



EXAMINERS' REPORTS

**LEVEL 1 / LEVEL 2 AWARD/CERTIFICATE
IN
CREATIVE AND MEDIA**

SUMMER 2019

Grade boundary information for this subject is available on the WJEC public website at:
<https://www.wjecservices.co.uk/MarkToUMS/default.aspx?!=en>

Online Results Analysis

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Annual Statistical Report

The annual Statistical Report (issued in the second half of the Autumn Term) gives overall outcomes of all examinations administered by WJEC.

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CREATIVE AND MEDIA

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CREATING A PROPOSAL IN REPOSE TO A BRIEF

General Comments

The assignment brief sent to centres in December, prior to the examination in March, required candidates to research into a creative proposal that would lead to ideas how the local community could celebrate Roald Dahl's Day, 13th September.

The examination assessed candidates' ability to undertake relevant research and to understand how this research helped them to eventually create their proposal. It was rewarding to see how many candidates were able to respond well to the questions set and offered various creative plans for the assignment brief. Many were able to demonstrate their ability to undertake different research methods to help them create a creative proposal to the set brief.

Increased number of candidates made good use of the back pages in the answer booklet which encouraged them to draw some of their ideas either in a storyboard format, poster campaign, set designs, fashion examples or to show some musical compositions. There were a range of effective storyboards, for example some candidates had elected to make a documentary on Roald Dahl's life, and others had considered a short film focusing on one of their favourite Dahl's book, with a clear target audience. There were many good drawings of camera shots enhanced by edits and sound effects. Further to this, some candidates illustrated their website's layout and others sketched how they would stage the celebration. Visual material was credited, as candidates had used it in conjunction with written points raised in response to set questions.

Comments on individual questions/sections

- Q.1** Most candidates were able to access full marks which was rewarding to see. They were able to communicate their brief outlines for their idea on how the local community could celebrate Roald Dahl's day. There were many examples of good ideas that were creative and in some cases innovative. It was good to see that candidates were able to demonstrate engagement with the set assignment brief. A minority of students were unable to access the full marks as it was unclear what their concept was.
- Q.2** Candidates were requested to choose one primary method and two secondary research sources and to give details on how each source helped to create their proposal. Most candidates were able to respond to differing levels to this question. Very few failed to attempt the question. It was very good to see that many candidates were able to discuss their rationale for their chosen research methods. Many candidates had elected to write a questionnaire, with good examples of the questions asked and responses received and how these helped their creative proposal. A few had completed an interview with local groups of people and made some interesting observations. It was good to see that a number of candidates made good use of using online surveys, such as Survey Monkey, to help gain more responses.

They were able to give percentages of responses and what this might mean in terms for planning a proposal.

It was good to see that candidates, in the main, used both primary and secondary methods to good effect. Secondary research, in the main was the use of the internet. Explanations for this was done well by some who consider the value of the websites but there were too many cases just stating that they had used a website, named it but did not explain its help in helping to create a proposal. Better responses were those that had a sense of the value of the research source and gave details of the book or the website address. Some candidates did more than three methods. When this was done all methods were marked and then the best three were awarded the overall marks. In addition, some candidates did not include a primary method and just stated three secondary sources, again when this occurred, all three were marked but only the best two awarded, in line with the question. To gain higher marks, a greater level of detail was needed. Some centres research was just watching a documentary, watching films or reading Roald Dahl's books – all students doing the same. It is important that candidates also undertake individual research to gain greater insight into chosen concept. Centres are reminded that candidates are able to take 4 pages of notes into the exam and should make good use of them. However, there were some excellent responses which demonstrated that the candidates had been active and engaged with their creative proposals. It is also good to see that candidates are engaging better with different methods as books and magazines were also used as a valuable source by some.

- Q.3** Candidates had to explain their proposal in detail which included identifying the target audience and why, styles/genre that they would work in; ideas/content for the proposal; what resources/materials they would need. This question was worth 25 marks and candidates were expected to write in detail to the different areas outlined above. Most candidates answered this question, although some failed to answer all sections within it.

There were many examples of well thought out and considered ideas and at times, innovative approaches to the celebration – these ranged from documentaries on Roald Dahl's life; website designs to promote the anniversary with pop ups, apps, quizzes and timelines; art and fashion designs ranging from drawings of famous characters from best loved Dahl's books, as well as pop art style tee-shirts, fashion show with beautiful detailed costume designs illustrated on the back pages, highlighting materials, one including gadgets in the skirt of a dress which when the model span around, revealed book characters and images, another candidate created plain white dresses so that the target audience could draw their favourite character on it which they would pay for with money going to one of Dahl's children charities, beautiful cushion and patchwork quilts were designed with intricate details relaying a favourite book, costume designs for plays that the candidates would put on that were centred around one of Dahl's books – favourite choices were Charlie and the Chocolate Factory, Matilda, James and the Giant Peach, The Twits and BFG, timeline buntings of various books, board game complete with game pieces, re-enactment of some of the stories on stage with reference to how the play should be lit and how to ensure the sound was audible to the audience, a day festival with various stalls and events such as making paper masks and costumes during the celebrations.

