief, detailing resources and timescales
- 2 a presentation of the creative outcome to a specified audience, using two disciplines
- 3 a record of feedback received
- 4 a review of their work and the feedback received, with suggestions for improvement.

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:

- In response to a brief, develop an action plan for the production of a creative outcome, which combines two disciplines within a defined commercial context.
- Produce a creative outcome combining two disciplines in response to the brief and appropriate to the needs of the target audience.
- Continually evaluate work and make any necessary changes.
- Present the creative outcome to the client or target audience, showing how the idea was derived from the research.
- Collate and respond to audience feedback.
- Review work and feedback received, making suggestions for improvements.

## Weighting of assessment criteria topics

Assessment criteria topic	Weighting	Marks
1 Respond to a brief and produce a plan of action for the production process	25%	12
2 Produce a creative outcome using two or more disciplines and present this to a defined audience	50%	24
3 Review the outcome in light of audience feedback and fitness for purpose, making suggestions for improvement	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 Respond to a brief and produce a plan of action for the production process	<p>0 – 4 marks</p> <p>Made some attempt to respond to the brief and produce a basic plan of action.</p>	<p>5 – 8 marks</p> <p>Responded competently to the brief with an effective plan of action, with some inclusion of resource needs and timescales.</p>	<p>9 – 12 marks</p> <p>Offered a coherent and imaginative response to the brief, with a detailed and thorough plan of action, including comprehensive analysis of resource needs and timescales.</p>
2 Produce a creative outcome using two or more disciplines and present this to a defined audience	<p>0 – 8 marks</p> <p>Demonstrated limited creativity and consideration of resources to be used when producing the creative outcome.</p> <p>Produced an outcome which is in some way appropriate to the context.</p> <p>Given a presentation which has some appeal.</p>	<p>9 – 16 marks</p> <p>Produced a creative outcome which makes links with the research and demonstrates a level of creativity, with evidence of appropriate use of resources.</p> <p>Produced an outcome which is recognisable as being generally fit for purpose in relation to both the context and its appeal.</p> <p>Presented the outcome competently.</p>	<p>17 – 24 marks</p> <p>Produced a creative outcome which is clearly informed by its links to the research and demonstrates a high level of creativity, with evidence of considered and imaginative use of resources.</p> <p>Produced an outcome which is brought to a high degree of finish and is clearly fit for purpose.</p> <p>Given an accomplished, convincing and engaging presentation.</p>
3 Review the outcome in light of audience feedback and fitness for purpose, making suggestions for improvement	<p>0 – 4 marks</p> <p>Provided a review which shows some consideration of audience feedback and fitness for purpose.</p> <p>Made limited attempt to suggest ideas for amendment.</p>	<p>5 – 8 marks</p> <p>Provided a review which offers evidence of clear engagement with audience feedback and an assessment of issues, disciplines used and fitness for purpose.</p> <p>Considered amendment and development.</p>	<p>9 – 12 marks</p> <p>Provided a coherent review which clearly engages with the client and audience, with detailed consideration of feedback, disciplines used and fitness for purpose.</p> <p>Offered imaginative and creative suggestions for amendment and further development.</p>

## Guidance for teachers

### Research

This unit will be based on an internally set brief. 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.

Centres will be required to set their own brief for this unit. It is recommended that the brief should relate as closely as possible to the local area. This might be seen in terms of local culture or local issues which could be developed as a response to the brief. Alternatively it might be seen as an opportunity to relate the unit to local Creative and Media industries.

### Individual and group work

Learners may work individually, in pairs or in small groups of up to four members. In order to reflect Creative and Media practice, teamwork is encouraged to ensure all participants are actively involved in each stage of the production process and are able to work in co-operation towards a shared end. The production diary and evaluation is an individual undertaking, and will reflect both the learner's own role within the production and presentation as well as the broader demands of the production and presentation process. It is important that learners are given adequate guidance and support in the writing and structuring of the production diary and the evaluation.

### Constraints

The brief is internally set and 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 set brief will 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

Assessment for this unit will involve an element of teacher observation. This relates to the learner's contribution to the process of production as well as to the completed creative outcome itself. 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

Exploration of:

- a critical perspective in response to Creative and Media products and practices
- issues relating to diversity and representation in the context of Creative and Media production practice.

### Theme Two – Thinking and working creatively

Exploration of:

- ideas to suit a range of purposes
- communicating effectively using a range of means
- the need for flexibility and the ability to adapt the production process
- why research is important in the development of creative ideas.

### Theme Three – Principles, processes and practice

Exploration of:

- the stages in the production process and how they relate to each other
- the creative principles and conventions that underpin production processes
- Health and Safety issues and legal and ethical constraints in the context of professional working practices
- producing a range of Creative and Media forms
- the importance and impact of the user, audience and consumer in the production process.

