

BTEC Level 1/2 Tech Award in Art and Design Practice

First teaching September 2022

C2 Responding to a Brief



Sample Marked Learner Work

Issue 1 – November 2023

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You will need to refer to the BTEC Reformed Tech Award Art and Design Practice [specification](#) alongside these sample materials

Note:

The Pearson Set Task and the learner’s work used for this sample marked learner work are taken from the Legacy TA 2306 series.

You are reminded that you need to use the relevant Set Task for the series in which your learners have been entered.

Introduction

The following sample marked learner work has been prepared as guidance for centres and learners. It can be used as a helpful tool when teaching and preparing for external units.

The SMLW includes examples of real learners' work, accompanied with examiner tips and comments based on the responses of how learners performed.

Each task/activity will show the learner's response, followed by comments by the Lead Examiner. Tips may be offered where relevant.

The marking grids for each task/activity are also included for reference.

Pearson Set Task

The Pearson Set Task and the learner's work used for this sample marked learner work are taken from the Legacy TA 2306 series.

You are reminded that you need to use the relevant Set Task for the series in which your learners have been entered.

Please check the examination details below before entering your candidate information

Candidate surname	Other names
Centre Number	Learner Registration Number

Pearson BTEC Level 1/Level 2 Tech Award

Window for supervised period:
Wednesday 25 January 2023 – Wednesday 10 May 2023

Supervised hours 20 hours Paper reference **21181L**

Art and Design Practice
Set Task: Responding to a Client Brief

You do not need any other materials. Total Marks

Instructions

- This booklet contains material for the completion of the set task under supervised conditions.
- This booklet is specific to each series and the material must be issued only to learners who have been entered to undertake the task in the relevant series.
- This booklet must be kept securely until the start of the 12-week assessment period, timetabled by Pearson, when it will be given to learners for them to start their preparation for Activity 1.

Information

- The total mark for this paper is 60.

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Pearson

Instructions to Teachers/Tutors

This booklet is specific to each series and this material must be issued only to learners who have been entered to take the task in the specified series. This booklet must be kept securely until the start of the 12-week supervised assessment period timetabled by Pearson. The set task must be completed during the 12-week assessment period timetabled by Pearson.

All activities must be completed in the order in which they appear in the booklet.

The set task is a formal external assessment and must be conducted with reference to the instructions in this task booklet and the *Instructions for Conducting External Assessments (ICEA)* document. This is to ensure that the supervised period is conducted correctly and that learners have the opportunity to carry out the required activities independently.

Preparation time: It is recommended that learners spend approximately four hours in preparation for Activity 1, the project development. During this time, teachers/tutors should instruct learners to:

- compare the different client briefs and consider ideas for each brief
- make a list of materials and stages for preferred briefs
- investigate the client and relevant resources.

Activity 1: Project development – at least 8 hours of informal supervision over four consecutive weeks.

For Activity 1, learners may spend up to four weeks on project development. Learners must work independently. These sessions will be informally supervised. The informally supervised time can be in more than one session. This time should be spent on development that includes:

- exploring ideas, materials, techniques and processes
- reviewing progress
- recording development through images and annotation, and saving them for Activity 4.

During the project development period, learners **must not**:

- write the development review
- make their final response
- make pages for the client portfolio.

Teachers/tutors should note that:

- learners will have access to work from previous activities. However, as each activity is completed, work cannot be added to or updated
- teachers/tutors must informally supervise at least 8 hours of the work produced during the four weeks in order to authenticate that it is learners' own work
- the four weeks must be consecutive but will not include holidays
- all work must be completed by learners independently
- during informal supervision, teachers/tutors will be able to support learners with, for example, safety, working space, materials and equipment. However, teachers/tutors must not give feedback about work in progress or suggest how work might be improved or developed
- access to the internet during this informally supervised activity is permitted
- at the end of the informally supervised sessions, all materials produced by learners must be kept securely and no items removed by the learner.

Activity 2: Development review – 1 hour 30 minutes of formal supervision.

Learners must complete Activity 2 using the development review template provided.

