

# BTEC in a Box

**BTEC First**

**Media**

## Sample pages

This file includes selected sample pages from BTEC in a Box Unit 2 Research for Media Production. They are for viewing purposes only and cannot be printed or copied.

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You'll find all the resources you need to start teaching your BTEC First in Travel and Tourism. The box contains complete support for Unit 2 Research for Media Production, consisting of:

**Delivery plan:** a comprehensive medium-term plan for delivering the Unit.

**Case study activities:** vocationally relevant case studies, with suggested activities and discussion points that introduce or build on concepts within the unit. The delivery plan will link these into the unit.

**2 full assessment packages:** these will be full assessment plans for the Unit including material for both student and teacher.

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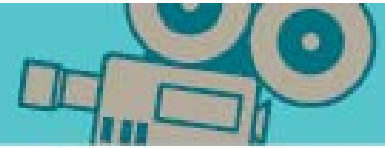
**Unit 1 Introduction to media industries**  
**Unit 2 Research for Media Production**  
**Unit 3 Introduction to media audiences & products**  
**Unit 4 Video Production**  
**Unit 5 Audio Production**  
**Unit 7 Advertising production**  
**Unit 17 Media Production Project**

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# delivery plan



TOPIC Media audience research

LEARNING OBJECTIVE LO 1 secondary research: audiences (methods & techniques)

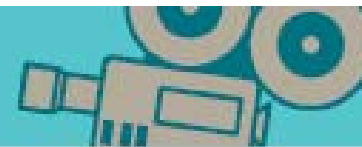
The two assignments will provide opportunities to generate evidence to achieve each grading criterion twice. If this procedure is followed and a tracking document is utilised to record the grade achieved for each task (and therefore each grade) in each assignment it is possible to use the highest grade awarded for each task to establish a unit grade. This is often more beneficial to the student than simply providing one opportunity to be assessed.

In order to focus the mind of the student at this level it is acceptable to issue the assignment tasks as mini assignments, i.e. as eight small assignments rather than two large assignments. Further delivery by task may also be advantageous, i.e. both Task 1 tasks as one assignment to focus more on specific areas of the content.

Example:	Asst 1	Asst 2	Best Grades	Unit Grade: Merit
Task 1	P1	P1	P1	
Task 2	P2	M1	M1	
Task 3	M2	P3	M2	
Task 4	M3	D2	D2	

Topic information	Delivery methods	Guidance	Box content
<p>What is secondary audience research?</p> <p>Differences between qualitative and quantitative audience data</p> <p>How to use the library to gather secondary audience data from printed sources</p> <p>How to use the internet to gather secondary audience data from electronic sources</p>	<p>Formal explanation of technique</p> <p>Practical sessions using set tasks based on library catalogue and search engines</p>	<p>It should be explained that audience research is a process and that evidence of the fulfilment of the research process is conclusions and recommendations about how a media product will be received by a specified audience. Gathering data alone does not constitute research. The process is demonstrated when data has been found, validated, analysed and conclusions and recommendations made with regard to how the data will influence the actions taken by the media product producer. Distinguish between secondary and primary research using examples, handouts, class notes.</p> <p>Task sheet: Find examples.</p>	<p>Asst 1 Task 1</p>

## delivery plan



TOPIC Media audience research

LEARNING OBJECTIVE LO 1 catalogues, information trails and referencing

Topic information	Delivery methods	Guidance	Box content
Methods of listing data: Harvard, MLA  Types of listings: webography, bibliography, discography, radiography	Workshop session on referencing	Students should be given examples of bibliographies using both MLA and Harvard systems. They should be shown how to copy a URL onto a Word document.	Asst 1 Task 1



## 1. Research for media production

Media Productions (a DVD production company) was asked by a local pottery manufacturer to produce a DVD. The pottery manufacturer was marketing a range of kitchenware that was famous for its retro or old-fashioned look. This DVD would be used as a point of sale DVD (in kitchenware departments playing on a small monitor).

