

BTEC Level 2 Technical Diploma in

# DESIGN PRODUCTION



## SAMPLE ASSESSMENT MATERIALS (SAMS)

First teaching: September 2017 | First certification: Summer 2018

ISSUE 1

## **Edexcel, BTEC and LCCI qualifications**

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualification websites at [www.edexcel.com](http://www.edexcel.com), [www.btec.co.uk](http://www.btec.co.uk) or [www.lcci.org.uk](http://www.lcci.org.uk). Alternatively, you can get in touch with us using the details on our contact us page at [qualifications.pearson.com/contactus](http://qualifications.pearson.com/contactus)

## **About Pearson**

Pearson is the world's leading learning company, with 40,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning.

We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at [qualifications.pearson.com](http://qualifications.pearson.com)

*References to third-party material made in this specification are made in good faith. We do not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)*

ISBN: 9781446944158

All the material in this publication is copyright

© Pearson Education Limited 2016

## **Contents**

<b>Paper 1</b>	<b>1</b>
<b>Paper 1: Mark scheme</b>	<b>11</b>



## Pearson BTEC Level 2 Tech Award

Write your name here

Learner Registration Number

--	--	--	--	--	--	--

Centre Number

--	--	--	--	--	--	--	--

Level

2

# Design Production

**Set task: Unit 6 Creative Design Project**

Diploma

**Sample assessment material for first teaching  
September 2017**

Marks

20

Supervised hours

**Information**

- This booklet contains material for the completion of the set task under supervised conditions. The set task is out of 72 marks.
- This booklet is specific to each series and this material must be issued only to learners who have been entered to undertake the task in the specified series.
- This booklet may be given to learners as soon as it is received, so that learners can start the preparatory period in advance of the final supervised assessment period.
- The supervised assessment should be undertaken at any time within a period specified by Pearson.

**Paper reference**

XXXX/XX

S56569A

©2017 Pearson Education Ltd.

1/1



Pearson

## Instructions to teachers/tutors and/or invigilators

The set task will be released in January each year with the supervised assessment undertaken before the submission date specified by Pearson. Learners are required to develop a design concept in response to a client brief.

There are **three** stages of development that need to be completed **prior** to the supervised period of assessment. It is recommended that learners spend approximately:

- 8 hours on research
- 8 hours on a Statement of Intent
- 15 hours experimenting with skills and techniques to develop a design product

Learners will need to complete the majority of these stages within the studio/classroom environment where they will have access to specialist equipment and resources. This will allow teachers/tutors to monitor learner's activity and progress to ensure that all work produced can be authenticated.

Learners will undertake a set task comprised of 20 hours of supervised assessment. This is made up of:

- 15 hours shaping/refining the final product under informal supervision
- 5 hours to select work and create a digital portfolio under formal supervision

During the 15 hours of informal supervision for shaping/refining the final product:

- the majority of the work must be produced in the supervised environment
- work and resources can be brought in and out of the supervised environment, but these must be monitored so the learners final product can be authenticated.

During the five hours of formal supervision for producing the digital portfolio:

- all work must be produced in the supervised environment
- only permitted materials for the set task can be brought into the supervised environment
- during any permitted break and at the end of each session materials must be kept securely and no items removed from the supervised environment
- there should be no internet access available

At the end of the 20 supervised hours the teacher/tutor or invigilator will confirm that all learner work was completed independently as part of the authentication submitted to Pearson.

All learner work for the set task must be completed independently. Learners must save and/or document their work regularly and ensure that all materials can be identified as their work.

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

Teachers/tutors and invigilators are responsible for maintaining security and for reporting issues to Pearson.

Centres are free to arrange the supervised period how they wish, provided it's within the timetabled period specified by Pearson and the five hours for producing the digital portfolio are under the level of control specified, and in accordance with the conduct procedures.

## **Outcomes for submission**

Each learner will need to submit three documents on completion of the supervised assessment period.

- A digital portfolio of between 15 and 20 A4 pages, saved as a PDF file
- Evidence of a final design outcome presented in a digital format
- An authentication sheet

## Instructions for Learners

Read the set task information carefully.

You must plan your time and submit all the required evidence at the end of the assessment period. You must plan your time on each part of the task. It is recommended you spend 31 hours to research, prepare a statement of intent and develop your design work.

You will undertake a Set Task comprised of 20 hours of supervised assessment. This is made up of:

- 15 hours shaping/refining the final product under informal supervision
- 5 hours to select work and create a digital portfolio under formal supervision

You must complete your research, statement of intent and product development process independently and should not share your work with other learners.

Your supervised activities must be completed in timetabled sessions provided by your centre.

### Outcomes for Submission

You will need to submit three documents on completion of the supervised assessment period.

- A digital portfolio of between 15 and 20 pages saved as a PDF file
- Evidence of your final design outcome presented in a digital format
- An authentication sheet

## Set brief

Be Creative is a new website for young designers which allows them to showcase their talents and helps them find work. Each month the website sets a theme to challenge young designers. The theme this month is 'Networks'. Be Creative will select the best designs to feature on its homepage.