Teachers/tutors should note that:

- learners will have access to work from Activity 1, however, as this activity is completed, work cannot be added to or updated
- all work must be completed independently by the learner
- teachers/tutors will be able to support learners with matters such as safety, working space, materials and equipment. However, teachers/tutors must not give feedback about work in progress or suggest how work might be improved or developed
- learners are not permitted access to the internet during this supervised activity
- at the end of the 1 hour 30 minutes, the individual learner's development review must be saved as a PDF and stored securely by the centre in a clearly labelled digital folder for submission
- a copy of this development review for Activities 3 and 4 must be given to learners, it cannot be added to or updated.

Activity 3: Final response – 8 hours of formal supervision.

Learners must spend a maximum of 8 hours under supervised conditions creating the final response.

This time should be spent on:

- making the final response
- recording the final response and the making of the final response, saving images for Activity 4.

During this activity, learners **must not** make pages for the client portfolio.

Teachers/tutors should note that:

- the 8 hours of formal supervision may take place over multiple sessions (a maximum of four sessions within a maximum of three consecutive weeks)
- learners will have access to work from previous activities, however, as each activity is completed, work cannot be added to or updated
- only permitted materials for the activities can be brought into the formally supervised sessions
- all work must be completed independently by the learner
- during formal supervision, teachers/tutors will be able to support learners with, for example, safety, working space, materials and equipment, however teachers must not give feedback about work in progress or suggest how work might be improved or developed
- learners are not permitted access to the internet during this supervised activity
- during any permitted break, and at the end of formal supervised sessions, all materials produced by learners must be kept securely and no items removed.

Activity 4: Client portfolio – 2 hours 30 minutes of formal supervision.

Learners should produce a six-to-eight-page A3 digital PDF portfolio, including 100–300 words of annotation. Annotation can be arranged in any way throughout the six-to-eight-page portfolio.

Teachers/tutors should note that:

- only permitted materials for the activities can be brought into the formally supervised sessions
- during each activity, learners will have access to work from previous activities, However, as each activity is completed, work cannot be added to or updated
- all work must be completed independently by the learner
- during formal supervision, teachers/tutors will be able to support learners with, for example, safety, working space, materials and equipment, however teachers/tutors must not give feedback about work in progress or suggest how work might be improved or developed
- learners are not permitted access to the internet during this supervised activity
- during any permitted break and at the end of formal supervised sessions, all materials produced by learners must be kept securely and no items removed
- at the end of the 2 hours 30 minutes, the portfolio must be saved as a PDF and stored securely by the centre in a clearly labelled digital folder in preparation for the final submission.

Outcomes for submission

- Two pieces of work must be submitted in a clearly labelled digital folder:
- **Activities 1, 3 and 4:** a six-to-eight-page A3 digital PDF portfolio, including 100–300 words of annotation.
- **Activity 2:** a completed development review saved as a PDF.
- An authentication sheet must be completed and submitted by each assessed learner.
- The teacher/tutor will confirm that all work was completed independently as part of the authentication submitted to Pearson.

Instructions for Learners

Read the set task, activities and client brief carefully.

You must plan your time and submit the required evidence at the end of the supervised periods. Your teacher/tutor will tell you the timing and conditions of the supervised periods.

Your teacher/tutor may clarify the wording that appears in this task but cannot provide any guidance on completion of the task. You must work independently throughout the supervised assessment periods and must not share your work with other learners.

Preparation time: it is recommended that you spend approximately four hours in preparation for Activity 1, the project development. During the four hours of preparation time you should:

- read the whole paper
- compare the different client briefs and consider ideas for each
- make a list of materials and stages for preferred briefs
- investigate the client and relevant resources.

This booklet contains assessment activities as follows.

Activity 1: Project development

At least 8 hours of informal supervision over four consecutive weeks to:

- develop work for the client brief of choice
- record development and save images for Activity 4.

Activity 2: Development review

1 hour 30 minutes of formal supervision to:

- write a development review
- save the development review as a PDF.

Activity 3: Final response

8 hours of formal supervision to:

- make the final response
- record the making of the final response and the final response itself, saving images for Activity 4.

Activity 4: Client portfolio

2 hours 30 minutes of formal supervision to make the portfolio, including 100–300 words of Annotation.