### Theme Four – Creative business and enterprise

Exploration of:

- working creatively with available resources and developing skills in managing resources
- a broad range of transferable skills and their importance in supporting employability
- enterprising behaviour and the personal qualities that support them
- intellectual property rights and how to protect them.

## 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

- developing planning and research skills by gathering information and developing ideas
- taking account of the target audience for a production
- using the production skills necessary to realise a production

### Creative thinkers

- taking account of the target audience for a production
- evaluating their success in meeting a brief
- identifying materials and resources appropriate for the production
- exploring the creative possibilities within an externally set brief

### Reflective learners

- continually checking production against brief to ensure creative outcome is fit for purpose

### Self-managers

- evaluating their success in meeting a brief
- creating a response in an appropriate form
- demonstrating an awareness of professional working practices

### Effective participators

- evaluating their success in meeting a brief
- creating a response in an appropriate form
- demonstrating an awareness of professional working practices.

## Level 2 Unit 4: Discovering creative potential (CAM2U4)

### What is this unit about?

The purpose of this unit is for learners to explore the output of practitioners in the Creative and Media industries. This will enable them to gain an appreciation of the work of others as a basis for developing their ideas.

Learners will have the opportunity to develop their own ideas combining two disciplines appropriate to their study. This will allow them to demonstrate how the work of others can be a source of inspiration. Learners will present the outcome to an audience and must both review their own work and get feedback from others. They should use the review and the feedback to improve their work.

Learners will understand the importance, in the Creative and Media sector, of developing ideas from existing sources and using fellow practitioners as influences. They will also explore issues relating to copyright and intellectual property (IP) and the implications of these within the Creative and Media sector.

This unit, alongside the others within the Level 2 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 understand how two practitioners in different disciplines work within specific styles and genres, and how they influence the creative output of others
- 2 be able to develop and present their ideas based on inspiration gained from the output of creative practitioners
- 3 be able to review their own work and receive feedback from an audience.

## Assessment criteria

### 1 Investigation into styles and genres of specific practitioners

The learner can:

- a investigate different styles and genres used by two creative practitioners to produce creative outcomes within an industrial and sector context
- b assess ways in which these styles have been utilised and how they influence creative output within these contexts
- c consider how commercial factors have influenced the output of practitioners.

### 2 Development and presentation of ideas

The learner can:

- a explore ideas based upon the investigation of the work of two creative practitioners (CT1, 2, 4)
- b develop ideas, combining two disciplines, in relation to a specific commercial creative context for an identified target audience (CT1)
- c demonstrate research and planning skills in the development of ideas (IE2)
- d present ideas which have been developed.

### 3 Review of research and presentation

The learner can:

- a review their own work, including:
  - i the fitness for purpose of the developed work
  - ii opportunities for further development of the work
- b plan, carry out and record audience feedback for their ideas (RL4)
- c use audience feedback to inform the progress of the ideas, review the creative outcomes and modify developments (CT6) (RL3, 5)
- d detail how issues of copyright and intellectual property (IP) have been considered and, if necessary, overcome (IE1).

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.

Learners will produce a presentation showing the outcome of their investigation into the creative output within two sectors of the Creative and Media industry, together with their own creative response, combining two disciplines.

Learners will present the findings of their investigation together with their developed ideas, using an appropriate format. The presentation must be accessible to a small audience, for example in the form of a multimedia presentation or a static exhibition, in order that the learner can obtain and respond to feedback. Formats that are likely to be effective would include a PowerPoint presentation or a multimedia presentation linking the ideas and the investigation. The presentation must be recorded for moderation purposes.

This method of assessment will enable learners to show that they have undertaken their own enquiry into the nature of professional creativity, developed their own creative outcome in light of their research, and understood how creativity is often shaped by and relies on the need to develop established traditions.

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 an investigation into the output of two creative practitioners
- 2 a presentation to a small audience and record of this for moderation purposes
- 3 a report of their review and feedback received, with suggestions for improvements to be made.

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 and analyse two practitioners within specific styles or genres.
- Record the investigation in an appropriate format for moderation.
- Generate ideas, informed by the research, for a creative outcome.
- Present ideas and findings in an appropriate format.
- Receive feedback from an audience.
- Review own work, incorporating audience feedback, issues of copyright and IP, and how these were dealt with, with improvements for the future.
- Collate evidence of the research, presentation and review for moderation.

