



Level 1/2 Qualifications in Creative and Media

UNIT 1: Creating a Proposal in Response to a Brief

Sample External Assessment

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Level 1/2 Qualifications in Creative and Media

Sample External Assessment

UNIT 1: Creating a Proposal in Response to a Brief

Assignment Brief

To be opened week beginning Monday , ???



The local authority plans to organise a festival that highlights the creative and media arts within the community. It has been suggested that a themed approach will allow for a diversity of creative ideas to be explored. The local authority envisages that the commissioned festival will become part of the landscape of the local community, encouraging them to recognise the diversity and skills within the creative and media sectors. An upbeat and enlightening festival that truly celebrates the richness of creativity is required.

Your assignment is to carry out individual research on the requirements of the brief. You will have 20 hours in which to complete your research. You should research professional practice, audience requirements and any other relevant information in your chosen sector(s). You will answer questions based on the brief in a 2 hour examination.

The supervising teacher must formally review your research notes during the research period and authenticate your work on the coversheet. You should also sign the candidate declaration on the coversheet to confirm that the research you have carried out is your own unaided work.

Your research findings must be retained in the centre, at the end of the examination.



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Instructions to Centres

The external assessment should be carried out at the centre as follows:

- the assignment brief should be opened and distributed to candidates on the date specified;
- candidates will be given 20 hours to complete individual research on the requirements of the brief;
- candidates will carry out their individual research independently and will not be supervised during the process;
- this individual research can be undertaken outside of the classroom;
- teachers should formally review the research undertaken by the candidates to satisfy themselves that it has been carried out by the candidate and to sign the authentication sheet;
- at the end of the research period, candidates will sit a 2 hour examination, where they will be tested on their knowledge of selected assessment criteria for each learning outcome;
- candidates will be allowed to take their research notes, documenting their primary and secondary research, into the examination. The notes will need to be authenticated as the candidate's own unaided work. A cover sheet will need to be completed, signed by the candidate and by the supervisory teacher;
- the research notes must be retained in the centre until the term following the issuing of results;
- the assessment evidence will be the candidate's completed answer booklet.



**WJEC LEVEL 1/2 QUALIFICATIONS IN CREATIVE AND MEDIA
EXTERNAL ASSESSMENT COVERSHEET**

Centre Name..... **Centre Number**.....

Candidate Name..... **Candidate Number**.....

I confirm that the attached research notes are my own unaided work.

Candidate's Signature:..... **Date**:.....

Teacher's Name:.....

I confirm that the attached research notes are the candidate's own unaided work.

Signature:..... **Date**:.....



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Time 2 hours

INSTRUCTIONS TO CANDIDATES

Answer **all** questions in the answer book provided.

You will not be allowed access to any of your class notes. You may access the research you have carried out. You must hand in your answer book on completion of the examination.

You may include supporting visual and audio material if required. These should be clearly identified and attached to the answer booklet.

Look at the marks available for **each** question and use these as a guide in writing your answers.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question or part question.

The total marks for this paper is **50**.

Answer **all** the questions

1. Give an explanation of the relevant professional practice you have researched in response to the brief.

You may wish to include details of relevant practitioners, styles, genres, materials, resources, technologies, etc.

[10]

2. Give details of the research that you carried out in relation to the assignment brief, including information on:
 - primary and secondary sources;
 - research tools;
 - timescales;
 - audience;
 - quality of findings.

[10]

3. Produce a proposal for part of the festival, using your creative ideas in your chosen creative and media sector(s). You should include details on the following, giving reasons for your choices:
 - theme;
 - style/genre;
 - audience;
 - professional influences;
 - content;
 - resources.

You may wish to include sketches, samples, storyboards, images, audio or video clips to illustrate your ideas in the content section.

Marks will be awarded for use of specialist language.

[30]

Specimen Assessment Materials Mark Scheme

GENERAL MARKING GUIDANCE

Positive Marking

It should be remembered that candidates are writing under examination conditions and credit should be given for what the candidate writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good candidate to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme, nor should marks be added as a consolation where they are not merited.

Unexpected but acceptable answers

Examiners must be prepared to award marks appropriately for answers which are unexpected but are nevertheless worthy of credit. If an examiner is unsure about the validity of such a response they should seek advice from the chief examiner.

1. Give an explanation of the relevant professional practice you have researched in response to the brief.

You may wish to include details of relevant practitioners, styles, genres, materials, resources, technologies, etc. [10]

Award marks as follows:

0 marks: An answer not worthy of credit.

1 – 2 marks: A limited explanation of professional practice is provided.

3 – 4 marks: A limited explanation of professional practice is provided which has some relevance to the given brief.