Outcomes for submission

- Two pieces of work must be submitted in a clearly labelled digital folder:
 - **Activities 1, 3 and 4:** a six-to-eight-page A3 digital PDF portfolio, including 100–300 words of annotation
 - **Activity 2:** a completed development review saved as a PDF.
- An authentication sheet must be completed and submitted.

Client Brief

The community musical charity *Let's Make Music!* wants to celebrate music in all its forms. Music can have a positive impact on our mental health and can bring diverse groups of people together.

The charity would like to promote '**Make Music Day**' on June 21st and the musical events happening in local communities. It will need to promote the events through a range of products targeting an audience of young people aged 16–21.

Artists and designers are being asked to produce a portfolio of work and a development review.

The final response must:

- use images or language appropriate for the audience
- promote '**Make Music Day**'
- celebrate music in any form and the positive effect it can have.

Let's Make Music! requires designs for specific client briefs.

You must pick **one** of the following briefs to respond to:

- 2D or 3D artwork celebrating music to be displayed at a community music event
- A poster, video or animation to promote a community music event
- Stage set or backdrop for indoor or outdoor community music events
- A photographic campaign to run on social media
- A design or layout for a *Let's Make Music!* app or website
- Decorative textiles to promote '**Make Music Day**'
- Accessories, fashion or costume design to be worn at a celebratory community concert
- A promotional product to be used for marketing or display purposes

The following images have been provided by '*Let's Make Music!*' to help illustrate the theme and provide possible starting points. (Note: you do not need to include the images in your response to the client brief. You should base your response on your own investigation of '**Make Music Day**'.)



(Source: Pearson Asset Library)

Set Task

You must complete ALL activities in the set task.

Activity 1 – Project development

This activity must be completed within four weeks, under informal supervision.

For the project development you should:

- develop work, such as ideas generation, research, experiments, tests and refinement
- select and use appropriate materials and techniques for the brief
- review and manage the process, such as the progress, intentions, materials, techniques, client requirements.

You should also record the development and project management process through:

- images, photographs and annotation of key points in the development of work at different stages
- evidence of review and management such as annotation, diagram, images, charts, documents.

During this period of project development, you **must not**:

- write the development review
- make the final response
- make pages for the client portfolio.

You will be assessed on the:

- use of research and exploration
- review and refinement of work
- application of the development process.

(Total for Activity 1 = 18 marks)

Activity 2 – Development review

This activity must be completed in 1 hour 30 minutes of formal supervision.

You need to write your development review using the template provided.

You will be assessed on:

- your description of your ideas for the final response
- how you have used research and exploration to inform your ideas
- your consideration of the needs of the client.

Complete your development review and save your work as a PDF in a clearly labelled digital folder, in preparation for the final submission.

Development review

Write in the spaces provided. The spaces can be expanded for further writing.

Part 1: Describe your ideas for the final response.

(30 minutes approximately)

Blank writing area for Part 1.

Part 2: How have your ideas been supported by research and exploration?

(30 minutes approximately)

Blank writing area for Part 2.

Part 3: How will your final response meet the needs of the client?

(30 minutes approximately)

Blank writing area for Part 3.

(Total for Activity 2 = 12 marks)

Activity 3 – Final response

This activity must be completed in 8 hours of formal supervision over multiple sessions.

During this time you must:

- make a final response that builds on your development work and development review
- record the making of the final response and the final response itself
- save the images for Activity 4.

To help you complete this task you will need access to:

- an uneditable copy of your development review
- all of your project development work from Activity 1.

During this period of project development, you **must not**:

- make pages for the client portfolio.

You will be assessed on:

- how the final response meets the context and the requirements of the brief
- the use of practical art and design skills to produce a final response
- your interpretation of the brief.

(Total for Activity 3 = 18 marks)

Activity 4 – Produce a portfolio for the client

This activity must be completed in 2 hours 30 minutes of formal supervision.

During this time, you must make a digital portfolio for the client that must be six to eight A3 pages, including 100–300 words of annotation, saved as a PDF.

The presentation of the portfolio should be appropriate for a client.