The company wanted Media Productions to prepare a proposal for the programme. The Creative Director at Media Productions commissioned a researcher to find out just what should be put in the DVD.

The researcher started by looking at the point of sale programmes already in existence. This was a new market for Media Productions as they had not done this kind of work before. The researcher visited a number of stores that used point of sale materials. They saw a range of programmes selling everything from knives in B&Q to floor mops in Tesco. It was clear from the research that all of the programmes had the same codes and conventions. They were short and to the point and they were designed to sell the product.

The researcher then gathered a group of kitchenware users together for a focus group. They asked the focus group members to suggest what they would find interesting in a DVD of this particular kitchenware.

The result of the focus group was that they would have liked to see just how the kitchenware was made. They thought that the DVD should be informative and yet have a friendly almost 1950s feel. This they felt reflected the design of the kitchenware.

The researcher fed this information back to the Creative Director who produced a proposal to the customer. The proposal was based on a realistic appraisal of the audience.



## points for discussion

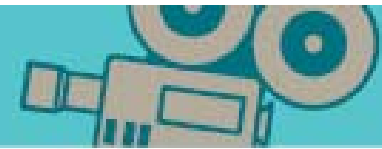
- Why is it important to undertake research for a potential media product?
- How would you undertake initial research for a media product you have been asked to make?
- What kind of questions would you ask?
- How would you collect data from the research?
- How would you analyse the data?

## activities

You have been asked by your head teacher to produce a short promotional DVD to show at parents evening.

- Identify what types of research you would use to make decisions on the content of this DVD.
- Identify a target audience.
- Undertake research to find out what the content of the DVD might be.
- Analyse the results of your research and present them to your head teacher.

# assessment activity front sheet

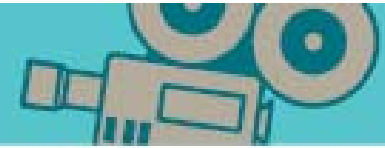


ASSIGNMENT TITLE **Research for a media product**

Learner's name		Assessor's name	
Date issued	Completion date		Submitted on

<i>Reference (ref number for spec criteria i.e. P1, M2 etc.)</i>	<i>Assessment Criteria</i>	<i>Achieved</i>	<i>Evidence</i>	<i>Comments/feedback from assessor</i>
P1	describe research methods and techniques	Yes/No		
P2, M1, D1	P2 identify and employ sources of information to gather material	Yes/No		
	M1 deploy research methods and techniques to gather relevant material	Yes/No		
	D1 employ a systematic and structured approach in all aspects of research activity and correct terminology	Yes/No		
P3, M2, D1	P3 collate and store research material gathered	Yes/No		
	M2 efficiently collate and store research material gathered	Yes/No		
	D1 employ a systematic and structured approach in all aspects of research activity and correct terminology	Yes/No		

## assessment activity front sheet



P4, M3, D2	P4 present results of research	Yes/No
	M3 present results of research competently	Yes/No
	D2 present results of research using fluent language	Yes/No

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### Student declaration

I declare that all the work submitted for this assignment is my own work or, in the case of group work, the work of myself and the other members of the group in which I worked, and that no part of it has been copied from any source.

I understand that if any part of the work submitted for this assignment is found to be plagiarised, none of the work submitted will be allowed to count towards the assessment of the assignment.

Signed:

Date:



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**ASSIGNMENT TITLE**    **Research for a media product**

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- ASSIGNMENT OBJECTIVES**    To identify, gather, collate and store content for a media product as a proposal, i.e. film, television programme, radio show, magazine, newspaper or periodical using a range of secondary and primary research techniques and methods and to pitch the findings in a convincing manner to an interested party as a proposal.
- You should demonstrate achievement of all the Learning Outcomes of Unit 2: Research for media production:
1. understand research methods and techniques
  2. be able to identify and gather research material
  3. be able to collate and store research material
  4. be able to present results of research.
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**TASK INTRODUCTION**    **What is product research?**

Product research is a process. It is what you do to identify, validate and confirm what will be the subject and content of a media product. This process is fulfilled by completing a series of tasks. By completing these tasks you obtain results, findings or information that informs you as to whether or not your product ideas are appropriate and whether the product will be fit for purpose.