5 - 6 marks: An explanation of professional practice is provided in some detail which has some relevance to the given brief.

7 – 8 marks: A detailed explanation of professional practice is provided which is relevant to the given brief.

9 – 10 marks: A highly detailed explanation of professional practice is provided which is highly relevant to the given brief.

Indicative Content:

- **Reference to appropriate specific professional practice** (e.g. compositions/performances/art work/films/print media linked to theme, etc.)
- **Reference to appropriate style and/or genre of work** (e.g. naturalistic/non-naturalistic/impressionistic/abstract/symbolic/jazz/hip-hop, etc.)
- **Reference to appropriate materials** (e.g. instrumentation/paints/fabrics/advisories/etc.)
- **Reference to resources** (e.g. texts/amplification/tools/recording equipment/images/sketches/storyboard, etc.)
- **Reference to technologies** (e.g. specific, relevant software/hardware, etc.)

Award marks for other valid explanations.

2. Give details of the research that you carried out in relation to the assignment brief, including information on:
- primary and secondary sources;
 - research tools;
 - timescales;
 - audience;
 - quality of findings.
- [10]

Award marks as follows:

2 marks for relevant primary and/or secondary sources (e.g. personal letters/diaries/records/photographs/paintings/films/magazines/newspapers/audio or visual clips, etc.)

2 marks for relevant research tools (e.g. questionnaires/interviews/focus groups/web forums, etc.)

1 mark for relevant timescales (e.g. realistic/order of events/achievable, etc.)

2 marks for relevant detail on audience requirements (e.g. age/gender/demographic, etc.)

3 marks for relevant reasons (e.g. suited to style or genre chosen/to what is accessible/linked to local community/theme, etc.)

Award marks for other valid points.

Total 10 marks

3. Produce a proposal for part of the festival, using your creative ideas in your chosen creative and media sector(s). You should include details on the following, giving reasons for your choices:
- theme;
 - style/genre;
 - audience;
 - professional influences;
 - content;
 - resources.

You may wish to include sketches, samples, storyboards, images, audio or video clips to illustrate your ideas in the content section.

Marks will be awarded for use of specialist language. [30]

Award marks as follows (total 30 marks):

1 mark for relevant theme and 1 additional mark for reason (total 2 marks)

Responses might include the following:

Theme	Reason
<ul style="list-style-type: none"> Shakespearian theme 	<ul style="list-style-type: none"> in a community celebrating his birthplace and attempting to raise his profile and to introduce new audiences to his work
<ul style="list-style-type: none"> local myths, legends or celebrated people such as Werewolf of Wenvoe, the Maid of Sker, Robin Hood, Geraldus Cambrensis 	<ul style="list-style-type: none"> to raise awareness of them to the local people
<ul style="list-style-type: none"> theme of diversity 	<ul style="list-style-type: none"> to celebrate multicultural community
<ul style="list-style-type: none"> theme of youth culture 	<ul style="list-style-type: none"> to recognise achievements of local young people

1 mark for style/genre and 1 additional mark for reason (total 2 marks)

Responses might include the following:

Style/Genre	Reason
<ul style="list-style-type: none"> physical theatre 	<ul style="list-style-type: none"> as this would be very visual and would appeal to a variety of audiences and also it could use a lot of musical references, etc.
<ul style="list-style-type: none"> portraiture in photographic, painted and sculpted forms 	<ul style="list-style-type: none"> to celebrate the lives of members of the community
<ul style="list-style-type: none"> 2D animation (local myths/legends) 	<ul style="list-style-type: none"> as could incorporate storytelling, music, voices and visual ideas from children from local primary school
<ul style="list-style-type: none"> collaborative sculpture using junk and found objects from locality 	<ul style="list-style-type: none"> as this would encourage audience participation and raise ecological issues
<ul style="list-style-type: none"> land art with photographic record to be shown in exhibition and on website 	<ul style="list-style-type: none"> as this is visually arresting, with limited impact on the environment
<ul style="list-style-type: none"> animation 	<ul style="list-style-type: none"> as this would appeal to young people and provide an interesting visual style
<ul style="list-style-type: none"> contemporary design of website 	<ul style="list-style-type: none"> to connote a modern approach

2 marks for relevant comments on audience (detail on age/ gender/interests) with 1 additional mark for reason (total 3 marks)

Responses might include the following:

Audience	Reason
<ul style="list-style-type: none"> suitable for teenage girls who are interested in dance and popular music 	<ul style="list-style-type: none"> as this would inspire them and make them more interested in Shakespeare as it would be based within their own terms of reference
<ul style="list-style-type: none"> animation/local myths, etc. would be suitable for 5-11 year olds 	<ul style="list-style-type: none"> as this is the age group who would be inspired by fairytale and fantasy
<ul style="list-style-type: none"> would also appeal to older audience, such as parents and grand-parents 	<ul style="list-style-type: none"> who will find the work of children humorous and appealing
<ul style="list-style-type: none"> targeting a young, male audience 	<ul style="list-style-type: none"> through a humorous, light-hearted mode of address
<ul style="list-style-type: none"> targeting an older demographic who are fans of arthouse films 	<ul style="list-style-type: none"> by using innovative cinematic techniques

3 marks for relevant identification of professional influences (styles/materials/resources/technologies/contexts) with 2 additional marks for application or reasoning (total 5 marks)

Responses might include the following:

Professional Influences	Application/Reasons
<ul style="list-style-type: none"> elements of musical theatre 	<ul style="list-style-type: none"> with use of original and non-original songs
<ul style="list-style-type: none"> elements of physical theatre 	<ul style="list-style-type: none"> such as Berkoff's narrative and use of mime and juxtapositioning
<ul style="list-style-type: none"> in the style of Lloyd-Webber and Trevor Nunn in <i>Cats</i> 	<ul style="list-style-type: none"> setting of poetry to music with dance and physical work
<ul style="list-style-type: none"> elements of street theatre and circus performances 	<ul style="list-style-type: none"> as in community theatre events held by <i>No Fit State Circus</i> and including audience participation
<ul style="list-style-type: none"> 2-D animation references from artists such as Joanna Quin, Mark Baker 	<ul style="list-style-type: none"> considering use of sound, VO, timing, etc.
<ul style="list-style-type: none"> documentary piece using a mixture of documentary techniques 	<ul style="list-style-type: none"> 'voice of God' narration and interviews, combined with more reflexive techniques influenced by documentary film makers such as Nick Broomfield and Errol Morris
<ul style="list-style-type: none"> shot using digital video to create a low budget, realistic style 	<ul style="list-style-type: none"> connotes a greater sense of authenticity and creates a more immediate connection with the audience

3 marks for relevant detail on resources as fit for purpose (human and physical)

Responses might include the following:

- human: require people or crew to do lighting/sound/costume design/musical composition/animation/filming/recording, etc. Also need to negotiate schedule to establish ideas and work with children and teachers in groups/classes, generating initial ideas, developing character designs, backgrounds, etc.;
- physical: requiring software such as Cubase, Logic, Adobe Flash, DTP packages/scanners/cameras/MP3 players/decks, etc.

3 marks for use of appropriate specialist language

(e.g. narrative, structure, gobos, motifs, sequencing, dope-sheet, composition, colour, line, voice-over, panning, long-shot, close-up, story-board, montage editing, house style, user generated content and references to terms from relevant movements and disciplines, etc.)

Marks for content to be awarded as per the grid below (total 12 marks)

	Content
0	An answer not worthy of credit
1 - 3	Simple ideas are provided with some relevance to theme/style/genre
4 - 6	A conventional range of ideas is provided with some relevance to theme and style/genre
7 - 9	Some original ideas are provided with clear references to theme and style/genre
10 - 12	Original and innovative ideas are provided with clear and detailed references to theme and style/genre

Ideas on content might include:

Performance Response

- Shakespeare festival to celebrate his place of birth;
- appeal to a younger audience (teens to early 20s – boys and girls who wouldn't usually attend a Shakespearian performance);
- include short 1 hour performances of light-hearted plays (i.e. *A Comedy of Errors*, *A Midsummer Night's Dream*, *All's Well*, etc.);
- several venues such as parks, function rooms in pubs (part of a cabaret style), street theatre, etc., in an effort to appeal to a younger audience;
- each play could have a different style, e.g. *A Comedy of Errors* in a musical theatre style, using simplified language and only some of the plot covered (less complex); *A Midsummer Night's Dream* in a physical theatre style, etc.;

- the musical style would be influenced by an existing adaptation of *A Comedy of Errors* as a musical entitled *Boys of Syracuse* but extended to be more like *Mamma Mia!* or *We Will Rock You*, using non original songs. Extend that style further to include more popular chart songs to appeal to the target audience (e.g. *I Need a Dollar/Rollin' In The Deep* as appropriate to the plot);
- set in modern times and in the local area, with costume being more naturalistic and also including lighting conventions as part of the musical theatre genre (spot on solo singers, etc.);
- sound would be important as backing tracks would be required; these could be sequenced by a member of the group and operated by a sound technician;
- *A Midsummer Night's Dream* could be in a more physical theatre style with puppets used for the fairy folk and use of mime and dance at various stages throughout the plot;
- some of the work could be based on Berkoff's ideas such as use of narrative and using bodies instead of props;
- the workers' could be characterised via circus skills with dancers used to choreograph and perform in the 'play' scenes;
- could be performed as street theatre and involve the audience at times as per *No Fit State Circus*;
- in addition to plays, there could be some setting of Shakespearian sonnets to popular music in various styles, rock, hip hop, fusion of world and popular music. These could be accompanied by dances in the same style and performed by various ensembles with use of atmospheric lighting including washes and gobos.