Your portfolio should include:

Five to six pages of Activity 1	Evidence and/or images of: <ul style="list-style-type: none">• research• exploration• review and refinement.
Two to three pages of Activity 3	Evidence and/or images of: <ul style="list-style-type: none">• final response in development• final response• qualities and details• different angles of 3D work (where applicable).
100–300 words of annotation	Annotation can be arranged in any way throughout the six-to-eight-page portfolio and can include: <ul style="list-style-type: none">• titles or headings• clarification of details in the work• comments on materials, techniques and processes• explanation of key decisions taken in the development process.

To help you complete this activity you will need access to:

- an uneditable copy of your development review
- all of your project development work, records and final response from Activities 1 and 3.

You will be assessed on the following:

- visual and written communication of intentions, development and final response
- presentation through the use of structure, layout, organisation and style.

You must submit a digital PDF portfolio of six to eight A3 pages, including 100–300 words of annotation.

(Total for Activity 4 = 12 marks)

TOTAL FOR PAPER = 60 MARKS

BLANK PAGE

Acknowledgements

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- © Kathy deWitt/Alamy Stock Photo
- © Matthew Ashmore/Alamy Stock Photo
- © Pearson Asset Library
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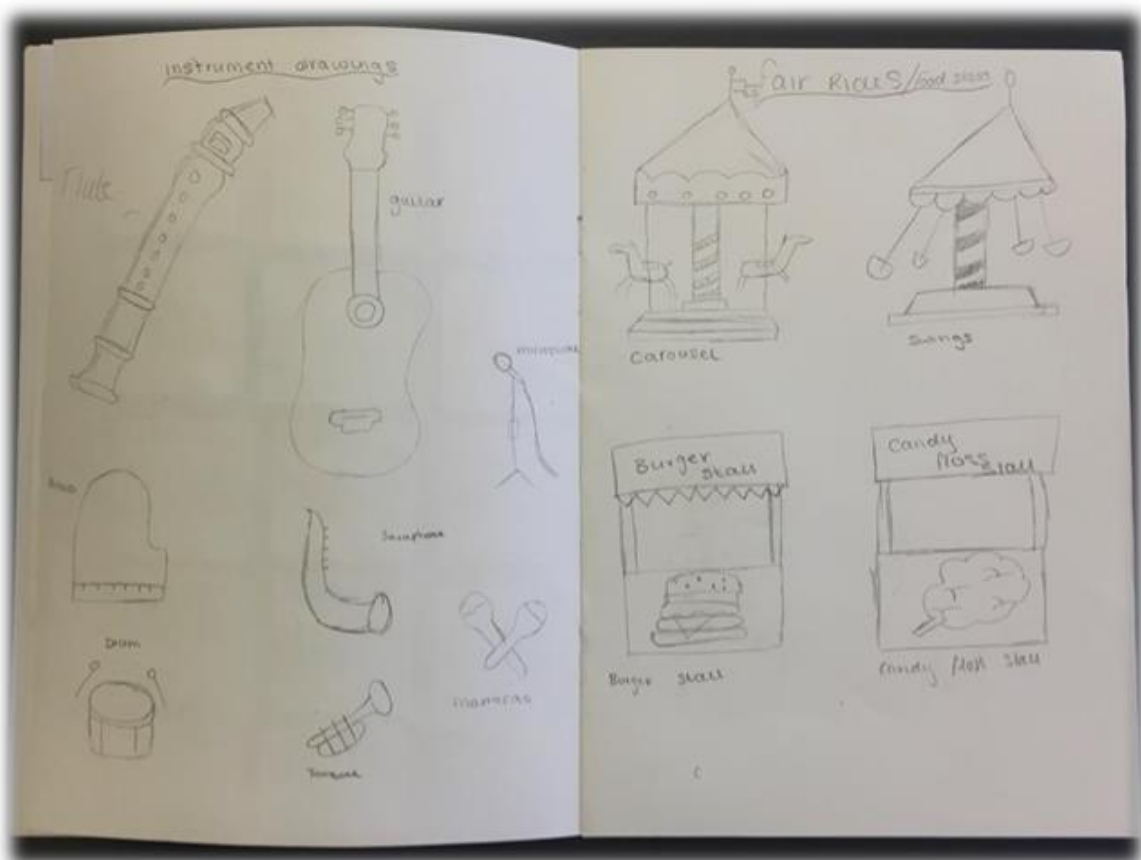
Sample Marked Learner Work

Learner 2 (Mid Mark)

Total Marks Awarded: 29

General Comments:

The final outcome does address the brief and the outcome is generally appropriate but uninspired. The learner has identified the aspect of the brief they wish to answer but has not fully considered the requirements. This is evidenced in both the portfolio and the development review. The learner has been able to **competently** write about ideas and intentions, but practical exploration has not really served to move the idea or intention on from a literal response. More open exploration could have produced a more considered response.