**Why do we need media product research?**

When you make a media product, a film, television programme, radio show, newspaper or magazine the content of the product must be appropriate. If it's a factual product the facts that it contains must be accurate, relevant and valid. If it's a fiction product it must be believable and if there are issues based on fact they must not exceed the limits of belief. The product must also address a significant audience. There's no point in making a product that only you would like because you are not going to buy it. You could make the product and then try and find an audience for it, but then if you didn't find an audience there would have been no point in making the product. After all, people who work in the media industries are there to earn money, not just to have a good time.

It is also true to say that most producers who work in the media industries, first have to convince a financial backer that their product ideas are viable, that they will draw a large audience and therefore pay back the investor with profits.

So what is the best way of finding the content for your media product? You need to have a wide understanding of what media products produce the biggest audiences. It is important for media producers to attract the correct audience especially if you want to attract advertisers and sponsors. There are also seasonal issues like does your media product distributor want to make a product that celebrates Christmas, Easter, summer, winter, spring, autumn, Mother's Day, the World Cup, the Olympics, and so on. What are other media producers doing? What do the distributors of media products want to offer their audiences? What is the competition producing? What types (genres) of product are they pushing? What do audiences want? What limitations do the regulating bodies impose on what you can produce? What generates the most income for

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the producers of media products?

As the type of media product required to satisfy an audience changes with time and takes time to produce, it is vital to be able to predict the trend in future months or years. This will be essential if you need a product to distribute when it is needed. As an example, the BBC decides its programme strategy over a year in advance, so it is important to look ahead and ask the question: What will they want in a year or two years' time?

A good knowledge of the topic that the product will cover is essential. If you don't have that knowledge you must find ways of getting it. Information or data must be found from reliable sources and verified for accuracy. Other expert opinion must be found to state that your facts are correct. Contributors must be found and persuaded to make some contribution to the product. All this activity is typical of research for product content.

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#### TASK 1 Understanding research methods and techniques (P1)

Produce a short report (in an appropriate format) that explains the following:

- The difference between secondary and primary research (*Methods*).
- The difference between qualitative and quantitative data and identify as many different sources of these types of data as you can (*Techniques*).

Any downloaded web pages or photocopied material should be placed in a separate appendix and cross-referenced back to your written work (do not include it as a part of your report).

Based on your work in class:

- Create a bibliography of ten library sources of data and a webography of ten internet sources of data relating to media products using either the Harvard or the MLA system of referencing (*Information trail*).

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#### TASK 2 Identify and gather research material (P2, M1, D1)

In order to complete the next part of the assignment you need to have decided on an idea for a media product and in which medium to produce it. You will agree a media product with your teacher: film, television, radio, magazine/periodical or newspaper. You now need to identify, by research, the nature of the content of your product. This will be in two stages: first the sources of the data, websites, experts in the subject, books and papers, and second the data itself, first the general data and then the detailed data.

- Carry out a library and internet search and identify data sources (people and published information) to support your idea for your product and the codes and conventions of genres of similar products and note the variety of sources (*Identify*). This will form the basis of your contacts book evidence in Task 3.
- From these data sources gather as much information about the topic and the codes and conventions of the genre of your product as you think you will need to prepare a proposal for the media product that you will produce for Task 4. Information will need to be identified as



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secondary, if from published text sources; or primary if gathered by contacting someone you have found during a search; qualitative, if a personal opinion or view and quantitative if it is statistical (*Gather*).

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**TASK 3 Collate and store research material (P3, M2, D1)**

- Collate the data source information into a contacts book, an address book or a database indexed from A-Z (*Collate and store*).
- Produce an indexed file (hard copy) of appropriately referenced and interpreted product data, with annotations identifying the degree of reliability and relevance (primary, secondary, qualitative, quantitative) to your proposed media product (*Collate and store*).