## Weighting of assessment criteria topics

Assessment criteria topic	Weighting	Marks
1 Investigation into styles and genres of specific practitioners	25%	12
2 Development and presentation of ideas	50%	24
3 Review of research and presentation	25%	12
<b>Total</b>	100%	48

## 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 Investigation into styles and genres of specific practitioners	<p>0 – 4 marks</p> <p>Provided some evidence of an investigation and analysis.</p>	<p>5 – 8 marks</p> <p>Undertaken an investigation which shows engagement and awareness, and offered a consideration of commercial factors.</p>	<p>9 – 12 marks</p> <p>Presented a detailed and thorough investigation and analysis, with clear evidence of critical engagement and awareness, and perceptive and informed consideration.</p>
2 Development and presentation of ideas	<p>0 – 8 marks</p> <p>Made some attempt to develop ideas and combine disciplines, and to present this.</p>	<p>9 – 16 marks</p> <p>Taken an appropriate approach to the development of ideas. Some flair is evident in the development and evaluation of ideas with appropriate combining of two disciplines.</p> <p>Produced a presentation which demonstrates a fair level of finish.</p>	<p>17 – 24 marks</p> <p>Taken a thorough and coherent approach to the development of ideas. Flair and creativity are clearly evident in the development and evaluation of ideas with highly effective combining of two disciplines.</p> <p>Produced a presentation which demonstrates a high level of finish, with evidence of imaginative and proficient use of resources.</p>
3 Review of research and presentation	<p>0 – 4 marks</p> <p>Made some attempt at a review.</p>	<p>5 – 8 marks</p> <p>Produced a review which offers evidence of some engagement with key issues, audience feedback and fitness for purpose.</p> <p>Considered amendment and development.</p>	<p>9 – 12 marks</p> <p>Offered a coherent review clearly engaging key issues, with detailed consideration of audience feedback and fitness for purpose.</p> <p>Offered 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.

Teachers should seek to encourage a significant degree of autonomy in the learner's choice of areas to investigate. The investigation offers a wide variety of approaches. It might be research into the output of two individual practitioners or, alternatively, a broader approach might be taken by investigating a particular style or genre of creativity. It may be helpful to direct the learner towards a discipline in which they have previously produced work, though this is not essential.

The investigation will require the learner to undertake both primary and secondary research. The opportunity to have first hand access to the work of practitioners is obviously important and it may be that the work of this unit is based around a specific visit or workshop.

In addition learners will need to explore how ownership of copyright and IP might influence their ability to develop and exploit ideas commercially.

### Individual and group work

Learners may work either individually, in pairs, or in small groups for this unit, as is appropriate to the context.

### Constraints

Exposure to Creative and Media practitioners and their output through performance, workshops, master-classes and visits is likely to stimulate responses in learners and should therefore be encouraged.

## 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

Exploration of:

- Creative and Media production and practice in a range of social, cultural and global contexts
- a critical perspective in response to Creative and Media products and practices
- the work of a broad range of recognised practitioners
- the historical development of principles and practices and the influence on contemporary practice.

### Theme Two – Thinking and working creatively

Exploration of:

- communicating effectively using a range of means
- the qualities of a range of Creative and Media forms and their meaning
- challenging own ideas and the ideas of others.

### Theme Three – Principles, processes and practice

Exploration of:

- the creative principles and conventions that underpin production processes.

### Theme Four – Creative business and enterprise

Exploration of:

- a broad range of transferable skills and their importance in supporting employability.

## 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 and investigating styles, genres and practitioners

### Creative thinkers

- analysing characteristics of specific styles, genres and practitioners to stimulate ideas
- creating and presenting a product informed by contextual research

### Reflective learners

- reviewing the creative outcome throughout and at the end of the process
- suggesting potential further development or changes to the creative outcome in light of feedback

### Self-managers

- identifying and investigating styles, genres and practitioners

### Effective participators

- identifying and investigating styles, genres and practitioners
- creating and presenting a product informed by contextual research
- reviewing the creative outcome throughout and at the end of the process.

## Level 2 Unit 5: Developing a creative response (CAM2U5)

### 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 the work at a specified audience.

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

This unit, alongside the others within the Level 2 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 use research methods to explore alternative solutions to address an industry brief
- 2 be able to develop a production plan and generate a creative outcome, combining at least two disciplines, to meet the requirements of an agreed brief
- 3 be able to review their performance, the creative outcome, and the presentation in light of feedback.

### Assessment criteria

#### 1 Explore alternative solutions to address an industry brief

The learner can:

- a use a variety of methods to research a brief (IE2)
- b develop ideas for responding to the client brief (CT1)
- c create a proposal of the best ideas for the client, giving reasons for recommendations
- d confirm and agree a commission for the creative input with the client.

#### 2 Develop a production plan and generate a creative outcome

The learner can:

- a draw up a production schedule, including appropriate resources (SM3)
- b produce a creative outcome combining at least two disciplines
- c present the creative outcome to the target audience, seeking their critical feedback
- d make appropriate modifications to the creative outcome (RL3).

### 3 Review their performance, the creative outcome, and the presentation in light of feedback

The learner can:

- a review the creative outcome and presentation in light of feedback, including fitness for purpose and opportunities for further development (RL4) (EP4)
- b review their own performance including any constraints they faced and how these may have been overcome (RL3, 5).