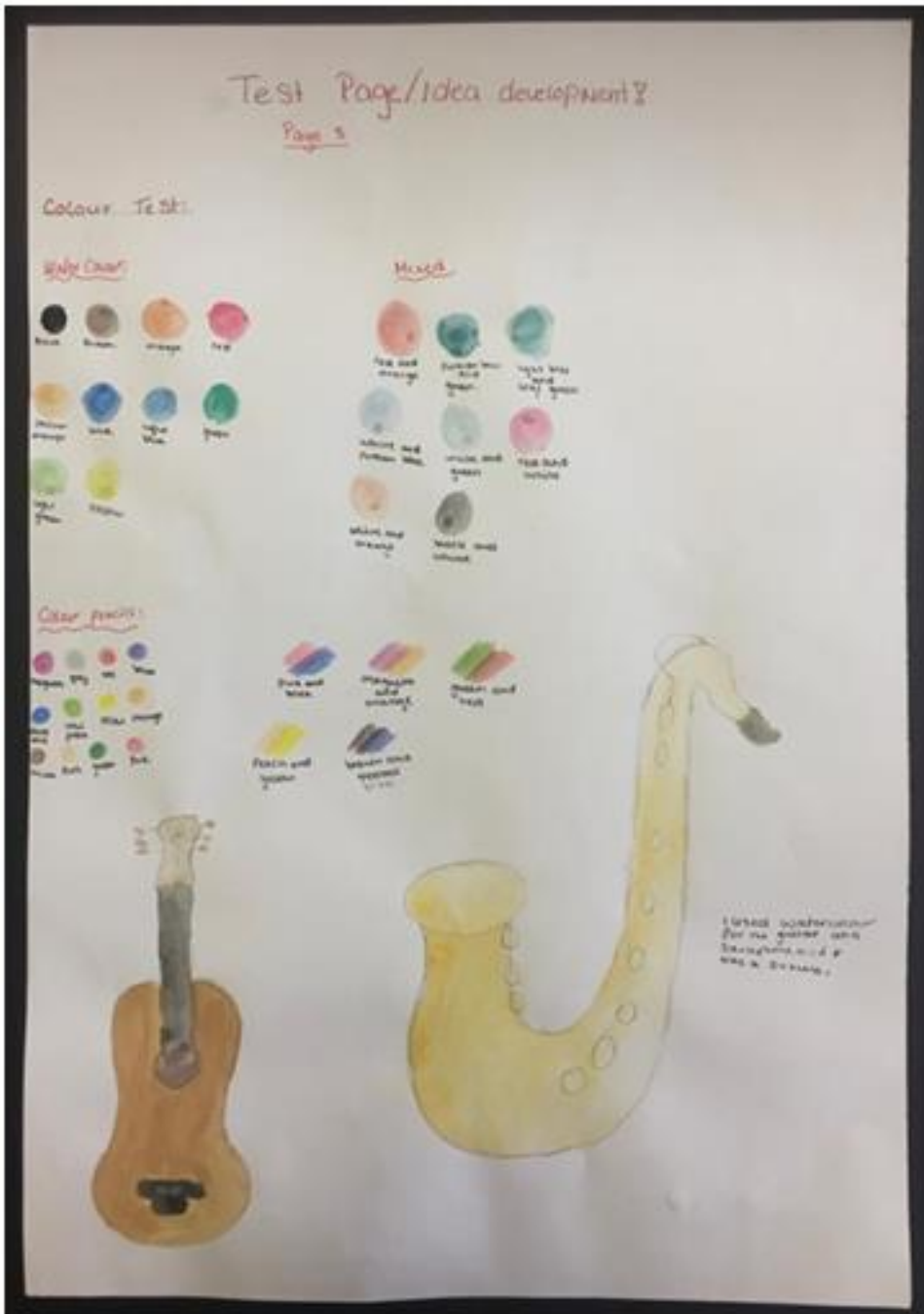
SLIDE 1 SPEAKER NOTES:

Hi, my name is, and I am here today to present you my project about a community musical charity about 'Let's make music!' I am here to promote my ideas about our chosen brief.