Stronger candidates were able to write in some detail their concepts and why they would work and were clear about the type of resources they would need.

They were able to discuss many technical needs and used media vocabulary with confidence such as naming camera shots and editing styles; photography language and website design needs as well as textiles requirements. It was good to see that most candidates attempted to answer all sections within the question. Resources were mentioned by many, but resource choices were not always relevant. Candidates need to ensure that they give sufficient detail of content by considering what they would need to create their proposal. Most candidates were clear on how they would target their audiences with different strategies highlighted. However, there were some that gave minimalistic responses and therefore self-penalised themselves. Centres are reminded to ensure that students are aware of the need to write in detail when this type of question is set to be able to access the higher marks and to make good use of their notes that they are able to bring into the exam. There were some good examples of drawings, in conjunction to their written responses, that helped to illustrate points raised and these were awarded marks. Some candidates were able to use specialist language, gaining further marks. Weaker candidates however, were only able to write in a list like format with very little detail within the responses. Candidates, in the main, showed good engagement with the proposal, with lively, creative and thoughtful responses that were very interesting and enjoyable to read and assess.

- Q.4** Candidates were asked to explain two aspects of professional practice that inspired their creative proposal. Again, most candidates attempted to answer the question, although some responses were sparse, lacking detail. However, there were some good examples from across the creative industries' practitioners. There was evidence of some candidates being aware of how the practitioner's styles and features helped them to create their own creative proposal and were able to give some detailed responses. However, a significant number of responses too often focused on what candidates themselves would use, rather than the styles, genres and materials used within the professional practice researched. Candidates were awarded one mark for naming a professional practice and then a further 4 marks for the detailed explanation. Most candidates gained marks for correctly naming two professional practices – many named professional practitioners and discussed in detail how they inspired their proposal – this was good to see as they were able to access the higher marks. This question is often the least well done, although there was greater number of candidates this year, who were able to complete a good response. Centres are asked to please work on this area more with their students as there were many students who clearly did not understand the demands of the question. Again, it is important that students make good use of the four pages of notes that they can bring into the exam.

Summary of key points

Overall, responses to the questions showed good understanding of creative and media practice and many candidates were able to express themselves creatively. Many candidates showed much imagination and it was a pleasure to read their many creative ideas that demonstrated much engagement on the subject. Indeed, it was good to see how many candidates enjoyed finding out more about Roald Dahl's life and his inspiration for his books. There were good examples where candidates had been well prepared and had effectively researched. It was good to see the diversity of answers, the levels of creativity from a range of creative and media practices and the visual material that helped to express fully the ideas that had been developed for Roald Dahl's day and staged events. It is clear that many candidates had been well prepared for the exam and that there had been very good guidance and support from their teachers. These centres are to be highly commended in responding to the spirit of this creative unit by encouraging their students to be creative in their thoughts.

Candidates are to be congratulated on their engagement with the exam in exploring various ideas and concepts. In the main all questions were attempted but it is important that candidates ensure that they respond in more detail in some of the sections and are advised to look at the mark allocation as this will indicate the detail required. There is a need for more reasoning to have a greater chance of accessing the higher marks.

In their notes, which candidates should bring to the exam, candidates need to write down the references for their sources – website addresses, book details, magazine articles, newspapers, and primary research methods – questionnaire questions, results and findings, focus groups, textual analysis. By doing this, candidates have a greater chance of responding to questions on research sources. This is wholly acceptable as it is expected that candidates take their notes in to the exam – please see the assignment brief for guidelines on what is acceptable in note form.

Centres are reminded that creative briefs and notes are to be held at the centre and not sent to the examiners with the answer booklets.

CREATIVE AND MEDIA

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CREATING AN OUTCOME IN RESPONSE TO A BRIEF

General Comments

Thank you to all centres who submitted internally assessed units for this year's Level 1/2 Qualification in Creative and Media. The moderators would like to recognize the hard work put in by the candidates and their teachers in the work that was submitted. Most centres had entered their candidates for one or two units.

The spirit of this qualification is for learners to work practically and with as much autonomy as is practicable. This does though need supervision and guidance and teaching strategies must allow the candidates to develop their skills over time.