This material will be used in your presentation.

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**TASK 4 Present results of research (P4, M3, D2)**

- Prepare a PowerPoint, or similar, presentation of your media product research findings and a formal proposal on a sheet of A4 paper for distribution to your class and tutor (*Format*).
  - Your proposal should include a working title, scenario and elements for your media product, and your presentation must use the evidence that you gathered from your library, internet and expert contact research to show how it supports your media product (*Content*).
  - Present your findings to your class group and your teacher in the most articulate and professional way you can (*Expression*).
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ASSIGNMENT TITLE	<b>Research for a media product</b>
ASSIGNMENT OBJECTIVES	<p>To identify, gather, collate and store content for a media product, i.e. film, television programme, radio show, magazine, newspaper or periodical, computer game, using a range of secondary and primary research techniques and methods and to pitch the findings as a proposal in as convincing a manner as possible to an interested party (tutor).</p> <p>Students should demonstrate achievement of all the Learning Outcomes of Unit 2: Research for media production:</p> <ol style="list-style-type: none"> <li>1. understand research methods and techniques</li> <li>2. be able to identify and gather research material</li> <li>3. be able to collate and store research material</li> <li>4. be able to present results of research.</li> </ol>
WHAT YOUR STUDENTS WILL DO IN THIS ASSIGNMENT	<p>In this assignment your learners will use research methods and techniques to identify and use information sources to gather material about product content, that they will collate and store and from which they will produce and pitch a product proposal in the form of a presentation of the relevant data.</p>
WHAT THEY WILL LEARN IN THIS ASSIGNMENT	<p>Students will have learnt about:</p> <p>LO 1 Understand the difference between secondary and primary media product research methods, the difference between qualitative (subjective) and quantitative (statistical) data. Referencing techniques: MLA, Harvard, bibliography, webography, filmography, radiography, discography, etc. of information sources.</p> <p>LO 2 Identify secondary data on media product content from a range of published sources: sampling product content, genres, codes and conventions. Identifying sources of primary data for inclusion in media products from subject experts and product producers. Identify Research Objectives (decide what needs to be found out), Devise a Research Plan: Identify appropriate topic for product.</p> <p>LO 3 Sort data from secondary (published) sources, tabulating/tallying data from primary (interview) sources, testing for validity and reliability; analysis of data, identifying trends, creating a database, spreadsheet, graphical displays; prioritising data results.</p> <p>LO 4 Develop a media product proposal (one sheet of A4). How to construct a PowerPoint (or similar) presentation, comprising: title page and a number of pages with a common background, page titles, bullet point items, inserted images, graphs, etc. How to import appropriate content into the PowerPoint presentation, using linked (JPEG) as well as embedded files. Interpersonal communication skills to pitch (or present) data to an audience in an appropriate language register, use of crib cards for presentation.</p>
MARK SCHEME (what is required for each grading level)	<p><b>Task 1</b></p> <ul style="list-style-type: none"> <li>▪ P1 describe research methods and techniques.</li> <li>▪ The evidence for this criterion should show an understanding of research methods and techniques for gathering media product data</li> </ul>



rather than how to apply them.

- The written work should clearly explain that secondary research is a review process of data gathered from published sources, and primary research is the result of having gathered data from its source, i.e. talking to, interviewing subject specialists, etc. with accompanying notes (*Methods*).
- It should further explain that qualitative data is gathered from subjective opinion and quantitative data is statistical in nature, with a list of examples (*Techniques*).
- There should be a suitably cross-referenced Appendix of downloads which, while not the student's own work (and therefore not assessable), can be submitted as source material for the written work (but should not be used as a substitute for the bibliography/webography).
- The bibliography and webography should be MLA or Harvard or other recognised style (*Information trail*).