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.

3

## Assessment

This unit will be externally assessed. Learners will be asked to reply to a brief set by AQA-City & Guilds. The brief will be available six weeks in advance of the assessment deadline.

This method of assessment will require learners to demonstrate that they have developed their own response to the externally set brief, and planned and produced the creative outcome, combining two interlinked disciplines, to meet the needs of the client and target audience. Learners will need to follow the production process from conception to realisation.

## Evidence requirements

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

- 1 a proposal of ideas for responding to the client brief, giving reasons for their recommendations
- 2 a production schedule for developing the creative outcome, using two disciplines, including resources required
- 3 a presentation of the creative outcome to the target audience, with a record of feedback received
- 4 a report evaluating their performance, the creative outcome and the presentation, in light of feedback from the client or audience, with suggestions for revision and improvement.

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:

- Confirm and negotiate with the client a proposed response to an externally set brief.
- Undertake appropriate pre-production research and planning.
- Draw up a production schedule.
- Produce the creative outcome, combining two disciplines.
- Present the creative outcome to a target audience, and gain feedback.
- Review and evaluate their performance, the creative outcome and the presentation, in light of audience and client feedback.
- Identify potential improvements.

3

## Weighting of assessment criteria topics

Assessment criteria topic	Subtopic	Weighting	Marks
1 Explore alternative solutions to address an industry brief	1.1 Research and develop ideas for responding to the client brief	12.5%	6
	1.2 Create a proposal of the best ideas, giving reasons for recommendations, and agree a commission for the creative input with the client	12.5%	6
2 Develop a production plan and generate a creative outcome	2.1 Draw up a production schedule including appropriate resources needed	12.5%	6
	2.2 Produce a creative outcome according to the plan, combining at least two disciplines	18.75%	9
	2.3 Present the creative outcome to the target audience, seeking their critical feedback, and make appropriate modifications to the creative outcome in light of feedback	18.75%	9
3 Review their performance, the creative outcome, and the presentation in light of feedback	3.1 Review the creative outcome and presentation in light of feedback, including fitness for purpose, identifying opportunities for further development	12.5%	6
	3.2 Review their own performance, including any constraints they faced and how these were overcome	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

This unit will be based on an externally set brief. 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 may work individually, in pairs or in small groups of up to four members. In order to reflect Creative and Media practice, teamwork is encouraged so that all participants are actively involved in each stage of the production process and are able to work in co-operation towards a shared end.

### Constraints

The brief for this unit is externally set and 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, and should be encouraged to work within Health and Safety requirements.

### Deadlines

As with all the units, it is essential that learners understand the need to meet deadlines. The set brief will 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

Assessment for this unit will involve an element of teacher observation. This relates to the learner's contribution to the process of production as well as to the completed creative outcome itself. 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 assessment objectives.

## 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

Exploration of:

- Creative and Media production and practice in a range of social, cultural and global contexts
- issues relating to diversity and representation in the context of Creative and Media production and practice.

### Theme Two – Thinking and working creatively

Exploration of:

- ideas to suit a range of purposes
- the need for flexibility and the ability to adapt the creative outcome
- why research is important in the development of creative ideas
- challenging own ideas and the ideas of others.

### Theme Three – Principles, processes and practice

Exploration of:

- the stages in the production process and how they relate to each other
- the creative principles and conventions that underpin production processes
- a range of materials, platforms and technologies including new technologies
- Health and Safety issues and legal and ethical constraints in the context of professional working practices
- producing a range of Creative and Media forms
- the importance and impact of the user, audience and consumer in the production process.

### Theme Four – Creative business and enterprise

Exploration of:

- working creatively with available resources and developing skills in managing resources
- promoting own work and engaging in self-promotion
- enterprising behaviour and the personal qualities that support it.

## 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

- using a variety of research methods to explore alternative solutions in order to address a brief

### Creative thinkers

- using a variety of research methods to explore alternative solutions in order to address a brief
- assessing the creative possibilities in a brief
- selecting ideas to meet target audience and client requirements

### Reflective learners

- evaluating the indicators of success

### Self-managers

- producing and presenting the creative outcome to meet the requirements of the brief
- reviewing the creative outcome against the brief

### Effective participators

- using a variety of research methods to explore alternative solutions in order to address a brief
- selecting ideas to meet target audience and client requirements
- producing and presenting the creative outcome to meet the requirements of the brief
- reviewing the creative outcome against the brief
- evaluating the indicators of success.

## Level 2 Unit 6: Creative teamwork (CAM2U6)

### What is this unit about?

The purpose of this unit is for the learner, as part of a team, to identify opportunities for making a creative input into the planning and organisation of an event or festival. The learner will need to become directly involved in the planning of the event and undertake the research planning and design of a creative outcome, which combines two disciplines and is appropriate to showcase as part of the event.