Centres are required to ensure that all teachers and other staff members involved in the delivery, assessment and administration of the Level 2 Qualification in Creative and Media read this and the individual centre report carefully in order to assist in the development of continuing good practice. It is also essential that centres ensure all staff are fully conversant with guidance and exemplar materials and can access the WJEC secure website for these materials. All centres should contact the Subject Officer should they require further clarification on any aspect of the qualification.

Thank you to the centres that submitted their samples on time, with clearly identified work in organised portfolios, including practical audio/video work on clearly labeled CDs and DVDs. Centres are reminded that with such a range of practical evidence and supporting developmental practical work, a clearly presented sample is very helpful in effective moderation. It is vital that all candidates sign the cover sheet to authenticate their work. In most cases this was done correctly.

Comments on individual questions/sections

Candidate work should be annotated using descriptors from the performance bands to show where evidence for the grade awarded has been found. It is very important for the moderator to see how the assessor has reached their decisions. Internal verification should also be captured. Centre should use the candidate cover sheets to signal where internal verification has taken place and what issues (if any) arose.

Witness Statements

Centres are permitted to use witness statements where it is useful and appropriate to do so. However, they must be explicit in describing the evidence witnessed. It is not suitable for a witness statement to be used for a wide range of assessment criteria but a focused and carefully written statement that describes how the candidate has met a specific criterion and gives a justification of the selection of a qualitative performance band is appropriate in a vocational setting. Some centres had used witness statements very effectively in this way.

Using Model Assignments

Centres are required to use or adapt the model assignments provided and are encouraged to create vocational scenarios that are relevant and interesting for their candidates. These will provide real life scenarios that gave relevance to the candidates' media productions. Most centres helpfully included a copy of the brief. There were some evidently well-structured and well organised schemes of work which were thoughtfully delivered.

Creating an Outcome in Response to a Brief

There was a wide range of work submitted, including promotional posters and videos, and some was of an extremely high standard. However, some submissions could have benefitted from a wider range of alternatives being explored. Good portfolios were typically well organised and structured around the phases of production, so pre-production evidence led to production evidence and so on. It helps the moderation process if the work is annotated to show why a mark had been awarded, in addition to the signposting on the assessment sheets. Centres must ensure that candidates are clearly guided through a developmental creative process and in each portfolio there is clear evidence of experimentation and refining of a product (AC1.2/1.3). The best candidates were able to achieve this. Outcomes were also most successful where candidates had used research into professional practice and feedback from peers, teachers, clients and target audience to inform the outcome. There were some thoughtful evaluations, which reflected effectively on aspects such as aims, constraints, development of the outcome and its success.

Group work is essential in some media production work, particularly moving image work, however, the technical roles taken by each candidate in the group must be made clear and candidates need to show an understanding of that role and how it contributed to the outcome as a whole. Centres must have a strategy for assessing an individual's contribution to group work. This could be achieved through observation records and peer review or using written evaluations by the candidates. Good use of observation records by mentors, peers or teachers could also help with this.

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SKILLS DEVELOPMENT

General Comments

The general points noted previously apply to both Units 2 and 3.

Comments on individual questions/sections

There was some high quality work submitted for this unit related to Skills Development. Please ensure these are sent separately to the Unit 2 folders as often they are given to different moderators. Candidates were encouraged to evaluate the process rather than the final outcome. This provided stronger skills development evidence. Weaker portfolios had insufficient evidence of skills development, and the evidence seemed to be based on an end product only, with not enough emphasis on capturing the development of skills. Again, candidates are required to experiment with skills; the best candidates were able to do this in ways that led to some innovative choices of camera shots, for example.

The most successful centres tailored the qualification to the needs of their candidates and focused on developing fewer skills in more depth. Where real life briefs or events in the locality had been designed as part of the brief this often resulted in greater engagement and enthusiasm coming across. The majority of candidates demonstrated a breadth of creative and media skills being developed in response to set tasks. It would help the moderation process to have annotations on the work, as well as signposting on the assessment sheets, to show why the level had been awarded. It would help the moderation process if work were labelled to note the Unit code alongside the unit name to avoid confusion with the multiple unit entries. Some submissions could have been presented in A4 or A3 format to aid the moderation process, particularly with digital submissions.

Centres who provided the most suitable evidence had been in discussion with the Subject Officer at an early stage and maintained a dialogue throughout the year. Centres are strongly encouraged to attend any training offered by the awarding body and to liaise with the Subject Officer regularly and use the resources on the WJEC secure website.

Summary of key points

- It is appreciated when assessment evidence is clearly signposted for the moderator to check that all criteria have been met.
- Candidates whose work includes large or delicate artefacts are encouraged to provide photographic or video evidence of their work rather than sending the actual items, to reduce postage costs for schools.
- Evaluations and other pieces of work can be submitted as video presentations rather than in writing if this is more appropriate to the strengths and abilities of the candidates.



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