## Task 2

- The evidence for this task should demonstrate the ability to apply the methods and techniques explained in the previous task to finding data to support the production of an identified media product.
- P2 identify and employ sources of information to gather material.
- An obvious proposed media product will have been identified. The evidence at this level should be in the form of basic secondary quantitative data from predictable statistical sources, obvious secondary qualitative data from media product reviews (*Identify*), simple primary data gathered from talking to media product producers. Some interview questions will be appropriate and the nature of the data will be such as to be partially relevant (*Gather*).
- M1 deploy research methods and techniques to gather relevant material.
- The media product proposed will be more specific in genre and identify some codes and conventions. Other evidence should be in the form of detailed secondary quantitative data from less obvious statistical sources, secondary qualitative data from informed media product reviews (*Identify*), good quality primary data gathered from interviewing an appropriate media product producer. Most interview questions will be appropriate and the nature of the data will be such as to be mostly relevant (*Gather*).
- D1 employ a systematic and structured approach in all aspects of research activity and correct terminology.
- The media product proposed will be focussed in genre with detailed content, codes and conventions. The evidence here should be in the form of fully detailed secondary quantitative data from a well chosen



range of statistical sources, secondary qualitative data from intelligent informed industry media product reviews (*Identify*), high quality primary data gathered from an appropriate interview with a media product producer. All interview questions will be appropriate and the nature of the data will be such as to be all relevant (*Gather*).

### Task 3

- The evidence for this task should demonstrate the ability to sort, prioritise and keep a record(s) of the data gathered in the previous task. The objective being to confirm the appropriateness of the selected content, genre, codes and conventions for the production of an identified media product.
  
- P3 collate and store research material gathered.
- An attempt will have been made to sort data gathered in the previous task in order of its relevance and validity. There may be a degree of error in the sorting and prioritising process (*Collate*) and the recording process will be superficial, in the form of a list of data (*Store*). The interview questions may be basic. The analysis of the interview data may be superficial and will form conclusions without much reasoning (*Collate*). The data may be recorded as a simple list (*Store*).
  
- M2 efficiently collate and store research material gathered.
- Most of the data gathered in the previous task will have been sorted in order of its relevance and validity. There will be a slight degree of error in the sorting and prioritising process. There will be reference to genre, codes and conventions (*Collate*). The recording process will be accurate and take the form of a spreadsheet or database (*Store*). The interview questions will be appropriate and the selection of media producer will be justified. The analysis of the interview data will be good and will draw conclusions using sound reasoning (*Collate*). The data will be recorded as a database or spreadsheet with the capability of producing statistical graphs (*Store*).
  
- D1 employ a systematic and structured approach in all aspects of research activity and correct terminology.
- All of the data gathered in the previous task will have been sorted in order of its relevance and validity. There will be little or no error in the sorting and prioritising process. There will be a high level of engagement with issues of genre related to content, codes and conventions (*Collate*). The recording process will be accurate and take the form of a spreadsheet or database from which can be drawn queries and graphs (*Store*). The interview questions will be highly appropriate and the selection of media producer will be well justified. The analysis of the interview will be excellent and will draw conclusions using sound reasoning (*Collate*). The data will be recorded as a database or spreadsheet with the capability of producing



statistical graphs and queries (*Store*).

#### Task 4

- The evidence should be in the form of a series of presentation slides with bullet points. The student should present to the class and teacher using a series of hand held crib cards.
  
- P4 present results of research.
- At this level the slides may be static (no bullet point animation). They may be displayed as complete slides with simple transition between them. There may be no use of imported graphics (*Format*). The content will cover the basic facts of the issue giving simplistic rationale for the conclusions drawn and offering only generalist evidence in support (*Content*). The delivery of dialogue may be stilted and the student will read the content of the slide without variation (*Expression*).
  
- M3 present results of research competently.
- The slides may use bullet point animation and could use animated slide transitions, using a background selected from the application. There may be some use of imported graphics (*Format*). The content will cover much of the issue giving reasoned rationale for the conclusions drawn and offering some good evidence in support (*Content*). The delivery of dialogue will be communicative and the student will use the slides to illustrate the content of the crib cards with the delivered dialogue differing from the slide content to some degree (*Expression*).
  
