

BTEC Level 3 National in Art and Design

First teaching September 2016



Sample Marked Learner Work
External Assessment
Unit 6: Managing a Client Brief

In preparation for the first teaching from September 2016 and as a part of the on-going support that we offer to our centres, we have been developing support materials to help you better understand the application of Nationals BTEC Level 3 qualification.

What is Sample Marked Learner Work (SMLW)?

The following 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.

Each question explores two responses; one good response, followed by a poor response. These responses demonstrate how marks can be both attained and lost.

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

Below displays the format this booklet follows. Each question will show a learner response, followed by comments on the command verbs and the content of the question. Tips may be offered where possible.

The appendix has attached a mark scheme showing all the possible responses that perhaps were not explored in the SMLW, but can still be attained.

The red box comments on the command verbs used in the question. Command typically means; to instruct or order for something to be done. Likewise, in assessments, learners are required to answer questions, with the help of a command verb which gives them a sense of direction when answering a question.

This box may choose to highlight the command verb used and comments if the learner has successfully done this, or not.

The green box comments on the content words and phrases. Content makes reference to subject knowledge that originates from the specification. Learners are required to use subject specific knowledge to answer the questions in order to gain maximum marks.

The comments may include:

- *Any key words/phrases used in the learner's answer.*
- *Why the learner has gained x amount of marks? And why/how they have not gained any further marks?*
- *Any suggestions/ ideas regarding the structure of the answer.*
- *If the answer meets full marks- why is it a strong answer? What part of the content has been mentioned to gain these marks?*

TIPS!



Tips offer helpful hints that the learner may find useful. For example:

- *Recommended length of the answer*
- *Reference to the amount of marks awarded*
- *General advice for the learner when answering questions*

Sample Marked Learner Work External Assessment

Unit 6: Managing a Client Brief

One example submission for Unit 6

Sample Assessment Material used with task client: The National Trust

The learner used in this trial was a second year Level 3 student in a Sixth Form College. The learner is studying Graphic Communication in a related qualification but is new to task based external assessment. The learner is a very competent individual in a high achieving Art Department. However, the learner had limited personal time to develop their response, as no formal teaching time during timetabled hours was given. Although a full term was taken with this task, time on this was usually found outside of the college day and fell way under the GLH recommended for this unit or recommended task times for each activity. The learner worked unguided, without any teacher support. The work is truly a reflection of independent effort. The learner response is admirable in this respect, as there was no understanding or experience of this unit meaning minimal centre support. With dedicated timetabled hours and a full centre focus on the requirements of this unit, there is no doubt that a much fuller and more successful response would have been developed.

It is important when looking at this sample marked learner work, that the background and context in which the work was produced is considered. This is, if you like, a skeleton response. Far more flesh which could have been added to the bones. It is by no means, an exemplar response. Nevertheless, interesting to see a totally independent learner response from a centre with no experience of this unit. It perhaps highlights the potential pitfalls learners may fall into and where a centre should be guarded against. For example, personal choices in design development rather than with the full needs of the intended audience in mind, and a very thin, limited development towards the final design idea.

In the sample marked learner work, selected images of the learner work have been chosen to illustrate each Assessment Outcome. This selection of sample marked learner work does not show the entire portfolio but it gives a sense of the creative journey that the learner is taking. It is important to remember that the marking grids have been designed to assess learner work holistically and the 'best fit' approach will be taken by examiners.

Learner 1: 28/60 marks

AO1: Demonstrate ability to select relevant information and material to inform ideas. Awarded 7/12



Slide 1 Speaker Notes:

No speaker notes submitted

Learners are asked to produce a presentation for the client that demonstrates their ideas in response to a brief. Relevant information and materials will be selected to inform ideas.

The first slide is a confident visual representation of their chosen National Trust issue of 'nature and the outdoors'. The text clearly states their chosen client brief and introduces an expectation of what is to follow.

The aim of the activity is to present information to the client. The learner has not included any speaker notes and these would be useful to demonstrate their understanding of the brief and to explain their reasons for designing the first slide in this way.

The National Trust

- The National Trust love inspiring everyone to become more engaged with nature by listening to other views, needs and suggestions so they can exceed the peoples expectations with their positive can do attitude. They thrive by involving everyone in what they do ad inspiring them to share the same passion for special places in nature. The National Trust use imagery wherever possible, these images have been expertly commissioned appropriate for the National Trust. This helps draw people into the charities and exploring new places to go.



THE
NATIONAL
TRUST

Slide 2 Speaker Notes:

I found this information online and the packs give some basic knowledge on what the National Trust do and how they aim to inspire.



Nature And The Outdoors- The State of Nature report 2016

- The report, published reveals that 56% of UK species studied have declined over the past 50 years. Almost 8,000 species assessed by the report, one in ten are at risk of disappearing from our shores altogether. The report discovers that more than 7,500,000 volunteer hours go into monitoring the UK's wildlife every year and we are part of the State of Nature partnership, a coalition of 53 nature organisations who helped compile the report.

