



Mark Scheme (Results)

Summer 2019

BTEC Level 3 National in Art and Design

Unit 6: Managing a Client Brief
(31832H)



Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson.

Their contact details can be found on this link: www.edexcel.com/teachingservices.

You can also use our online Ask the Expert service at www.edexcel.com/ask. You will need an Edexcel username and password to access this service.

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2019

Publications Code 31832H_1906_MS

All the material in this publication is copyright

© Pearson Education Ltd 2019

Unit 6: Managing a Client Brief – 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.

Assessment outcomes	Band 0	Band 1	Band 2	Band 3	Band 4
AO1	0	1-3	4-6	7-9	10-12
Demonstrate ability to select relevant information and material to inform proposals	Level of response not worthy of credit	<ul style="list-style-type: none"> • Basic selection of relevant materials and information. • Selected information and materials do not clearly inform proposals. 	<ul style="list-style-type: none"> • All materials are selected for relevance. • Selected information and materials clearly inform proposals. 	<ul style="list-style-type: none"> • All materials are selected for relevance with confidence. • Selected information and materials are appropriate and clearly inform proposals. 	<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
AO2	0	1-4	5-9	10-14	15-18
Develop art and design proposals relevant to client brief	Level of response not worthy of credit	<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. 	<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. 	<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. 	<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
A03	0	1-4	5-9	10-14	15-18
Justify the decisions in relation to brief, audience and client demands	Level of response not worthy of credit	<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. 	<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. 	<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. 	<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
AO4	0	1-3	4-6	7-9	10-12
Be able to organise information and proposals for presentation	Level of response not worthy of credit	<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. 	<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. 	<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. 	<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.

Ofqual



Llywodraeth Cymru
Welsh Assembly Government

