

Lead Examiner Report June 2019

**BTEC Level 2 Technical
Diploma in Design Production
Unit 6: Creative Design Project
(21244K)**

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Grade Boundaries

What is a grade boundary?

A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade, at Distinction, Merit and Pass.

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark is for a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

Variations in external assessments

Each external assessment we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries for each assessment, because then it would not take accessibility into account.

Grade boundaries for this, and all other papers, are on the website via this link:

<http://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

Unit 6: Creative Design Project

	Level 2			
Grade	Unclassified	Pass	Merit	Distinction
Boundary Mark	0	29	41	54

Introduction

This year, 2019 was the second sitting of the externally set paper, Unit 6: Creative Design Project, delivered as part of the BTEC Level 2 Technical Diploma in Design Studies.

The theme 'Food and Drink' was well received by centres along with the trending topics: Travel, Smart Technology and Seasonal Accessories.

There was a mixed response to research and development of outcomes. This was partly due to many learners interpreting the requirements of the vocational context quite differently from each other and in some instances not completing much research for this section of task 1, which was needed to support the range of outcomes submitted.

Where learners displayed a better understanding of the connection and relationship between the vocational context, theme, and trending topics the outcomes were really interesting and well presented. Many of the learners in this category had chosen smart technology as the trending topic and developed ideas based on futuristic food, ordering and delivery apps. The development, refinement and presentation of final design ideas tended to be completed with the use of computer aided design software.

Types of specialisms being offered at centres such as graphics, fashion and photography along with the resources available at centres, influenced the general approach learners took with research, development, realisation and presentation of final ideas.

The quality of work produced by learners was of a good standard with regard to the level being assessed. Nevertheless, there is a lack of understanding of the relationship between the three key areas learners are required to understand in order to complete the task successfully. These are: the vocational context, the order in which the tasks have been set out for completion and the importance of producing a detailed statement of intent which references well to the research collected and intended outcomes. Research was at times, stand alone or disconnected from the development of ideas. Statements of intent were sometimes generalised, regurgitated the paper and lacked direction.

The majority of learners responded well to task number 4, opting to select and present work as PowerPoint presentations. These were found to be well constructed and learners are clearly at home using such digital presentations.

Support materials are available on the website and can be accessed by centres and learners to help them develop a better understanding of this unit. Responses would benefit from being more familiar with the requirements of each set task in relation to the vocational context, theme and trending topics. These should be well considered and should influence the types of research that needs to be completed before the construction of the statement of intent.

Introduction to the overall performance of the unit

This report has been written to help you understand how learners have performed overall in the exam. A description of how learners performed overall will be provided along with an analysis of each part of the task. This is to help prepare learners for future examination series.

It was good to see that all submissions included not just the required learner work, but also an accurate register of learners and all required accompanying paperwork. All portfolios were clearly labelled with the correct information and easily accessible.

This was the second sitting of Unit 6: Creative Design Project delivered as part of the: BTEC Level 2 Technical Diploma in Design Studies. A requirement of this paper was for learners to understand and respond to three key areas within the paper: a vocational context, a theme and one trending topic, all of which require research and analysis to support with the writing of the statement of intent, development and realisation of design ideas.

The three key areas for the June 2019 paper were as follows:

Vocational Context

Learners were required to respond to the following vocational context: A leading design magazine, called 'Design Future', is looking for creative and imaginative design ideas and outcomes that will be part of a feature showcasing new work.

The Theme

The work produced must respond to the theme, Food and drink.

Trending Topics

As well as the theme, learners were also required to respond to one of the following trending topics: Travel, Smart Technology, and Seasonal Accessories.

In very few cases did the learners demonstrate an understanding of all three requirements when completing tasks 1 and 2 (AO1 and AO2). However, there were still some interesting and successful responses from learners. Application of materials, techniques and processes were clearly documented at all levels as learners presented their responses to the set tasks.

Learners need to develop the skills required to present work that embraces all the requirements of the set tasks presented in the brief as a whole.