Slide 3 Speaker Notes:

These are some statistics posted by the National Trust about nature and the outdoors. I wanted to include these as they show how the state of our world is becoming. These figures indicate how we could help by volunteering to support the UK's wildlife

Nature And The Outdoors- What We Can Do To Help

- What everyone can do to help increase the species numbers is things such as family volunteering at a National Trust site or in your own garden or local area. These days out aren't just for the children they are for families too which means they will be help the environment but also educate the families. One way a family can prevent this is the try growing wild flowers in their garden to attract insects such as bee's which then can attract other animals such as birds.



Slide 4 Speaker Notes:

Here I took some more information from the National Trust's website to show how we can help our environment. I wanted to include this as I wanted to show how families could get involved with their children.

The learner has been awarded 7 marks for AO1 and this places the learner in the lower of mark band 3. The learner has evidenced that they have used the information in the brief to undertake research independently. The collated research is relevant and appropriate and does inform ideas with some confidence.

The learner has selected and used relevant materials to include in the slides. However, the speaker notes do not provide any additional information to justify the content on the slides.

Learners should demonstrate how they have selected and used the information from the client pack to inform their ideas. In slides 2, 3 and 4 the learner has selected and used some relevant information from the client pack and the National Trust website to summarise information that they feel is valid. This includes engaging people with nature, reference to a recent report and what families can do to get involved.

The evidence within slides 1 to 6 could demonstrate further confidence and insight by stating how the information and materials will inform their design ideas. This could be achieved through a more effective use of the speaker notes or other visual representation such as annotated images or design roughs of their initial ideas




Ensure that learners clearly state how the selected information informs their own ideas.



Encourage learners to clearly state key information at the start



Develop learner's skills in interpreting the requirements of the brief



Age Group (6-10 Years)

- I have chosen to aim my design at six to ten year olds as I believe this age group could benefit from spending more time in nature and the outdoors. The National Trust has created 50 ultimate activities for children to have a go at to welcome them to the great outdoors. Here is the first ten for the check list which already engages children as they may have never heard of any of these. 1. Climb a tree 2. Roll down a really big hill 3. Camp out in the wild 4. Build a den 5. Skim a stone 6. Run around in the rain 7. Fly a kite 8. Catch a fish with a net 9. Eat an apple straight from a tree 10. Play conkers

Slide 5 Speaker Notes:

I have chosen to target children aged between 6-10 as I believe at this age they should be encouraged to explore the outdoors more to benefit their education.

Learners must identify the chosen target audience and show how their ideas address this selected target audience. The ideas are not yet confidently developed but they do have some relevance to the client brief.

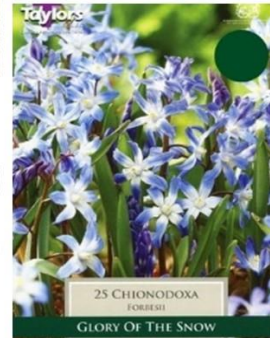
The learner has clearly identified the target audience (6-10 year olds) and linked this effectively to their chosen issue (nature and outdoors).

They state how their ideas address the target audience in later slides.

The learner has used relevant content for this slide and kept a consistent layout of using text and images. The speaker notes are repetitive of the slide content. To improve, the learner would need to explain in more detail how they will engage the target audience when developing their ideas. They could have stated why they chose to include the top ten ultimate activities and how they would have use some of these within their idea development. The content of the slides must have purpose and direction and clearly show a developing of ideas.

Seeds And Wild Flower Packaging

- I have researched the current designs and styles of seeds at The National Trust to see if they are aiming these products at the six to ten age group, as you can see these packaging design are more for early people rather than children. This is due to the lack of colour to them which children instantly pick up on. Also the design of the packaging contains images of the products which children may be less interested due to the realists look.



Slide 6 Speaker Notes:

I have done some research into the current seed packaging that the National Trust sells, I wanted to have a look at what I could develop into my own designs.

My Packaging Idea's

- I have done some research on packaging ideas which would intrigue the children aged between six and ten. I have looked at the aspect of colour in the packaging as this would interest children to plant and grow their own plants and also attract wildlife to them. I have also looked at simple pattern and design ideas as this age group is only starting to learn tasks such as growing their own flowers.



Slide 7 Speaker Notes:

I have then looked at current seed packaging within the whole world and what would appeal to a 6-10-year old's and get them active with nature.

My Initial Design Ideas

- For my initial design I would like to influence a huge amount of colour into my work as I believe this is one thing that children aged six to ten look mostly for. I will try to use primary colours in my work as these are much simpler but will also help when printing my design. I will be using a brown background as when I have seen current seed packaging the brown works well on top of the primary colour.
- Another way I want to interest children into planting seeds is to create a unique packaging which is different from the standard rectangular shape. For the packaging I would like it if I could create the shape of a 3D flower so you have to unravel each layer to find the seeds. This would be something interesting for children to play with while planting and gardening.

Slide 8 Speaker Notes:

My initial design idea would be to make a 3D of packaging which would be exciting for my age group. This would be made up of colours which would stand out from its surroundings on the shelves.