- D2 present results of research using fluent language.
- The slides will use a variety of bullet point animations and animated slide transitions, using a background imported from another source. There will be full application of imported graphics (*Format*). The content will cover all points giving a well reasoned rationale for the conclusions drawn and offering sound evidence in support (*Content*). The delivery of dialogue will be highly communicative and articulate and the student will use the slides to illustrate the content of the crib cards with the dialogue differing significantly from the slide content (*Expression*).

#### **GUIDANCE NOTES**

In order to achieve a Pass for the unit, learners must achieve Pass in each grading criterion P1, P2, P3, P4, across the assignments that assess this unit.

In order to achieve a Merit for the unit, learners must first achieve all the Pass criteria (P1, P2, P3, P4) and also all the Merit criteria (M1, M2, M3), across the assignments that assess this unit.

In order to get a Distinction for the unit, learners must first achieve all the Pass criteria (P1, P2, P3, P4) and all the Merit criteria (M1, M2, M3) and also all the Distinction criteria (D1, D2), across the assignments that assess this unit.

A unit grade cannot be awarded until all of the evidence produced for all the



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assessment and grading criteria have been covered.

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ASSIGNMENT TITLE	<b>Research for a media product</b>
ASSIGNMENT OBJECTIVES	<p>This assignment brief may be applied to film, television, radio, magazine, periodical, newspaper, advertisement, animation, website, interactive or computer game products.</p> <p>To identify, gather, collate and store content for a media product, i.e. film, television programme, radio show, magazine, newspaper or periodical, or computer game, using a range of secondary and primary research techniques and methods and to pitch the findings as a proposal in as convincing a manner as possible to an interested party (tutor).</p> <p>You should demonstrate achievement of all the Learning Outcomes of Unit 2: Research for media production - that is you should:</p> <ol style="list-style-type: none"> <li>1. understand research methods and techniques</li> <li>2. be able to identify and gather research material</li> <li>3. be able to collate and store research material</li> <li>4. be able to present results of research.</li> </ol>
WHAT YOU WILL DO IN THIS ASSIGNMENT	<p>In this assignment you will use research methods and techniques to identify and use information sources to gather material about media product content. You will collate and store this information and produce and pitch a product proposal in the form of a presentation of the relevant data.</p>
WHAT YOU WILL LEARN IN THIS ASSIGNMENT	<p><b>LO 1</b> The differences between secondary and primary media product research methods, the differences between qualitative (subjective) and quantitative (statistical) data, research techniques including: interview questions, diaries, electronic recorders, interviews, discussion groups, controlled experiments, field studies, content analysis, observation, box office, and referencing techniques: MLA, Harvard, bibliography, webography, filmography, radiography, discography, etc. for information sources.</p> <p><b>LO 2</b> Identifying secondary data on media product content by sampling a range of media products: looking at genres, codes and conventions of a range of media products and how to gather primary data for analysis by interview, how to prepare for and carry out an interview. Identifying sources of primary data for inclusion in media products from subject experts and media product producers.</p> <p>Research Objectives (decide what needs to be found out), Devise a Research Plan: Identify appropriate topic for product.</p> <p><b>LO 3</b> Sorting data from secondary (published) sources, tabulating/tallying data from primary (interview) sources, testing for validity and reliability; analysis of data, identifying trends, creating a database, spreadsheet, graphical displays; prioritising data results.</p> <p><b>LO 4</b> How to write a media product proposal, not a detailed treatment (one sheet of A4) that contains: working title, scenario, elements. How to construct a PowerPoint (or similar) presentation, comprising: title page and a number of pages with a common background, page titles, bullet point items, inserted images, graphs, etc. How to import appropriate content into the PowerPoint</p>



presentation, using linked (JPEG) as well as embedded files. Interpersonal communication skills to pitch (or present) data to an audience in an appropriate language register, use of crib cards for presentation.