Assessment focus 1: Research

There was a mixture of outcomes from learners. The requirement to research three areas in response to the task: vocational context, theme and trending topic to inform the development and realisation of ideas. This appeared to have not been completely understood by all the learners, in particular how these are interrelated to inform the development of design ideas.

All learners collected research on the theme 'Food and Drink'. This was completed well with the use of a range of materials, techniques and processes such as photography, internet and observational drawing. Contextual research was sourced in some instances. This consisted mostly of the work of artists and designers who had been influenced by this theme within their own work.

With regard to the trending topics some learners chose to research all three. Where this had occurred the connection between each task was not always as fluent as required or expected when one had been chosen to inform and inspire the development of the design ideas. Some learners found it very difficult to focus in on one and wasted development time as they deliberated.

With reference to the vocational context:

A leading design magazine, called 'Design Future', is looking for creative and imaginative design ideas and outcomes that will be part of a feature showcasing new work.

In a high percentage of submissions little attention was paid to the requirements of this and the research required. There was a better response to this from more able learners who made good use of supporting annotation, describing why images had been chosen and how these would inspire their design ideas. In these cases this led to relevant and well developed outcomes.

The interpretation of the target audience received a mixed response by the learners. Where it had been mentioned in learners' submissions either through the outcomes of well-presented surveys or inclusion in the statement of intent, the impact on the design ideas was quite minimal or in some cases not evidenced at all.

Assessment focus 2: Statement of intent

The majority of learners had responded to this task well, using headings and/or sub-headings to present their ideas. However, there were some weaknesses and here are some findings where practice could be improved:

- Learners had reproduced the contents of the set task requirements.
- There was little evidence that research from task 1 was used to inform the contents of the statement of intent with regard to communicating initial ideas, sketches, notes and details of how work would be developed and presented.
- Where learners had not completed the research first design ideas presented in the statement of intent were not always relevant or fit for purpose.
- Learners had included limited or no information in the statement of intent detailing what they would be designing or how this responded to the vocational requirements of the brief, that being the online magazine.

Some of the work presented by the learners was very confusing to follow and not always in the order in which the tasks had been set out in the paper.

It would appear that some learners may have completed the statement of intent before the research without using the research to support with the completion of this task, which impacted on their response and outcomes to AO3 and AO4.

Assessment focus 3: Development of design work

There was clear evidence of the development of design ideas through exploration and application of materials, techniques and processes. Learners demonstrated an understanding of the design process in the work that had been presented. Good use of annotations were used to support design ideas.

Materials and techniques used for the design development process were determined by the resources available and guidance given to learners at the centre.

Even when learners had responded well to research and design development in terms of exploration, experimentation and presentation, final designs were not always completely relevant in terms of meeting the brief requirements in particular the vocational context. We are confident that as the qualification evolves a better understanding will be developed of the interrelationship between the different aspects of the task.

Assessment focus 4: Production of final design outcome and portfolio

More able learners demonstrated a clear understanding of how to communicate final design ideas in terms of planning and organisation. This was not always evidenced by lower ability learners. Not all learners were able to demonstrate each stage of the design process, however, where this had been achieved it was clear that learners had considered the planning and organisation of each page and contents, use of titles, annotations, descriptions and visual information. Some of the presentations were extremely well presented and professional in appearance.

We remain impressed at the quality of work presented by the learners completing this task, especially the levels of innovation in some of the responses. The variety of outcomes being produced is really positive.

Summary

Based on the responses seen in Summer 2019, the following should be noted:

- Review and discuss the contents of this report and final mark given marks when results are published to support planning and delivery of the unit.
- Look carefully at the requirements of each part of the set task.
- Use previous papers to teach learners how to respond to the set tasks.
- Schedule in a mock paper (past paper) as part of the teaching and learning of this unit.
- Produce your own set of exemplar materials to support learners
- Ensure that any guidance you provide to learners does not affect the potential grades they can achieve.
- Ensure that you access any new support material available on the BTEC website.

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