

## SAMPLE ASSESSMENT MATERIAL

### UNIT 5: EXPLORING MEDIA AND IMAGE WITHIN THE HAIR AND BEAUTY SECTOR



This example assignment has been developed by AQA-City & Guilds as part of a QCDA funded project and has been reviewed by practitioners, representatives of sector and awarding organisations and QCDA.

## Level 3 Unit 5      Exploring media and image within the hair and beauty sector

### Sample assessment material - information for teachers

This assignment is provided as an example only. Consortia could produce their own or adapt this in line with the assessment section of the unit, based on their local delivery circumstances. Teachers should endeavour to motivate learners as much as possible by setting scenarios in local companies or organisations with which the learners can identify or aspire to. It may be beneficial to involve a local salon in writing a scenario or to change the rationale for the re-branding. This particular assignment is based around a hair salon but any other industry within the hair and beauty sector would be acceptable.

The task may be more engaging to learners if it was launched in a real life setting such as a local salon or by an employer. An employer may not need to be present on the day of the launch; rather a podcast or video recording of the brief could be used. It must however, be understood that tasks should follow the unit specification so that the learner can fully access all the assessment criteria.

#### Task setting

If consortia decide to adapt this assignment or write their own they must ensure that the new brief has been checked by their AQA-City & Guilds Moderator.

#### Task marking

Whilst feedback may be provided to candidates, centres **must** ensure that the work submitted for final assessment is the candidate's own work. The nature of any guidance and the details of any feedback **must** be clearly recorded. The final work submitted **must** be solely that of the candidate.

Any advice to individual candidates over and above that given to the class as a whole should be recorded on documentation provided by the awarding body, e.g. the authentication form.

#### Overview

This assignment is based on the scenario below. It is taken under controlled conditions, in which the learner will complete two tasks. Teachers may wish to examine additional opportunities for learners to demonstrate PLTS associated with Reflective Learning, Creative Thinking and Independent Enquirers (see page 64 of the specification). It is important that the tasks are observed by a teacher and that person should be able to confirm that the work produced is the learner's own.

The first task is to produce a documented strategy and campaign plan to re-brand the outdated image of Good Looks hairdressing salon. The image should match the message, audience and marketing campaign objectives.

The second task is to launch the campaign plan to an audience, review feedback and make recommendations for future progress. The plan will be presented to an audience and ideally there will be an employer present, but in any case the audience must be made up of a realistic hair and beauty group. Feedback should be invited by the learner in the form of questions to the audience.

#### Time

The overall time allowed for this assignment is approximately 15 hours under controlled conditions.

Task 1 - will take approximately 10 hours, including the preparation for and production of the campaign plan and any accompanying notes.

Task 2 – will take approximately 5 hours. This will include 4 hours for the preparation and launch of the campaign and 1 hour to review and make recommendations for future progress.

## **Resources**

To complete this assessment learners will require access to word processing software as a minimum, and could use desk-top publishing software for the tasks. The mood boards and storyboards may be created using 2D, 3D or multimedia techniques.

The feedback document provided may be used by teachers but consortia may wish to devise their own to suit the needs of their learners. If centre-devised documentation is used it is recommended that it is cross-mapped with the assessment criteria on page 64 of the specification.

Research is not part of the assessment for this unit but if the learner carries out research it should be clearly referenced as a bibliography and inserted as an appendix with the final work. Teachers must ensure that the work submitted for assessment is solely that of the candidate and any research notes used must be clearly referenced as such.

## **Supervision**

Learners may work without direct supervision when preparing to undertake the tasks but they must be supervised when producing their plans, undertaking presentations and producing their recommendations. They may be questioned whilst producing the tasks and the individual responses to these questions should be written in the form of feedback for the learner and kept for moderation purposes.

Teachers must ensure that tasks are carried out under controlled conditions in accordance with the guidance on page 112 – 116 of the specification. Teachers will keep all of the learner's final work for moderation purposes.

## **Collaboration**

Group work is a useful way of obtaining information for some activities but it is important that individual learners meet the assessment criteria requirements. Teachers assessing the evidence will need to be convinced of its individual authenticity. It is acceptable for learners to discuss the assignment and brainstorm ideas in their group but they must produce individual responses to task 1 and an individual launch presentation. For this assignment it may be beneficial to co-ordinate several pitches on the same day to the same audience but it must be very clear that each pitch will be assessed individually and accredited to that specific learner.

