

Pearson BTEC Level 3 National in Art and Design

Unit 6: Managing a Client Brief



Sample Assessment Materials (SAMs)

For use with:

- *Diploma in Photography*
- *Diploma in Graphics*
- *Diploma in 3D Design and Crafts*
- *Diploma in Fashion Design and Production*
- *Extended Diploma in Art and Design*

First teaching from September 2018

Issue 4

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Changes to rubrics

We have made changes in response to DfE feedback.

The rubrics in this Sample Assessment Material have been updated to be in line with the changes made to the unit content and to provide clarity on the conditions under which the task should be taken. Centres should read the Instructions to teachers/tutors and Instructions to learners sections carefully to understand the full detail of the changes. These changes have been summarised below for ease of reference.

Summary of Pearson BTEC Level 3 Nationals in Art and Design Sample Assessment Materials for Unit 6: Managing a Client Brief Issue 2 to 4 changes

Summary of changes made between previous issues and this current issue	Page number
An introduction section has been added to clarify the: <ul style="list-style-type: none">• purpose of the assessment• availability and timings of the assessment• monitored preparation, independent research and formal supervision• stipulations on notes.	Pages 1-2
The supervised hours for undertaking assessment have changed from 5 to 15 hours.	Page 3
In the Instructions to teachers/tutors section wording has been added to clarify: <ul style="list-style-type: none">• hours for monitored preparation have changed from 25 to 10 hours• hours for supervised assessment have changed from 5 to 15 hours• suggestions on independent research activities• stipulations on amount and format of notes. In the Maintaining security during the formal supervised assessment period section, two bullet points have been added to clarify stipulations on notes. A new section on Submission of presentation has been added.	Pages 4-6
Wording has been added to the Instructions to learners section to reflect the changes in the instructions for teachers/tutors section, this includes: <ul style="list-style-type: none">• research that can be undertaken under monitored preparation and independent research outside monitored sessions• number of presentation slides has changed from 20 to 12-15, with an outline of what to put on the slides• speaker notes have been set to a maximum of 600 words.	Pages 7-8
The Set task brief section has changed to reflect the changes in the Instructions to teachers/tutors and for learners sections, including: <ul style="list-style-type: none">• wording has been revised to clarify the work that learners need to produce.• the information previously included in the individual Client Briefs is now consolidated in the Set task brief.	Page 9

Summary of changes made between previous issues and this current issue	Page number
The Set Task section has been reworded to reflect the changes in the Instructions to learners and Set task brief sections, this includes: <ul style="list-style-type: none"> • wording has been revised to clarify what the presentation slides must cover • wording has been added to clarify what speaker notes should include • what learners will be assessed on has been revised for clarification. 	Pages 10-11
Client information pack has been removed.	

Sample marking grid – Summary of changes made between previous issues and this current issue	Page number
Assessment Outcomes 1, 2 and 4 wording has changed from 'ideas' to 'proposals'. 'Art' has been added to Assessment Outcome 2.	Page 14
Wording in sample marking grid for Assessment Outcome 1 in the second bullet point for Bands 1 to 4 has changed from 'ideas' to 'proposals'.	Page 15
Wording in sample marking grid for Assessment Outcome 2 in all bullet points for Bands 1 to 4 has changed from 'ideas' to 'proposals'.	Page 16
Wording in sample marking grid for Assessment Outcome 4 in bullet points 1 and 2 for Bands 1 to 4 has changed from 'ideas' to 'proposals'.	Page 18

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Introduction

Teachers/tutors are asked to read this section to understand the structure of the assessment for this unit as illustrated in this sample assessment. This information will not appear in the text of the live assessments.

The key purpose of this assessment is for learners to respond to a given client brief by producing a presentation of their creative proposal.

This is a single task. This assessment will be offered once a year over a four-week period timetabled by Pearson. The timings of the assessment are **10 hours** of monitored sessions for preparation followed by **15 hours** of supervised assessment sessions. The centre should timetable these sessions over the four week period.

Monitored preparation is provided for learners to produce materials that are used in the formally supervised sessions. This includes notes, artefacts, assets, plans etc. as specified in the sample assessment. Monitored sessions are where learners are being directly observed. They may have, where specified, access to their own outcomes from preparation, access to the internet and use of appropriate resources. Learners are working independently and teachers/tutors will be able to authenticate that the outcomes for formal assessment meet the requirements and are authentic. At the end of the monitored preparation, centres will retain their research notes that are provided to learners during the formal supervised assessment. After the assessment the notes will be retained by the centre and may be requested by Pearson during the marking process.