Learners will understand the importance of developing ideas within a specific context, undertaking necessary research and planning in preparation for the production of a creative outcome appropriate to both the context and the audience. The learner will understand the importance of working together with other people towards a common goal.

The unit will provide the learners, working as a team, with the opportunity to develop their research, planning and negotiation skills within a realistic context. This unit will be linked to Level 2 Unit 7: Promotion and review. It will form the preparatory unit for Unit 7, in which learners will produce the creative outcome and present it as part of the event.

This unit, alongside the others within the Level 2 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 identify an opportunity and produce appropriate ideas, working as a team, for a creative input into an event or festival
- 2 produce a production schedule or action plan and proposal, as a team, for the development of the idea as part of the event, and negotiate this with the event organiser
- 3 review their work and amend the ideas in light of feedback from the event organiser and sample audience.

### Assessment criteria

#### **1 Identify an opportunity and produce appropriate ideas, working as a team, for a creative input into an event or festival**

The learner can:

- a identify an opportunity for an input into an event or festival (CT1, 5)
- b produce appropriate responses and ideas for a creative input combining two disciplines
- c present their ideas to a sample audience or peer group.

## **2 Produce a production plan and proposal, as a team, for the development of the idea as part of the event, and negotiate this with the event organiser**

The learner can:

- a produce a production plan for the proposed creative input (TW1, 2)
- b draw up and present a realistic proposal for the proposed creative input (TW3)
- c negotiate with the event organiser for an opportunity to have creative input into the event (EP2, 5).

## **3 Review work and amend ideas in light of feedback from the event organiser and sample audience**

The learner can:

- a review their own work incorporating (RL1, 3, 4, 5):
  - i sample audience and organiser feedback
  - ii points for consideration in the production phase
  - iii improvements which could have been made in the planning phase
- b amend ideas in light of feedback, their own review, or requests by the event organiser (EP1).

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.

This method of assessment will enable learners to show that they have, working as a team, responded to an opportunity and developed an idea and proposal that can be included as part of an event or festival within their local area. They will need to develop their ideas in light of input from both the event organiser and the target audience.

Learners will produce a presentation of the opportunity identified and the ideas they have for providing creative input. The presentation of their ideas will be in an appropriate format for the sample audience, for example in the form of a multimedia presentation or a static exhibition.

This presentation must be accessible to a small audience in order to obtain and respond to feedback. Formats that are likely to be effective would include a PowerPoint presentation or a multimedia presentation linking the ideas and the investigation. The presentation must be recorded for moderation purposes.

Learners will draw up a realistic proposal for the creative input, and present this and negotiate the opportunity with the event organiser. They will also be required to review their work and the feedback received, and to make amendments in the light of these.

Though all, or part of, the evidence produced by a learner will relate 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 presentation to a sample audience of the opportunity identified and ideas generated to make a creative input into an event
- 2 a production plan for the creative input
- 3 a realistic proposal with which to negotiate with the event organisers
- 4 a review of their own work, feedback from both the event organiser and the sample audience, and amendments made to their ideas in light of these.

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:

- Identify a particular creative output that may be produced for an event or festival as part of a team.
- Draft ideas for the output and present these to a sample audience or peers.
- Outline a production plan for the creative input.
- Draw up and present a realistic proposal to the event organiser.
- Negotiate with the organiser for a part in the event.
- Review work and the feedback received from both the event organiser and sample audience.
- Amend ideas in light of review and feedback and requests.
- Record and collate evidence of each stage of process for moderation purposes.

## Weighting of assessment criteria topics

Assessment criteria topic	Weighting	Marks
1 Identify an opportunity and produce appropriate ideas, working as a team, for a creative input into an event or festival	25%	12
2 Produce a production plan and proposal, as a team, for the development of the idea as part of the event, and negotiate this with the event organiser	50%	24
3 Review work and amend ideas in light of feedback from the event organiser and sample audience	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 Identify an opportunity and produce appropriate ideas, working as a team, for a creative input into an event or festival	<p>0 – 4 marks</p> <p>Provided limited evidence of their team-working.</p> <p>Generated ideas for creative input into an event or festival.</p>	<p>5 – 8 marks</p> <p>Provided evidence of participating effectively in team-working.</p> <p>Identified an opportunity and generated some appropriate ideas for creative input to an event or festival.</p> <p>Undertaken some testing of ideas with a sample audience.</p>	<p>9 – 12 marks</p> <p>Provided evidence of contributing effectively to team-working.</p> <p>Made a clear and appropriate identification of opportunity for input; developed ideas that are coherent with and apposite to the event.</p> <p>Provided clear evidence of consultation with audience and amended ideas where appropriate.</p>
2 Produce a production plan and proposal, as a team, for the development of the idea as part of the event, and negotiate this with the event organiser	<p>0 – 8 marks</p> <p>Produced a production plan which demonstrates some creativity and suggests some resources to be used.</p> <p>Made some attempt at creating a proposal for the event organisers.</p>	<p>9 – 16 marks</p> <p>Produced a production plan which makes links with the research and demonstrates a level of creativity, with evidence of appropriate use of resources.</p> <p>Created a realistic proposal and presented this to the event organisers.</p> <p>Made some attempt to negotiate the creative input to be supplied.</p>	<p>17 – 24 marks</p> <p>Produced a production plan which is detailed and thoroughly developed, and demonstrates a high level of creativity with evidence of appropriate use of resources.</p> <p>Created a realistic, convincing and persuasive proposal, and given a polished and effective presentation to the event organisers.</p> <p>Provided clear evidence of meaningful negotiation and agreement on the creative input to be supplied</p>