Your response to the theme 'Networks' must incorporate **one** of the current trending topics on Be Creative.

These are:

- nature
- robotics
- neighbourhoods

You are required to target your work at young people aged 16–21.

You will need to demonstrate your ability to understand and work within the design process. This will involve conducting research, developing a statement of intent, developing and refining work. You will need to produce a digital design portfolio and evidence of your final design outcome. Your digital portfolio will contain your research, a statement of intent based on your research and documentation of the development of your design work. You must communicate your final design concept in the most appropriate format to clearly demonstrate your ideas. This could be through:

- models
- prototypes or samples
- hand rendered designs
- digital designs
- concepts boards
- any combination of these

### **This is not to be considered an exhaustive list**

All outcomes will be assessed on the quality of the design, how well it addresses the brief and how clearly you have communicated it. If you are creating a design for a 3D product, the final outcome does not need to be built/made, however you may choose to make a model, prototype or sample if it supports the clear communication of your design concept. If you choose to physically produce a 3D design, you will not be assessed on the quality of your building/making skills. This should be considered when planning the time spent creating and refining designs versus making them.

## Development Stages

You must complete **three** stages of development prior to the supervised period of assessment.

### Research

You must carry out significant research before beginning your design piece. You should research and prepare resources to generate ideas in response to the brief. You will need to document the work you do as evidence for your digital portfolio. It is recommended that you spend approximately 8 hours on the research stage.

### Statement of Intent

You must prepare a statement of intent for your project that communicates your initial ideas. This can include any combination of sketches, notes and annotations, written outlines, digital mock-ups, photographs and planning documents (e.g. time, materials, equipment, techniques, processes and other practical considerations). You will need to document the work you do as evidence for your digital portfolio. It is recommended that you spend approximately 8 hours on your statement of intent.

### Development of Design Work

You must produce a body of work demonstrating your exploration of design production techniques and resources to develop a response to the brief. You will need to document the work you do as evidence for your digital portfolio. It is recommended that you spend approximately 15 hours developing your design work.

## Set Task

### Part 1 – Final Design Outcome

**This part of the set task must be completed in 15 hours of informal supervised assessment.**

During this part of the set task, you are permitted to bring work in and out of the supervised environment. Any work brought in and out will be monitored by your teacher/tutor to ensure the work is your own.

You must produce a final design outcome that clearly communicates your concept in relation to the brief.

Evidence of the final design outcome should be saved in a digital format. 3D and larger pieces must be photographed and include an indication of scale. This will be submitted in a separate digital folder to the portfolio.

## Part 2 – Production of Portfolio

**This part of the set task must be completed in 5 hours of formal supervised assessment.**

You should bring all development work with you to begin work on this part of the set task. You will not be permitted to bring work in and out of the supervised environment once the formal supervised session begins.

You must select, organise and present material to create your digital portfolio documenting your research, statement of intent and development of ideas and work.

Research will be assessed on:

- your selection of research and how this links to the theme and chosen trend
- how your research informs your understanding of the target audience
- your research into existing design products

**Total for research = 12 marks**

Statement of intent will be assessed on:

- the relevance of your initial ideas to the brief
- how your research has been used to inform your ideas
- your consideration of the materials, equipment, techniques and processes you plan to explore

**Total for statement of intent = 12 marks**

Development of design work will be assessed on:

- your choice and use of materials and equipment in relation to your design
- your exploration of processes and techniques to develop your design
- the choices you have made and how well they have supported the development of your ideas

**Total for statement of design work = 24 marks**

Final outcome and digital portfolio will be assessed on:

- how well you communicate your design through the application of materials, techniques and processes
- how your work addresses the set brief
- the selection and organisation of materials for your digital portfolio
- the presentation and format of your portfolio

Your digital portfolio must be between 15 and 20 A4 pages and saved as a PDF file. Each page can include a combination of images and written work. Consideration should be given to the quality of the images selected for the portfolio. They should be of sufficient size and quality to clearly represent the work.

**Total for final outcome and digital portfolio = 24 marks**

**END OF UNIT**

**TOTAL FOR UNIT = 72 MARKS**



# **Unit 6: Creative Design Project- Sample marking grid**

---

## **General Marking Guidance**

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Marking grids should be applied positively. Learners must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the marking grid not according to their perception of where the grade boundaries may lie.
- All marks on the marking grid should be used appropriately.
- All the marks on the marking grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the learner's response is not rewardable according to the marking grid.
- Where judgment is required, a marking grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the marking grid to a learner's response, a senior examiner should be consulted.

## **Specific Marking guidance**

---

The marking grids have been designed to assess learner work holistically.