For this assessment, the monitored preparation sessions allow learners to review the information provided about the client, carry out further research into the client brief, the demands of the industry sector and to investigate competitors. Centres need to make provision for this research using scheduled lessons and ensure that learners have access to information and equipment that may be required. Learners should be working independently rather than being taught or directed.

It may also benefit learners to undertake some independent research outside of the monitored preparation sessions.

This can include activities such as:

- observational studies including photographs, notes or studies of objects and locations, which can be used to support the development of ideas
- primary research into the target audience and similar and existing art or design work to the client brief.

When materials are brought into the monitored preparation session, tutors must authenticate that the materials have been produced by the learner. No materials are allowed out of the monitored preparation session.

Within the monitored preparation session, learners can prepare summary notes of their research to take into the supervised assessment session. These must be a maximum of six sides of A4 notes.

The notes can include:

- images of contextual sources and inspiration
- information relating to the client and the market
- primary or secondary research relating to the brief.

The notes **cannot** include:

- any pre-prepared wording for presentation slides.

The assessment evidence submitted to Pearson is a 12-15 slide presentation with accompanying speaker notes. The assessment evidence is produced under full formal supervision of **15 hours** to ensure that learner work is authentic and that all learners have had the same assessment opportunity. The timetabled period allows centres to provide access to computers for completion of their evidence.

Formal supervision is the equivalent of examination conditions. Learners must work independently, cannot work with other learners, cannot talk about their work to other learners and will only be able to access the materials specified in the assessment. During the **15 hours** of supervised assessment, learners will be able to:

- generate creative ideas based on their research findings
- inform their development through contextual sources
- create drafts, tests or prototypes of their proposal
- create the 12-15 slides for a presentation of their proposal for the given brief
- write supporting commentary for the presentation.

Pearson BTEC Level 3 Nationals

Write your name here		Level
Surname	Forename	
<h1>Art and Design</h1> <h2>Unit 6: Managing a Client Brief</h2>		Part
Diploma/Extended Diploma Sample assessment material for first teaching September 2016		Marks
		Supervised hours

Instructions

- This booklet contains material for the completion of the set task.
- This booklet is specific to each series and this material must only be issued to learners who have been entered to undertake the task in the relevant series.
- This booklet must be given to learners on the specified date so that learners can prepare in the way directed.

Paper reference

XXXX/XX

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Instructions to Teachers/Tutors

Centres must issue this booklet at the appropriate time. Centres should refer to the Instructions for Conducting External Assessments (ICEA) document for full information on the correct conduct of monitored and formally supervised assessment.

The set task contains **10 hours** of monitored preparation sessions ahead of **15 hours** of supervised assessment.

The monitored sessions must be scheduled by the centre. Within this time learners should review the information provided in this booklet and should be given the opportunity to conduct independent research activities.

It may also benefit learners to undertake some independent research outside of the monitored preparation sessions.

This can include activities such as:

- observational studies including photographs, notes or studies of objects and locations, which can be used to support the development of ideas
- primary research into the target audience and similar and existing art or design work to the client brief

Centres may need to make facilities available to learners to support independent research. Where learners want to carry out observational studies or primary research, these outcomes may be brought into the monitored preparation session, but only notes produced in monitored sessions may be used during the formal supervised assessment.

Learner notes are the outcome of independent preparation and support learners in responding to the set task. Learner notes are restricted to:

- six sides of A4
- information that contextualises the client brief
- sources of inspiration.

Learner notes **cannot** include:

- pre-prepared wording for presentation slides or speaker notes
- pre-constructed art or design work that will be directly used in the proposal.

Teachers/tutors should note that:

- learners should not be given any direct guidance or prepared materials
- learners should not be given any support in writing or editing notes

- all work must be completed independently by the learner
- learner notes produced under monitored conditions must be checked to ensure that they comply with the limitations
- learner notes should be retained by the centre between the monitored sessions and the formal supervised assessment.

The set task is taken over **15 hours** under formal supervision. Centres should schedule all learners at the same time or supervise cohorts to ensure there is no opportunity for collusion.

Maintaining security during the formal supervised assessment period

- The assessment areas must only be accessible for the individual learner and to named members of staff.
- Learners can only access their work under supervision.
- Any work learners produce under supervision must be kept secure.
- Only permitted materials for the set task can be brought into the supervised assessment.
- During any permitted break and at the end of the session, materials must be kept securely and no items removed from the supervised assessment.
- Learners are not permitted to have access to the internet during the supervised assessment period.
- Learner notes must be checked to ensure length and/or contents meet limitations.
- Learner notes will be retained securely by the centre and may be requested by Pearson if there is suspected malpractice.