SLIDE 2 SPEAKER NOTES:

Some of my research is internet based. I gathered my images from the internet to help create a mood board. By creating a mood board, it helps me by using the images to sketch the pictures. Next to the images there is the colours that are used in the images. This will help me make a more accurate decision about my colour choice.



SLIDE 3 SPEAKERS NOTE:

This is my testing page and my idea development. As you can see, I tested watercolours and coloured pencils. For the watercolours I used the main colours. For example, black, brown, orange, red, peach, blue, light blue, green, light green and yellow. After testing the main colours from the paint palette, I used them to mix with different colours. For example, there is red and orange, blue and green, light blue and leaf green, white and blue, white and green, red and white, white and orange and black and white. For the coloured pencils I did the same thing, but they made a different

MAKE MUSIC DAY PAGE 2

Activity one

Introduction paragraph

Step 1



A glass bottle with a straw
is the perfect size for
making a simple
instrument that
can be used to
create a variety of
sounds.

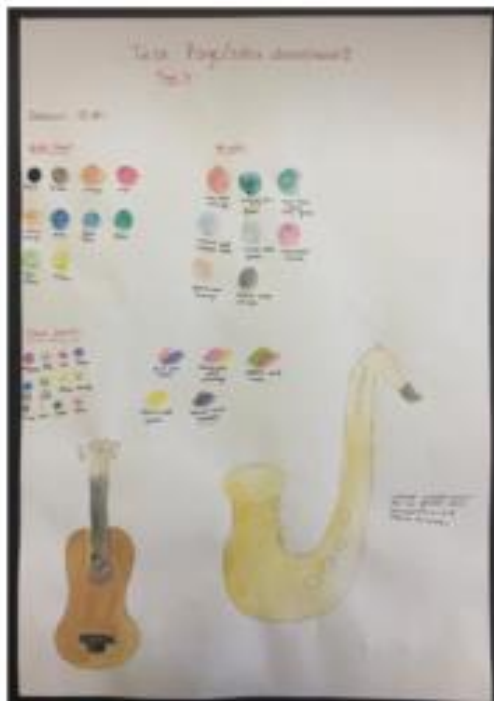
Step 2



Step 3

Step 4





MAKE MUSIC DAY! IS COMING TO YOU!

music Genres:

- Pop
- Rap
- R&B
- Hip-Hop
- Country
- Rock
- Dance
- World Music
- Reggae
- Pop Rock
- Country-Pop
- Jazz



Many of your favourite songs will be played. You name the song, they play it. You are guaranteed to have the time of your lives.



Location:
East London - your local community

Date:
16th - 29th June 2015

MAKE MUSIC DAY! is coming to you!

music Series:

- Pop
- R&B
- Hip-Hop
- Country
- Rock
- Dance
- World Music
- Reggae
- Rap/Rock
- Country-Pop
- Jazz



Many of you have
songs with an
name the
it - you are
have the time
lives.



Location:

East London - your local
community

Date:

16th - 29th June 2015

Activity 2: Development review (90 minutes)

Write in the spaces provided. The spaces can be expanded for further writing over two pages.

Part 1: Describe your ideas for the final responses: A-B-C

(15 minutes approximately)

My chosen brief for my final piece is a poster to promote a community music event. The poster will represent a community musical charity 'Let's Make Music Day.' I am going to write all the different genres and explain what is going to happen. This artwork would contain the different genres of music, which is Pop, Rap, R+B, Hip-Hop, Country, Rock, Dance, World music, Reggae, Pop-Rock and Country-Pop. This art piece is aimed at 16–21-year-olds. My final response would be produced on A3 paper, so it will catch everyone's eye. The materials I am going to use is going to be watercolours, as it is easy to blend the colours in. I am going to make it colourful to make it stand out.