3

## Assessment grid (continued)

Assessment criteria topic	Band 1	Band 2	Band 3
	The learner has:		
3 Review work and amend ideas in light of feedback from the event organiser and sample audience	<p>0 – 4 marks</p> <p>Made some attempt at a review of their own work and gained some feedback.</p>	<p>5 – 8 marks</p> <p>Provided a review of their own work which offers evidence of some engagement with key issues.</p> <p>Reviewed feedback from both the event organiser and sample audience.</p> <p>Considered some amendment and development of the ideas.</p>	<p>9 – 12 marks</p> <p>Provided a coherent review of their own work which clearly engaged key issues.</p> <p>Offered a detailed and thorough consideration of feedback from both the event organiser and sample audience.</p> <p>Made imaginative and creative suggestions for amendment and further development of the ideas.</p>

3

## Guidance for teachers

This unit requires the learner to take part in an event. This can be one created for the specific purpose of realising this unit and Level 2 Unit 7: Promotion and review, or a pre-existing event, such as a local festival to which learners can make a contribution.

Teachers should ensure that this unit is linked closely to and, where appropriate taught alongside Unit 7. It is intended that this unit provide the basis for work that will be completed in Unit 7 by providing the opportunity for planning research and preparation which will form the foundation of the creative outcome produced in Unit 7.

The purpose of this unit is to provide learners with the opportunity to research and plan creativity within a realistic context. This might initially entail producing a variety of creative outcomes for various contexts, for example a video, portfolio of photographs, consumer product, drama, music, dance, sculpture, fashion, crafts, textiles.

These products would then be showcased at a small-scale event which would involve drawing up a proposal for planning, marketing and organising the event. The event might take the form of a public performance, exhibition, craft fair, festival etc.

The unit places an emphasis on the learner liaising with both event organisers and audience in ensuring their proposal is appropriate to the context.

### Research

Learners should investigate different types of products and events for particular audiences, using various methods to access primary and secondary sources of information. Market research is a key element in this unit and should involve recognition of marketing and business practices and materials.

### Links with the community and local industry

This unit provides an excellent opportunity for learners to become involved with the community and business organisations. Learners could produce promotional material which links with local events such as a village festival, craft fair or musical or theatrical performance. Business organisations could be targeted with regards to marketing and sponsorship.

### Individual and group work

Learners will need to work in a team or small group for this unit. Working with others is essential, and it is important that each member of the team is actively involved throughout the production and promotional process.

Note that each individual must produce their own review of the effectiveness of the product and event, and in particular their contribution and that of others in the team.

### Resources

Some centres will not be able to offer state of the art professional or industrial facilities, but it is desirable that essential basic resources are available for delivery of this unit.

### Legal, ethical and representational constraints

Learners need to be aware of potential legal and ethical constraints on production and promotion.

### Health and Safety

Learners must be aware of current Health and Safety legislation within creative arts and media industries, and carry out appropriate risk assessments throughout the production and promotion process.

## 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

Exploration of:

- Creative and Media production and practice in a range of social, cultural and global contexts
- issues relating to diversity and representation in the context of Creative and Media production and practice
- the impact of new technologies on production, distribution and reception of Creative and Media products.

### Theme Two – Thinking and working creatively

Exploration of:

- ideas to suit a range of purposes
- the need for flexibility and the ability to adapt the production process
- why research is important in the development of creative ideas
- challenging own ideas and the ideas of others.

### Theme Three – Principles, processes and practice

Exploration of:

- the stages in the production process and how they relate to each other
- the creative principles and conventions that underpin production processes
- producing a range of Creative and Media forms
- the importance and impact of the user, audience and consumer in the production process.

### Theme Four – Creative business and enterprise

Exploration of:

- working creatively with available resources and developing skills in managing resources
- enterprising behaviour and the personal qualities that support it.