HOW THIS ASSIGNMENT  
WILL BE MARKED (the  
assessment criteria)

You will be marked according to the quality of the work and the understanding you demonstrate in this assignment. This is identified by grades of Pass, Merit and Distinction, rather than by giving a mark out of ten or percentages. If you do not submit enough work for a pass grade in any task you will be graded as Not yet Achieved (NYA). To pass the unit you must submit enough evidence to achieve a Pass in each of the four tasks. For a Merit you must achieve all Pass and all Merits in tasks 2, 3 and 4 and for a Distinction you must achieve all Passes, all Merits and all Distinctions in tasks 2, 3 and 4.

**Task 1 (only graded as Pass or NYA) is assessed by the following grading criterion:**

**P1 describe research methods and techniques**

To achieve this criterion (P1) you should show that you understand what the methods and techniques of research are for media product content and, in addition, clearly explain the differences between secondary and primary research and make a list of examples of methods and techniques (*Methods*).

You should also explain the difference between qualitative and quantitative data and provide a list of examples of each (*Techniques*).

You may wish to include a suitably cross-referenced **Appendix** of web page downloads which, although not your own work (and therefore not assessable), is evidence of source material that you used to produce your written work. However, it **should not** be used as a substitute for the bibliography/webography that you must produce.

The bibliography and webography should be MLA or Harvard or other recognised style (*Information trail*).

**Task 2 (graded as Pass P2, Merit M1, Distinction D1 or NYA) is assessed by the following grading criteria:**

The evidence for this task should demonstrate your ability to apply the methods and techniques, that you discussed in the previous task, to finding data to support the production of an identified media product.

**P2 identify and employ sources of information to gather material**

To achieve a pass in this task you should provide basic general secondary quantitative data about a generic media product. The secondary qualitative data will be from easily obtained product reviews (*Identify*). It will include basic primary data gathered from talking to a media product producer. Some of your interview questions will be appropriate and the nature of the data will be partially relevant (*Gather*).

**M1 deploy research methods and techniques to gather relevant material**



To achieve a merit, you will have proposed a media product from a more specific genre and identified some of its codes and conventions. Other evidence should be in the form of detailed secondary quantitative data from less obvious statistical sources, secondary qualitative data from informed media product reviews (*Identify*) and good quality primary data gathered from interviewing an appropriate media product producer. Most of your interview questions will be appropriate and the data will be mostly relevant (*Gather*).

### **D1 employ a systematic and structured approach in all aspects of research activity and correct terminology**

To achieve a distinction your proposed media product will be focussed in genre with detailed content, codes and conventions. Your evidence here should be fully detailed justification using a well chosen range of statistical sources, secondary qualitative data from intelligent informed industry media product reviews (*Identify*) and highly relevant information gathered from an appropriate interview with a media product producer. All interview questions will be appropriate and the information will be all relevant (*Gather*).

### **Task 3 (graded as: Pass P3, Merit M2, Distinction D1 or NYA) is assessed by the following grading criteria:**

The evidence for this task should demonstrate your ability to sort, prioritise and keep a record(s) of the data gathered in the previous task, the objective being to confirm the appropriateness of the selected content, genre, codes and conventions for the production of your identified media product.

#### **P3 collate and store research material gathered**

For a Pass you will have made an attempt to sort the data gathered in the previous task into some order of its relevance and validity. There will be errors in the sorting and prioritising process (*Collate*) and the recording process will be a list of data (*Store*). The interview questions will be basic. The analysis of your interview data will be basic and conclusions will not give much reasoning (*Collate*). The answers will be recorded as a simple list (*Store*).

#### **M2 efficiently collate and store research material gathered**

For a merit, you should have sorted most of the data gathered in the previous task, in order of its relevance and validity. You may have a slight degree of error in the sorting and prioritising process. You will have made accurate reference to genre, codes and conventions (*Collate*). You will have produced a spreadsheet or database (*Store*). Your interview questions will be appropriate. Your analysis of your interview answers will be good and will draw conclusions using sound reasoning (*Collate*). You will have produced a database or spreadsheet with the capability of producing statistical graphs (*Store*).