Music Festivals can be great for many people as it can let them be free and express themselves. It supports local musicians and helps the local economy and the local community. Community music involves musicians to work with people to enable them to actively enjoy and participate in music. Making and listening to music can change lives and can help physical or mental well-beings. There are many key aims that music festivals try to achieve, some of them are; life-changing benefits, addressing the musical needs, donating instruments and learning others how to play.

The benefit of music is that it changes your mood, reduces stress, it relieves symptoms of depression, it stimulates memories, it can manage pain and it increases workout endurance. They believe that being a part of an event that is engaging, can give us a sense of belonging. It connects different cultures, promoting diversity and growth. Music for all is dedicated to helping people all ages and social backgrounds get involved in the amazing world of music.

Part 2: How have your ideas been supported by research and exploration?

(15 minutes approximately)

My ideas have been supported by research and exploration to give everybody a chance to express themselves through music. Music can help everyone by helping them with problems like depression and stress. I used images to represent the instruments that will be played or used at the music event. I am choosing to draw a guitar to represent genres like Rock, Hip-Hop, Jazz, Pop and reggae. Many bands and singers use a guitar as it can represent many volumes of music and the sound of it. I am using a microphone as it represents every genre. Singers use microphones to make their singing and their voice become much louder so the audience can hear them sing. The use of drums can be important as it is in the genres Rock, Jazz and Pop. Bands use drums to change the beat of their music to make the song catchier for people to sing along to. I am using a piano to represent the genres Classical, Jazz, Rock and Rap. Piano's help develops your skills and the music you produce. The use of saxophones helps represent the genres Classical and Jazz. Saxophones are important because it can take a bit of talent to

learn how to play the instrument and it is hard to keep taking breaths in between each music you produce and not make it obvious.

Part 3: How will your final response meet the needs of the brief?

(15 minutes approximately)

My final response will meet the needs of the client brief by:

- **Theme-** The community Musical Charity *let's make music!* Wants to celebrate music in all its forms. Music can have a positive impact on our mental health and can bring diverse groups of people together.
- **Audience-** The charity would like to promote '*Make Music Day*' to young people aged 16-21.
- **Product-** I am planning to demonstrate how my poster could be used across a range of products. However, my focus would be responding to how music festivals can change everyone's lives.
- **Imagery-** It would have writing to let everyone know about the festival. It would have no cause of offence to hurt anyone's feeling.
- **Present a positive and optimistic image-** It would be eye-catching and colourful by using watercolours. Also, I would use a stencil to present my title on the poster and to make my handwriting quite big so everyone can see it.

Assessment Objective 1: (Project Development)

Project development

0	1-4	5-9	10-14	15-18
No rewardable material	<ul style="list-style-type: none"> Limited use of research and exploration within development Limited review and refinement of work throughout, linked to the client brief Limited application of the development process 	<ul style="list-style-type: none"> Inconsistent use of research and exploration within development Generally appropriate review and refinement of work throughout, linked to the client brief Generally appropriate approach to the development process has been applied 	<ul style="list-style-type: none"> Competent use of research and exploration within development Competent review and refinement of work throughout, linked to the client brief Competent approach to the development process has been applied 	<ul style="list-style-type: none"> Confident use of research and exploration within development Confident review and refinement of work throughout, linked to the client brief Effective approach to the development process has been applied

Lead Examiner Commentary

Mark: 7

The development and review process demonstrates **inconsistent** use of research with only some exploration of materials, techniques, and processes. The learner does attempt to evaluate the materials they use, but this evaluation is largely descriptive and fails to identify how the exploration of materials will inform the outcome. The approach to review and refinement is **generally appropriate** with obvious and literal links to the client brief. The learner evidences their decision making as they develop their work. The learner would be placed in the middle of mark band 2 for this AO.

Tips (optional)

Where a learner identifies the response to the brief that they will produce at an early stage – in this case choosing to make a poster – it would be a good idea for that learner to include some more research relevant to their choice. For instance this learner could have looked at poster design, particularly that relating to music festivals. This in turn would have allowed them to explore colour, typography, composition etc. Providing and presenting this kind of relevant research supports all assessment objectives as the learner is able to make links to both their research and the client brief as they develop their own work.