Teachers assessing the evidence will need to be convinced of its individual authenticity. Questioning can be used in order to clarify the validity, authenticity and sufficiency of evidence. Annotation of written/photographic evidence can also be used to detail an individual contribution.

## Marking

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the assessment section of the specification.

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 5 marks	6 to 10 marks	11 to 15 marks
1 Know the basic principles of marketing	<p>Described the basic principles of marketing and the marketing mix, with limited accuracy.</p> <p>Summarised how image creation and media are used within the marketing mix, showing limited extraction of relevant information.</p> <p>Offered a limited description of the key requirements of a marketing strategy.</p>	<p>Described the basic principles of marketing and the marketing mix, with general accuracy.</p> <p>Summarised how image creation and media are used within the marketing mix, extracting relevant information most of the time.</p> <p>Offered a detailed description of the key requirements of a marketing strategy.</p>	<p>Described the basic principles of marketing and the marketing mix, with consistent accuracy.</p> <p>Summarised how image creation and media are used within the marketing mix, extracting relevant information.</p> <p>Offered a detailed and in-depth description of the key requirements of a marketing strategy.</p>
	0 to 5 marks	6 to 10 marks	11 to 15 marks
2 Understand the use of mass media in marketing	<p>Summarised the different types of mass media and their influences, showing limited extraction of relevant information.</p> <p>Offered a limited explanation of how different types of information technology are used in marketing campaigns.</p> <p>Offered a limited explanation of the use of mass communication methods in the hair and beauty sector.</p>	<p>Summarised the different types of mass media and their influences, extracting relevant information most of the time.</p> <p>Offered a sound explanation of how different types of information technology are used in marketing campaigns, using examples.</p> <p>Offered a sound explanation of the use of mass communication methods in the hair and beauty sector, using examples.</p>	<p>Summarised the different types of mass media and their influences, extracting relevant information.</p> <p>Offered a detailed explanation of how different types of information technology are used in marketing campaigns, using relevant examples.</p> <p>Offered a detailed explanation of the use of mass communication methods in the hair and beauty sector, using relevant examples.</p>
	0 to 5 marks	6 to 10 marks	11 to 15 marks
3 Understand the use of image within the hair and beauty sector	<p>Offered a limited explanation of the role and importance of image in the hair and beauty sector.</p> <p>Offered a limited explanation of how different types of business present themselves to their intended target market.</p>	<p>Offered a sound explanation of the role and importance of image in the hair and beauty sector, using examples.</p> <p>Offered a sound explanation of how different types of business present themselves to their intended target market, using examples.</p>	<p>Offered a detailed explanation of the role and importance of image in the hair and beauty sector, using relevant examples.</p> <p>Offered a detailed explanation of how different types of business present themselves to their intended target market, using relevant examples.</p>

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 5 marks	6 to 10 marks	11 to 15 marks
4 Understand the processes involved with mounting a marketing campaign	<p>Summarised the process of mounting a media-based campaign, showing limited extraction of relevant information.</p> <p>Offered a limited explanation of the critical components of a campaign design plan.</p> <p>Offered a limited explanation of the use of mood and story boards in media campaigns.</p>	<p>Summarised the process of mounting a media-based campaign, extracting relevant information most of the time.</p> <p>Offered a sound explanation of the critical components of a campaign design plan, using examples.</p> <p>Offered a sound explanation of the use of mood and story boards in media campaigns, using examples.</p>	<p>Summarised the process of mounting a media-based campaign, extracting relevant information.</p> <p>Offered a detailed explanation of the critical components of a campaign design plan, using relevant examples.</p> <p>Offered a detailed explanation of the use of mood and story boards in media campaigns, using relevant examples.</p>
	0 to 10 marks	11 to 20 marks	21 to 30 marks
5 Be able to develop and implement a marketing campaign	<p>Produced a basic marketing strategy that shows limited evidence of informed choices and decisions based on client requirements.</p> <p>Carried out a limited evaluation of the effectiveness of a range of media approaches and their relevance and value to the campaign.</p> <p>Generated basic ideas for a physical image to complement marketing strategy, some of which are fit for purpose.</p> <p>Invited feedback on the image created and identified and made limited adaptations.</p> <p>Designed and presented a basic launch event with limited effectiveness.</p> <p>Carried out a limited evaluation in light of audience feedback and made limited recommendations for future improvements.</p>	<p>Produced an effective marketing strategy that shows some informed choices and decisions based on client requirements.</p> <p>Evaluated the effectiveness of a range of media approaches and their relevance and value to the campaign.</p> <p>Generated basic ideas for a physical image to complement marketing strategy, which are generally fit for purpose.</p> <p>Invited feedback on the image created and identified and made a variety of sound adaptations.</p> <p>Designed and presented an effective launch event.</p> <p>Evaluated the launch in light of audience feedback and made effective recommendations for future improvements.</p>	<p>Produced an effective and innovative marketing strategy that shows informed choices and decisions based on client requirements.</p> <p>Carried out an in-depth and balanced evaluation of the effectiveness of a range of media approaches and their relevance and value to the campaign.</p> <p>Generated basic ideas for a physical image to effectively complement marketing strategy.</p> <p>Invited feedback on the image created and identified and used it discerningly to make a variety of effective adaptations.</p> <p>Designed and presented an effective launch event, using materials to make a strong impact.</p> <p>Carried out an in-depth evaluation of the launch in light of audience feedback, and used feedback discerningly to make effective recommendations for future improvements.</p>