The learner has been awarded 7 marks for AO2 and is securely in mark band 2. Although the development of ideas is limited to a single idea, the work does demonstrate a competent use of visual communication. In addition, the idea they have selected has some relevance to the chosen brief. To improve and gain a higher mark, the learner must evidence more than one idea and demonstrate how the ideas have been developed from their research. There should be a clear demonstration of review and refinement of ideas that consistently reference the design brief requirements.

They have effectively shown how their ideas address the target audience.

The learner has used some relevant research evidence based on packaging. They have looked at existing products the National Trust supply as well as more interesting packaging which could be used to develop their design ideas further. They have linked the research well to the target audience. The speaker notes are again quite repetitive of the slide content and could have been used more to explain alternative ideas or ideas that they dismissed and did not take forward. They do not add any value to the work.

TIPS!



Encourage learners to evidence more than one idea



Speaker notes should communicate and justify their ideas and intentions.

A03 Justify the decisions in relation to brief, audience and client demands. Awarded 9/18



Slide 9 Speaker Notes:

Here are some of my images I have taken, I have used a pheasant as this is a wild bird that might be attracted to some of the plants they the children can plant.

The learner has included some relevant images, but it is unclear how these images have been selected and why. The next slides focus on the production of a prototype so there is missed opportunity here to clearly justify their choice of formal elements and materials, techniques and processes.

The learner has selected an interesting image. However, the speaker notes are very limited and don't explain or justify this selection. There could be much more justification of the chosen images and a demonstration of the selection process. Learners must also state their choice of materials, techniques and processes and how they have used the formal elements.

Progress Of My Work

- I have done some lino prints of the pheasant that I previously took images of. I have used vibrant colours that you would associate with the pheasant but I have altered them slightly to give them more of a modern look.



Slide 10 Speaker Notes:

I have then turned my images into lino prints which work effectively as I wanted colour to be a huge factor to my work which it is.

The learner has been awarded 9 marks for AO3 and places the learner at the top of mark band 2. The learner has submitted evidence that is reflective of mark band 2. Justifications are sufficient and competent. The demands of the client and the target audience have also been considered throughout the work and stated in the speaker notes.

To improve, there should be more detail about the choice of image and more development of this, perhaps incorporating typography or different backgrounds etc, in response to the design brief. There is a lack of playful curiosity in the development of this image. Consideration of the demands of the client and the audience should be much more comprehensive and with a more coherent line of reasoning.

The learner has included some creative and relevant evidence that shows some competent justification of decisions. It does link to their intentions and their use of the chosen photographs.

There is limited evidence of experimenting with different materials, techniques and processes and as these development stages are a focus of the unit, this is where the learner has not exceeded and as such loses valuable marks. After this slide the learner continues to present their final designs.



Ensure learners include all development evidence. Encourage full development of design ideas and intentions




Encourage learners to show evidence of experimentation and the selection process that inform final decisions



Evidence the selection process for their chosen formal elements and materials, techniques and processes.

A04 Be able to organise ideas and information for presentation, demonstrating professional practice. Awarded 5/12

Packaging Designs



- These are my final three designs for my seed packaging which will be wrapped around the box where the seeds will be. I wanted to create a box as the sleeve of the seeds wasn't 3D enough which is something I wanted to include in my designs. I also wanted to include the hole of my lino print such as the background as it created a textured effect which I wanted as a background.

Slide 11 Speaker Notes:

I have tried to create three designs which are all similar but all bring different qualities. I wanted to use colours that related to the bird and the outdoors as I wanted children to be able to relate to the colours and how it represented the outdoors.

Box Design Layout



Slide 12 Speaker Notes:

Here is the template for my box where I will then stick the label on the side of the box.

Final Products



Slide 13 Speaker Notes:

These are my final designs which have been created into real products. Here you can see the different designs I have chosen with different uses of colour and layouts.

The learner has been awarded 5 marks for AO4 and this places the learner securely in mark band 2. The presentation is a sufficient response for the client and there is adequate information to engage the intended audience. The presentation is organised effectively and the use of images and text are relevant. There is an understanding of the client, the target audience and the requirements of the brief.

The learner has planned the order of the presentation logically but they could have responded more fully to the design brief and with closer consideration to the needs of the intended audience. This would then have moved the work closer to demonstrating a thorough understanding of professional practice. Instead, choices made seem to be personal at times, rather than with the client and audience in mind.

The learner has created plans and a prototype of their ideas. However, there is limited realisation of their initial intentions for the 3D packaging, for example, the basic template evidenced in slide 12 could have been developed further in relation to their research. This also applied to their exploration of colour, as the prototype does not seem to meet their initial intentions of reading the target audience. Some slides required proof reading, and the learner could have used the maximum of 20 slides to demonstrate further development. This learner did not have the full time available to them in the trials to produce this SMLW and this has undoubtedly impacted on the outcomes.



- ➡ Ensure that learners understand the purpose of the presentation
- ➡ Develop learners' writing skills in effectively writing speaker notes
- ➡ Ensure learners do not use the speaker notes to repeat the content on the slides