Outcomes for Submission

Each learner must submit:

- a presentation that contains between 12 and 15 slides
- a maximum of 600 words of supporting speaker notes
- a completed authentication sheet.

Submission of presentation

- Consideration should be given to the quality of the images used for the presentation. These should be of sufficient size to present proposals clearly.

- ◊ It may be appropriate to show the full proposal work and include details or photographs from multiple angles to communicate the work clearly.
- ◊ Proposals should be presented professionally, using industry standard software to create slides with a balance of images and text.
- ◊ Centres must ensure that the presentation is exported in an easily accessible format. Presentations produced in specialist software packages and are not accessible will be returned to centres for reformatting.

Instructions for Learners

Read the set task information carefully.

You will be given **10 hours** of monitored preparation ahead of the supervised assessment sessions to review the client information provided in this booklet and carry out independent research activities. Your tutor will advise you of the scheduled sessions for this work. During these sessions, you can research:

- information about the target audience
- services and products you associate with the client
- visual materials, images, colours, textures, fonts, brand identity or house style you associate with the client
- similar products to the brief you have chosen that are currently in the market
- technical requirements and constraints of the brief
- sources of inspiration.

You can carry out independent research outside of the monitored research sessions. This can include activities such as:

- observational studies including photographs, notes or studies of objects and locations, which can be used to support the development of ideas
- primary research into the target audience and similar and existing art or design work to the client brief.

You may bring these outcomes into the monitored preparation session, but only notes produced in monitored sessions may be used during the formal supervised assessment.

You are allowed to prepare six sides of A4 notes to take into the set task.

Your notes can contain:

- images of contextual sources and inspiration
- information relating to the client and the market
- primary or secondary research relating to the brief.

The notes **cannot** include:

- pre-prepared wording for presentation slides
- pre-constructed art or design work that will be directly used in the proposal.

Your notes must be your own work and will be retained by your centre until results are issued.

The set task is taken over **15 hours** under formal supervision. You will have a number of sessions to complete the set task provided by the centre. Plan your time carefully and allow time to produce your outcomes for submission.

Outcomes for Submission

You must submit a:

- presentation that contains between 12 -15 presentation slides with supporting speaker notes
- maximum of 600 words of speaker notes
- completed authentication sheet.

Set Task Brief

The National Trust wants to increase the membership of young people of either 6–10 or 11–15 years.

It is planning to launch a campaign targeting young people and has a planned a schedule of nationwide events, taking place at some of its houses and estates throughout the summer months.

Artists and designers are being asked to produce a presentation of between 12 and 15 slides with their proposal in response to one of the briefs provided. The National Trust will look at these proposals and then select which ones it will commission to turn into completed art or design pieces. They would like to see proposals for any of the following:

- merchandise that can be on sale in pop-up shops at these events
- creative designs for interior and exterior spaces and décor at the festival
- designs for their online promotion of the events
- creative elements that will add to the festival atmosphere including costumes, sculptures, installations and interactive features.

The proposal does not have to be a finished piece of art or design work, but should demonstrate a representation of what the final work would look like. It is likely that the work is presented in a draft format related to the specialism, such as a prototype, test, proof, model, rough, alpha, sample or mock-up.

You will need to create a proposal in **one** of the following art and design disciplines:

- 3D Design
- Fashion
- Textiles
- Photography
- Fine Art
- Graphics
- Interactive Design.

Set Task

The set task is undertaken over **15 hours** of formal supervision

During this time you are required to:

1. develop a proposal in response to **one** of the client briefs above
2. produce a presentation for the client of between 12-15 slides
3. produce a set of supporting speaker notes of up to 600 words that explain the development of your ideas and the proposed response.

During the development of the proposal, you should:

- apply your research in the generation of ideas
- produce draft art or design work– this could take the form of a prototype, draft, mock-up, outline, model, visual, render, concept art, maquette, or preliminary work depending on your specific specialism
- keep records and notes on the development in order to help with the creation of the presentation slides and speaker notes.

The slides must cover the following:

<ul style="list-style-type: none">• Details of the selected brief• Relevant research related to the brief	<ul style="list-style-type: none">• Between 3-4 slides
<ul style="list-style-type: none">• Development work• Visual representations of your proposal work	<ul style="list-style-type: none">• Between 7-11 slides

Your speaker notes should include:

- justification of how you have used research to inform your ideas
- details on how you developed your proposal work in relation to the client brief
- justification of how your proposal addresses the target audience and client brief.

You will be assessed on:

- the selection of relevant information and material to inform your proposal
- the development of design proposals relevant to the client brief
- the justification of decisions in relation to the brief, audience and client demands
- organisation of information and proposals for presentation.