## Sample assessment material – information for learners

### Assignment overview

For this assignment you are required to:

- produce a documented marketing strategy and campaign plan for a hair, beauty, nail or spa business
- launch a marketing campaign to a realistic audience for the hair and beauty sector and evaluate feedback.

### Time

The overall time allowed for you to complete this assignment is approximately 15 hours.

Task 1 - will take approximately 10 hours, including the preparation for and production of the campaign plan and any accompanying notes.

Task 2 – will take approximately 5 hours. This will include 4 hours for the preparation and launch of the campaign and 1 hour to review and make recommendations for future progress.

### Collaboration

You can discuss ideas for your assignment in your group but you must produce individual responses to task 1 and an individual launch presentation for task 2.

### Roles

When giving your pitch a local employer will be in the audience and may give you feedback on your brief.

Your teacher will mark your work and give you marks out of 90. It will then be kept for moderation purposes.

### Assignment Brief

## GOOD LOOKS

Good Looks is a hairdressing salon that was founded in the 1980s. The salon would like to update their image as it is out of fashion and they are failing to attract new clients. As an intern in the marketing consultancy they are working with, you are involved with this project and have been asked to work on part of the marketing strategy around re-branding.

Because Good Looks wishes to use this re-branding exercise to re-establish their business in the local area, they would like to launch their new image in the form of a campaign. You've been tasked with producing a plan for the campaign and launching it to an audience at the Good Looks salon in the form of a pitch.

The manager of the salon will ask you some questions and give you feedback on the launch and so you'll need to think about how you'd make changes/improvements for the future.

## **Task 1**

(60 marks) – covering Outcomes 1, 2, 3 and 4

You will produce a marketing strategy and a campaign plan for Good Looks (format report, PowerPoint presentation with presenter notes, visual aids). You do not need to give a presentation at this stage.

The marketing strategy and campaign plan should include:

- how you have considered and utilised the principles of marketing and the marketing mix
- how you have used image and media in the marketing mix
- how you have incorporated the key requirements into your marketing strategy
- which types of mass media you have suggested should be used, how these should be used and how they influence potential clients; which mass media you are **not** considering using and why;
- how you will use information technology to communicate and influence potential new clients
- the importance of image in the hair and beauty sector, how different businesses present themselves and, consequently, how this has influenced your re-branding ideas
- what process you have used to mount your campaign and why it is appropriate
- what components you have used in your design plan and why
- how you have used storyboards in your campaign.

## **Task 2**

(30 marks) – covering Outcome 5

Launch the campaign plan. You will present your campaign plan to an audience and review feedback. The presentation or display should follow the format of a pitch and a local employer will be in the audience.

The campaign launch should:

- justify your decisions based on customer requirements
- assess the effectiveness of the media you have in your campaign plan
- show a physical image to complement the marketing strategy
- invite audience feedback on the marketing campaign.

Following the launch you should evaluate the feedback and then discuss with your teacher your recommendations for future improvements and adaptations.