### **D1 employ a systematic and structured approach in all aspects of research activity and correct terminology**

For distinction you will have sorted all of the data gathered in the previous task in order of its relevance and validity. There will be little or no error in the sorting and prioritising process. You will show a high level of engagement with



issues of genre related to content, codes and conventions (*Collate*). The data entered in the spreadsheet or database will be accurate and able to produce queries and graphs (*Store*). The interview questions will be highly appropriate and the media product producer will be well justified. Your analysis of the interview will be excellent and will draw conclusions using sound reasoning (*Collate*). Your database or spreadsheet will have the capability of producing statistical graphs and queries (*Store*).

**Task 4 (graded as Pass P4, Merit M3, Distinction D2 or NYA) is assessed by the following grading criteria:**

Your evidence should be in the form of a series of presentation slides with bullet points. You should present to your class and teacher using a series of hand held crib cards.

#### **P4 present results of research**

To achieve a pass your slides may be static (no bullet point animation). They could be displayed as complete slides with simple transition between them. There may be no use of imported graphics (*Format*). You will cover the basic facts of the issue giving simple rationale for the conclusions drawn and offering only generalist evidence in support (*Content*). Your delivery of dialogue may be stilted and you will read the content of the slide without variation (*Expression*).

#### **M3 present results of research competently**

For a merit your slides may use bullet point animation and could use animated slide transitions, using a background selected from the application. You will use some imported graphics (*Format*). Your content will cover much of the issue giving reasoned rationale for the conclusions that you draw and some good supporting evidence (*Content*). Your delivery of dialogue will be communicative and you will use the slides to illustrate the content of the crib cards. Your delivered dialogue will be different from the slide content to some degree (*Expression*).

#### **D2 present results of research using fluent language**

For a distinction your slides should use a variety of bullet point animations and animated slide transitions and a background imported from another source. You will use imported graphics (*Format*). Your content will cover all points giving a well reasoned rationale for the conclusions that you draw and offering sound evidence in support (*Content*). Your delivery of dialogue will be highly communicative and articulate and you will use the slides to illustrate the content of the crib cards with the dialogue differing significantly from the slide content (*Expression*).

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#### **GUIDANCE NOTES**

You will be marked according to the quality of the work and the understanding you demonstrate in this assignment. This is identified by grades of Pass, Merit and Distinction, rather than by giving a mark out of ten or percentages. If you do not submit enough work for a pass grade in any task you will be graded as Not yet Achieved (NYA). To pass the unit you must submit enough evidence to achieve a Pass in each of the four tasks. For a Merit you must achieve all Passes and all Merits in tasks 2, 3 and 4 and for a Distinction you must achieve all



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Passes, all Merits and all Distinctions in tasks 2, 3 and 4.

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ASSIGNMENT TITLE	<b>Present a short report</b>
TASK NUMBER AND TASK DETAIL	<p><b>Task 1</b></p> <p>Prepare a short report that explains the following:</p> <ul style="list-style-type: none"> <li>▪ The differences between secondary and primary research.</li> <li>▪ The differences between qualitative and quantitative data.</li> <li>▪ Identify as many different sources of these types of data as possible.</li> </ul>
ASSESSMENT CRITERIA	P1 describe research methods and techniques
GRADE / LEVEL	The work has been graded at Pass level as the criteria P1 is the only criteria that asks learners to describe research methods.
EXEMPLAR ANSWER	See below
ANY ILLUSTRATIVE MATERIAL REQUIRED	<p>PowerPoint Presentation:</p> <p>BBC_M_1_1_AE_PPT</p>
ANY ILLUSTRATIVE MATERIAL REQUIRED	The PowerPoint presentation used by this learner demonstrates a description of research methods and techniques.
GRADING COMMENTS	The presentation demonstrates that the learner understands research methods and techniques. They have identified the differences between secondary and primary research methods. They have demonstrated understanding of qualitative and quantitative data. They have identified a range of different sources of data.