END OF TASK

TOTAL FOR TASK = 60 MARKS

Unit 6: Managing a Client Brief – Sample mark 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.

Marking Grid – 60 marks

Assessment Outcomes	Mark Awarded
AO1 Demonstrate ability to select relevant information and material to inform proposals	Out of 12
AO2 Develop art and design proposals relevant to client brief	Out of 18
AO3 Justify the decisions in relation to brief, audience and client demands	Out of 18
AO4 Organise information and proposals for presentation	Out of 12
TOTAL	Out of 60

Assessment outcomes	Band 0	Band 1	Band 2	Band 3	Band 4
AO1 Demonstrate ability to select relevant information and material to inform proposals	0 Level of response not worthy of credit	1-3 <ul style="list-style-type: none"> • Basic selection of relevant materials and information. • Selected information and materials do not clearly inform proposals. 	4-6 <ul style="list-style-type: none"> • All materials are selected for relevance. • Selected information and materials clearly inform proposals. 	7-9 <ul style="list-style-type: none"> • All materials are selected for relevance with confidence. • Selected information and materials are appropriate and clearly inform proposals. 	10-12 <ul style="list-style-type: none"> • Exceptional selection of materials for relevance. • Selected information and materials insightfully inform proposals.

Assessment outcomes	Band 0	Band 1	Band 2	Band 3	Band 4
<p>AO2 Develop art and design proposals relevant to client brief</p>	<p>0 Level of response not worthy of credit</p>	<p>1-4</p> <ul style="list-style-type: none"> • Basic proposals which are limited in development. • Proposals have limited relevance to the client brief. • Proposal demonstrates a basic use of visual communication. 	<p>5-9</p> <ul style="list-style-type: none"> • Competent proposals are adequately developed. • Proposals have some relevance to the client brief. • Proposals demonstrate a competent use of visual communication. 	<p>10-14</p> <ul style="list-style-type: none"> • Assured proposals are confidently developed. • Proposals are mostly relevant to the client brief. • Proposals demonstrate an assured use of visual communication. 	<p>15-18</p> <ul style="list-style-type: none"> • Exceptional proposals are comprehensively developed. • Proposals are fully relevant to the client brief. • Proposals demonstrate an exceptional use of visual communication.

Assessment outcomes	Band 0	Band 1	Band 2	Band 3	Band 4
AO3 Justify the decisions in relation to brief, audience and client demands	0 Level of response not worthy of credit	<p>1-4</p> <ul style="list-style-type: none"> Some justification of decisions is communicated. Justifications given are arbitrary or lack clear line of reasoning. Minimal consideration of the demands of the client and audience. 	<p>5-9</p> <ul style="list-style-type: none"> Competent justification of decisions is communicated. Justifications given show a clear line of reasoning. Adequate consideration of the demands of the client and audience. 	<p>10-14</p> <ul style="list-style-type: none"> Justification of decisions is communicated confidently. Justifications given show a coherent line of reasoning. Assured consideration of the demands of the client and audience. 	<p>15-18</p> <ul style="list-style-type: none"> Exceptional justification of decisions is communicated. Justifications given show an excellent line of reasoning. Comprehensive consideration of the demands of the client and audience.

Assessment outcomes	Band 0	Band 1	Band 2	Band 3	Band 4
<p>AO4</p> <p>Be able to organise information and proposals for presentation</p>	<p>0</p> <p>Level of response not worthy of credit</p>	<p>1-3</p> <ul style="list-style-type: none"> • Visual presentation is not suitable for proposal and client, showing little refinement and basic ability to engage the intended audience. • Information and proposals are unclear and not presented in a clear and logical sequence. • Presentation demonstrates tenuous understanding of professional practice. 	<p>4-6</p> <ul style="list-style-type: none"> • Visual presentation is generally suitable for proposal and client, showing competent refinement and adequate ability to engage intended audience. • Information and proposals are presented in clear and logical sequence. • Presentation demonstrates coherent understanding of professional practice. 	<p>7-9</p> <ul style="list-style-type: none"> • Visual presentation is entirely suitable for proposal and client, showing assured refinement convincing ability to engage intended audience. • Information and proposals are presented effectively in a clear and logical sequence. • Presentation demonstrates a thorough understanding of professional practice. 	<p>10-12</p> <ul style="list-style-type: none"> • Visual presentation enhances proposal and shows perceptive integration with client and a sophisticated ability to engage intended audience. • Information and proposals are presented comprehensively in a clear and fluent sequence. • Presentation demonstrates an in-depth understanding of professional practice.

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