Rows within the grids identify the assessment focus/outcome being targeted. When using a marking grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

Assessment Focus		Research			
0	0-3	4-6	7-9	10-12	
<ul style="list-style-type: none"> <li>• Limited selection of research which shows tentative relevance to the theme and chosen trend</li> <li>• Limited understanding of target audience based on superficial research</li> <li>• Limited research into existing products in the sector</li> </ul> <p>No rewardable material</p>	<ul style="list-style-type: none"> <li>• Basic selection of research which is partially relevant to the theme and chosen trend</li> <li>• Basic understanding of target audience based on generally adequate research</li> <li>• Basic research into existing products in the sector</li> </ul>	<ul style="list-style-type: none"> <li>• Competent selection of research which is mostly relevant to the theme and chosen trend</li> <li>• Competent understanding of target audience based on effective research</li> <li>• Effective research into existing products in the sector</li> </ul>	<ul style="list-style-type: none"> <li>• In-depth selection of research which is fully relevant to the theme and chosen trend</li> <li>• Assured understanding of target audience based on comprehensive research</li> <li>• Comprehensive and pertinent research into existing products in the sector</li> </ul>		

Assessment Focus Statement of intent		0	1-3	4-6	7-9	10-12
<ul style="list-style-type: none"> <li>Proposed ideas have limited connection to the brief</li> <li>The proposed ideas are tentatively informed by research</li> <li>No rewardable material</li> </ul>		<ul style="list-style-type: none"> <li>Proposed ideas have partial connections to some aspects of the brief</li> <li>The proposed ideas are partially informed by research</li> <li>Limited consideration of the materials, techniques and processes required to develop the proposed design work</li> </ul>	<ul style="list-style-type: none"> <li>Proposed ideas have logical connections to most aspects of the brief</li> <li>The proposed ideas are clearly informed by research</li> <li>Basic consideration of the materials, techniques and processes required to develop the proposed design work</li> </ul>	<ul style="list-style-type: none"> <li>Proposed ideas have logical connections to most aspects of the brief</li> <li>The proposed ideas are comprehensively informed by research</li> <li>Effective consideration of the materials, techniques and processes required to develop the proposed design work</li> </ul>	<ul style="list-style-type: none"> <li>Proposed ideas have sustained and pertinent connections to all aspects of the brief</li> <li>The proposed ideas are comprehensively informed by research</li> <li>Comprehensive consideration of the materials, techniques and processes required to develop the proposed design work</li> </ul>	

Assessment Focus		Development of design work			
0	1-6	7-12	13-18	19-24	
	<ul style="list-style-type: none"> <li>Choice and use of materials/ equipment is arbitrary to the development of the design</li> </ul> <p>No rewardable material</p>	<ul style="list-style-type: none"> <li>Choice and use of materials/ equipment has partial impact on the development of the design</li> </ul>	<ul style="list-style-type: none"> <li>Choice and use of materials/ equipment has a clear impact on the development of the design</li> </ul>	<ul style="list-style-type: none"> <li>Choice and use of materials/ equipment has a significant and sustained impact on the development of the design</li> </ul>	<ul style="list-style-type: none"> <li>Choice and use of materials/ equipment has a significant and sustained impact on the development of the design</li> </ul>

Assessment Focus		Production of final design outcome and portfolio			
		1-6	7-12	13-18	19-24
0	<ul style="list-style-type: none"> <li>The final design demonstrates a limited ability to apply materials, techniques and processes</li> <li>The final design is simplistic and superficially addresses some aspects of the brief</li> <li>No rewardable material</li> </ul>	<ul style="list-style-type: none"> <li>The final design demonstrates generally adequate ability to apply materials, techniques and processes</li> </ul>	<ul style="list-style-type: none"> <li>The final design is generally adequate and appropriately addresses most aspects of the brief</li> </ul>	<ul style="list-style-type: none"> <li>The final design is competent and effectively addresses all aspects of the brief</li> </ul>	<ul style="list-style-type: none"> <li>The final design demonstrates an assured ability to apply materials, techniques and processes</li> <li>The final design is perceptive and it creatively addresses all aspects of the brief</li> <li>Selection and organisation of evidence is considered and fluently communicates the research, statement of intent, development and realisation processes in a concise and engaging way</li> <li>Selection and organisation of evidence which clearly communicates the research, statement of intent, development and realisation processes a generally balanced way with minor inconsistencies</li> <li>Presentation and format of the design portfolio is generally adequate for the relevant design media</li> </ul>



## BTEC Level 2 Technical Diploma in **DESIGN PRODUCTION**

Like what you see?

- Discover the full range of BTEC Level 2 Technicals available.
- Explore free course materials and training events.
- Get your questions answered by our subject experts.

All this and more at: [quals.pearson.com/btecL2techDP](http://quals.pearson.com/btecL2techDP)

 @TeachBTEC

 [TeachingArtandDesign@pearson.com](mailto:TeachingArtandDesign@pearson.com)

**Aspire. Do. Achieve. Succeed.**