Assessment Objective 2: (Development Review)

Development review

0	1-3	4-6	7-9	10-12
No rewardable material	<ul style="list-style-type: none"> Limited description of intentions for the final response Ideas for response are tentatively informed by research and exploration Limited consideration of the needs of the client brief 	<ul style="list-style-type: none"> Basic description of intentions for final response Ideas for response are partially informed by research and exploration Basic consideration of the needs of the client brief 	<ul style="list-style-type: none"> Competent description of intentions for final response Ideas for response are competently informed by research and exploration Competent consideration of the needs of the client brief 	<ul style="list-style-type: none"> Detailed description of intentions for final response Ideas for response are effectively informed by research and exploration Effective consideration of the needs of the client brief

Lead Examiner Commentary

Mark: 8

The development review provides a **competent** description of the learner's intention that is informed by research and exploration and demonstrates **competent** consideration of the needs of the client. This places the learner in the middle of mark band 3.

Tips (optional)

The development review provides an opportunity for learners to articulate their creative journey as they respond to the brief. Learners should be encouraged to include information within their development review that they may not have included in their portfolio. An example of this would be a learner who has produced a digital outcome. It is often the case that digital work presented in the portfolio does not visually represent the work that has gone into producing it, and so the opportunity to explain this often-complex process should be taken. Similarly, learners who are responding in 3D may be able to explain far more of their processes by making full use of the development review.

Assessment Objective 3: (*Final Response*)

Final response

0	1-4	5-9	10-14	15-18
No rewardable material	<ul style="list-style-type: none"> The final response tentatively meets the context and the requirements of the brief Limited use of practical art and design skills to produce an underdeveloped final response Final response demonstrates a limited interpretation of the brief 	<ul style="list-style-type: none"> The final response partially meets the context and the requirements of the brief Basic use of appropriate practical art and design skills to produce a partially developed final response Final response demonstrates a basic interpretation of the brief 	<ul style="list-style-type: none"> The final response mostly meets the context and the requirements of the brief Competent use of appropriate practical art and design skills to produce an adequate final response Final response demonstrates a competent interpretation of the brief 	<ul style="list-style-type: none"> The final response fully meets the context and the requirements of the brief Confident use of appropriate practical art and design skills to produce an effective response Final response demonstrates a thoughtful interpretation of the brief

Lead Examiner Commentary

Mark: 8

The poster for the music event produced as a final response demonstrates **basic use of appropriate practical skills**, which **partially** meets the requirements of the brief. The outcome lacks imagination and provides quite a **basic interpretation** of the brief. The design is only **partially** developed. It does, however, make links to the research completed and is a logical conclusion to the development and exploration. This places the learner in the middle of mark band 2.

Tips (optional)

Assessment Objective 4: (Client Portfolio)

Client portfolio

0	1-3	4-6	7-9	10-12
No rewardable material	<ul style="list-style-type: none"> Tentative visual and written communication of development and final response Presentation demonstrates limited use of structure, layout, organisation and style for a client 	<ul style="list-style-type: none"> Basic visual and written communication of development and final response Presentation demonstrates basic use of structure, layout, organisation and style for a client 	<ul style="list-style-type: none"> Coherent visual and written communication of development and final response Presentation demonstrates competent use of structure, layout, organisation and style for a client 	<ul style="list-style-type: none"> Effective visual and written communication of development and final response Presentation demonstrates effective use of structure, layout, organisation and style for a client

Lead Examiner Commentary

Mark: 6

The portfolio demonstrates **basic** visual and written communication. The work is presented in a logical order and the layout and organisation of the content demonstrates **basic** understanding of the needs of the client. This places the learner at the top of mark band 2.

It is clear from the speaker notes that the learner has evaluated and reflected upon their work, but this could have been presented more effectively to achieve higher in this AO.

Tips (optional)

Learners should be encouraged to think about how they can best present their portfolios – they should consider content, design and layout. Learners should select work for inclusion that documents their creative process as effectively as possible, and support with relevant written commentary as appropriate.