## 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 sources of inspiration
- identifying techniques for developing ideas

### Creative thinkers

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

### Reflective learners

- seeking out sources of inspiration and stimuli, and using these in developing ideas
- recording the development of ideas

### Self-managers

- identifying sources of inspiration
- identifying techniques for developing ideas
- recording the development of ideas

### Effective participators

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

## Level 2 Unit 7: Promotion and review (CAM2U7)

### What is this unit about?

The purpose of this unit is to enable learners to develop creative outcomes for showcasing at organised events and to liaise with clients or organisers when presenting products. Learners will understand the importance of working closely with creative practitioners towards a common goal. This will enable the learner to demonstrate their ability to work within a multidisciplinary context.

The learner is required to respond by using creative ideas and production skills in two interlinked disciplines. Learners will develop skills in incorporating technologies with a variety of ideas, materials and creative production skills.

The learner will also be required to present a creative outcome to a specified audience, and work on feedback to review whether the outcome is fit for purpose according to the needs of that audience.

This unit links closely to Level 2 Unit 6: Creative teamwork. In this unit, learners will combine two or more disciplines to create an outcome based upon the research and planning carried out in Unit 6. In Unit 6 they will have undertaken negotiation with the organiser of the event, identified a target audience, and agreed a proposal or commission to supply a creative outcome. In addition, they will have developed planning and research in preparation for production activities in this unit.

Learners will understand the importance of developing ideas and understanding preparatory work in order to fulfil a brief, and the importance ongoing feedback can play when reviewing an outcome and gaining client approval.

This unit, alongside the others within the Level 2 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 develop an action plan or production schedule
- 2 be able to produce a creative outcome for showcasing at organised events, appropriate to the needs of the organisation and target audience, and using two disciplines
- 3 be able to present the creative outcome to the client and the target audience and know how to reflect on and review the effectiveness of the product or events in light of audience and client response.

### Assessment criteria

#### 1 Production of schedule/action plan

The learner can:

- a develop a production schedule or plan of action for producing the creative outcome (SM2)
- b identify and assemble necessary resources for production (SM3).

## 2 Production of creative outcome for showcasing at organised events

The learner can:

- a follow production schedule/action plan to produce the creative outcome for showcasing at organised events, using two disciplines
- b identify and record any adaptations which were made to the production schedule or action plan (SM1, 6).

## 3 Presentation and review

The learner can:

- a present the creative outcome to the event organiser and audience
- b receive and respond to feedback from both the event organiser and the target audience (RL4)
- c modify the creative outcome if necessary (CT4)
- d review the work, incorporating (RL5):
  - i their own view on how successful they were
  - ii opportunities for further development
  - iii any adaptations which were made to the outcome which differ from the production schedule or action plan.

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.

The brief will require learners to show that they have developed their own response to the brief, planning and creating the outcomes across two interlinked disciplines to meet the needs of a client and target audience.

Learners will need to show how they have followed the production process from conception to realisation, undertaken their own enquiry into the nature of professional creativity, and developed a presentation.

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 report containing the production schedule or action plan, including identification of required resources and a record of the actual progress and process of production
- 2 the creative outcome for showcasing at organised events, using two appropriate disciplines
- 3 a report including
  - a a summary of feedback from the event organiser
  - b a summary of the presentation to the target audience
  - c a review of the feedback from the event organiser and the target audience
  - d a review of the creative outcome
  - e ideas for improvement.

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:

- Develop a production schedule or action plan for producing the outcome identified in Level 2 Unit 6: Creative teamwork, including the identification of resources.
- Follow the production schedule or action plan to produce the creative outcome.
- Record any changes to the production schedule or action plan.
- Present the creative outcome to the audience.
- Receive and respond to feedback.
- Modify the creative outcome, if necessary, in light of feedback.
- Review own work, including feedback, opportunities for development, and adaptations made.
- Record and collate the production schedule or action plan, creative outcome and review, for moderation purposes.

## Weighting of assessment criteria topics

Assessment criteria topic	Weighting	Marks
1 Production of schedule/action plan	25%	12
2 Production of a creative outcome for showcasing at organised events, using two disciplines	50%	24
3 Presentation and review	25%	12
<b>Total</b>	100%	48