Art & Design Response

- theme of fashions, movements and eras;
- appeal ideally to male and female teenagers who have an interest in fashion but would have enough variety to appeal to a wide ranging audience;
- would have all buildings within the community involved, with window displays, wall murals, etc.;
- include ceramics, glassware, jewellery, accessories, garments, painted scenes, furniture and other made objects;
- would include graphic designers and photographers in community as they could be commissioned to create posters, adverts and packaging appropriate to each era to enhance and add to displays;
- the idea would be to have each window in the community 'set' per era combining fashions, objects and artefacts made by local students and makers appropriate to each period/fashion;
- purpose would be to showcase the diverse styles and disciplines represented in work of artists and designers in the community through the period/style theme;
- the windows would also incorporate goods specific to period and particular shop, e.g. sweets from the 70s etc., as this approach would appeal to all ages and widen the target audience;

- professional practice to include elements of curatorship as well as references to style and materials, etc.;
- Grayson Perry's display at the British Museum entitled 'tomb of the unknown craftsman', combining his own ceramic and sculptural works with artefacts from the museum;
- also could refer to other museum shop or gallery displays such as those at the Robert Opie Museum, or Pitt Rivers, or local makers' gallery etc.;
- could also refer to artists or specific artists relating to particular styles, disciplines and movements such as the wallpapers and fabric prints of William Morris from the Arts & Crafts movement;
- the miniature costume accessories of Salena Partridge would also be a useful source of inspiration or any other artists working with 'cabinet of curiosities' idea.

Media Response

- celebration of the vibrancy of youth culture to challenge negative stereotypes of young people in the media, both past and present, and negative perceptions of this social group;
- obvious audience of young people of both genders, but also attempting to appeal to older audience to promote positive message about young people to them and break down barriers between different age groups;
- a series of short documentaries focussing on the representation of young people;
- one documentary will look at existing representations of young people in the media, integrating found footage from a diverse range of media texts, including older films such as *Rebel Without a Cause*, contemporary Soap Operas such as *Eastenders* and headlines from tabloid newspapers. Need to apply for permission to use these sources;
- other documentaries will highlight the talents and positive achievements of young people;
- one documentary will focus on sporting achievements. Influenced by the documentary *Hoop Dreams* directed by Steve James, shows the struggle of two young black males to fulfil their dreams of being professional basketball players, which could be regarded as a positive representation of youth that challenges stereotypes;
- plan to include a 'Rockumentary' documenting a successful local band. Will use a local band, so it will be easy to get the actuality performance footage that is a convention of this style of documentary. Look at some existing 'Rockumentaries' in developing this idea, such as Martin Scorsese's *Shine a Light* based on *The Rolling Stones*. Aim to recreate the energy of performance in the way Scorsese does here. Incorporate some humour to make the documentary appealing. Look at the 'Mockumentary' *This is Spinal Tap*, but it might be too much of a spoof for the style required;

- documentaries will be experimental and innovative in their use of cinematic techniques and documentary conventions to challenge any ideas younger members of the audience may have that documentaries are boring;
- animation is a style of film making that is popular with both younger and older audiences; will integrate this into some of the documentaries. Although it is not a documentary, could adopt the way that the film *Run Lola Run* combines animation and live action.

Award marks for other valid ideas.

Assessment Grid

Learning Outcomes	Assessment Criteria	Question	Marks	%
LO1 know professional practice in creative and media industries	AC1.1 describe features influencing professional practice	1	10	20%
LO2 be able to investigate creative and media ideas	AC2.1 plan research for creative and media ideas	2	5	10%
	AC2.2 outline target audience for proposal	2	2	4%
	AC2.3 evaluate quality of research findings	2	3	6%
LO3 be able to develop creative ideas	AC3.1 generate ideas for a proposal	3	4	8%
	AC3.2 use creative features of professional practice	3	5	10%
	AC3.3 develop creative ideas from research findings	3	6	12%
LO4 be able to propose creative ideas	AC4.1 propose creative ideas	3	15	30%
TOTAL			50	100%

LO1	LO2	LO3	LO4
10 marks	10 marks	15 marks	15 marks
20%	20%	30%	30%