3

## 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 Production of schedule/action plan	<p>0 – 4 marks</p> <p>Demonstrated some planning and suggested some resources to be used.</p>	<p>5 – 8 marks</p> <p>Produced a production schedule/plan, identifying appropriate resources needed.</p>	<p>9 – 12 marks</p> <p>Shown imagination and intelligence in producing a coherent production schedule or action plan with a clear sense of planning and organisation of the appropriate resources needed.</p>
2 Production of a creative outcome using two disciplines	<p>0 – 8 marks</p> <p>Made some attempt to produce the creative outcome, which may not be wholly appropriate.</p>	<p>9 – 16 marks</p> <p>Produced an outcome which uses two disciplines and is recognisable as being generally fit for purpose in relation to both the context and its appeal.</p>	<p>17 – 24 marks</p> <p>Produced a creative outcome using two disciplines appropriately, which is of a high degree of finish and clearly fit for purpose.</p>
3 Presentation and review	<p>0 – 4 marks</p> <p>Made some attempt to present to an audience.</p> <p>Attempted to review their own work, and to gain feedback.</p>	<p>5 – 8 marks</p> <p>Given a competent and appropriate presentation to both the event organiser and the target audience.</p> <p>Provided 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>Given a convincing and persuasive presentation to both the event organiser and the target audience.</p> <p>Offered a coherent review which clearly engages key issues, including detailed consideration of feedback from both client and audience, and fitness for purpose.</p> <p>Made imaginative and creative suggestions for amendment and further development.</p>

## Guidance for teachers

The purpose of this unit is to provide learners with the opportunity to produce a creative outcome, which they have planned in Level 2 Unit 6: Creative teamwork, appropriate for showcasing as part of an event or festival.

Teachers will need to ensure that this unit is integrated with Unit 6. From the start of the undertaking, the learner will need to be aware of the potential resources that will be made available for realising the outcome of this unit.

In addition it is intended that the liaison with client and audience instigated in Unit 6 is carried through in this unit. Ideally both units should form a collaborative approach to the production of the event.

Team work within and across group of learners will be central in the process.

### Research

Learners should investigate different types of products and events for particular audiences using various methods to access primary and secondary sources of information. Market research is a key element in this unit and should involve recognition of marketing and business practices and methods.

### Links with the community and local industry

This unit provides an excellent opportunity for learners to become involved with the community and business organisations. Learners could produce promotional material which links with local events such as a village festival, craft fair or musical or theatrical performance. Business organisations could be targeted with regards to marketing and sponsorship.

### Individual and group work

Learners will need to work in a team or small group for this unit. However, although the product may be individual, it is envisaged that the learner will probably work as part of a team in organising, promoting and presenting the event. Working with others should be encouraged, and it is important that each member of the team is actively involved throughout the production and promotional process.

Each individual must produce their own review of the effectiveness of the product and event, in particular details of their contribution and that of others in the team.

### Resources

Some centres will not be able to offer state of the art professional or industrial facilities but it is desirable that essential basic resources are available for delivery of this unit.

### Legal and ethical constraints

Learners need to be aware of potential legal and ethical constraints on production and promotion.

### Health and Safety

Learners must be aware of current Health and Safety legislation within creative arts and media industries and carry out appropriate risk assessments throughout the production and promotion process.

## 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

Exploration of:

- Creative and Media production and practice in a range of social, cultural and global contexts
- a critical perspective in response to Creative and Media products and practices
- the work of a broad range of recognised practitioners
- issues relating to diversity and representation in the context of Creative and Media production and practice.

### Theme Two – Thinking and working creatively

Exploration of:

- ideas to suit a range of purposes
- communicating effectively using a range of means
- the need for flexibility and the ability to adapt the production process
- why research is important in the development of creative ideas
- challenging own ideas and the ideas of others.

### Theme Three – Principles, processes and practice

Exploration of:

- the stages in the production process and how they relate to each other
- the creative principles and conventions that underpin production processes
- a range of materials, platforms and technologies, including new technologies
- Health and Safety issues and legal and ethical constraints in the context of professional working practices
- producing a range of Creative and Media forms
- the importance and impact of the user, audience and consumer in the production process.

### Theme Four – Creative business and enterprise

Development of:

- working creatively with available resources and developing skills in managing resources
- enterprising behaviour and the personal qualities that support it
- intellectual property rights and how to protect them.

## 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 sources of inspiration
- identifying techniques for developing ideas

### Creative thinkers

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

### Reflective learners

- seeking out sources of inspiration and stimuli, and using these in developing ideas
- recording the development of ideas

### Self-managers

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

### Effective participators

- identifying sources of inspiration
- 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.

## 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 2 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 learnt
  - 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:

- 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 centre's 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.

## 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 2 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 (CAM2U1)

Unit 2 (CAM2U2)

Unit 3 (CAM2U3)

Unit 4 (CAM2U4)

Unit 5 (CAM2U5)

Unit 6 (CAM2U6)

Unit 7 (CAM2U7)

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

The Principal Learning and Level 2 Project will be graded separately and will use the same grading system as the Diploma. Principal Learning and the Level 2 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 2 Principal Learning in Creative and Media.

# Appendix A

## Connections to other qualifications

The Level 2 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 2 Project qualification**

For details of the AQA-City & Guilds Level 2 Project specification go to:

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

## Appendix B

### Additional and Specialist Learning for the Level 2 Creative and Media Diploma

The complete list of accredited qualifications which has been recognised as eligible for Additional and Specialist Learning for the Level 2 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.



