



## **General Certificate of Education**

# **Applied Art and Design (8511, 8513, 8516, 8519)**

AD03 – Working to a brief

## **Report on the Examination**

*2007 examination - January series*

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## **AD03 – Working to a brief**

### ***General***

In general there was a positive response by candidates to this externally set assignment. The majority of centres understood the requirements of the unit and kept the AS standard in mind. Candidates' responses adhered more closely to the requirements of the specification and to the briefs than in previous series. Vocationality was a central element to both the teaching of the unit and to candidates' responses. The accuracy of assessment was more consistent than previously and teachers had applied the Assessment Criteria grids carefully.

### ***Requirements of the externally set assignment***

Candidates were required to choose one of the five set briefs, carry out research, and develop alternative ideas in a four week preparatory period. A design proposal and summative evaluation were completed in a supervised five hour period. The research element of AO1 *Applying knowledge and understanding of others' practice*, refers to the influence of the work of others and to research into the specific vocational elements of the briefs. Research should be linked to the chosen brief, focused and vocationally relevant. At times there was evidence of research that included downloaded images that had not been fully utilised or developed. In AO3 *Analysis, synthesis and evaluation*, the first bullet point in the Assessment Criteria grid is more relevant to the development and progression of work, whereas the second bullet point is more focused on the evaluation completed during the supervised time.

The requirements and constraints of this externally set assignment were taken into account by the majority of candidates. It is recommended that candidates re-visit the requirements of the brief during the development of their preparatory work in order to ensure that all aspects are covered. Candidates generally followed a linear approach, often exhibiting very richly decorated boards which were well annotated. There were some good examples of experimentation and exploratory work. Some candidates explored only one set of designs when **two** were stipulated. Where centres encouraged candidates to experiment with techniques and materials, this enhanced their ideas. Candidates who had looked at other vocational artists and designers produced stronger outcomes. It was pleasing to see that more candidates made use of the tasks in the Candidate Guidance document than in previous series. This improved their organisation of the project and made the process more integrated and cohesive.

Task 5 in the Candidate Guidance document reminded candidates to check their preparatory work thoroughly, making sure that they had completed everything in preparation for producing their design proposal in the supervised time. It was evident that not all candidates had done this. Overall, the supervised time was generally handled well and most candidates completed the necessary work in the required time. In a minority of cases, candidates had taken on too much and were unable to complete their work. Candidates should also ensure that their design proposal meets the requirements of their chosen brief.

### ***Responses to the briefs***

The theme for this series was concerned with a new business venture called 'Explore Abroad' and candidates were required to produce a design proposal to submit to the company. Brief 4

Paintings, and Brief 5 CD inserts, were the most popular with some responses to Brief 2 3D design, and Brief 3 Ponchos and rugs. Brief 1 Web page designs, was the least popular.

There were some excellent responses for Brief 4 where the most successful candidates experimented with a variety of painting techniques before making their final choice. Some candidates had not researched their chosen theme in both Canada and the sub-continent of India and therefore had not fulfilled the requirements of the brief. Occasionally candidates attempted a full-scale painting in the five hours of supervised time instead of a design proposal and this led to unfinished pieces.

In response to Brief 5 the more successful candidates produced some exceptional designs, using ICT in their preparatory work and in their design proposal, as well as packaging the final CD. The ability to use ICT to produce alternative designs was also in evidence. Less successful candidates found designing the front, back and the spine of the insert difficult and struggled with integrating text successfully.

Some exceptional evaluations were seen where candidates had discussed the requirements of the brief, commented on the client's requirements and how it was fit for purpose, as well as how improvements could be made. However, many candidates wrote descriptive evaluations of the process which lacked an analytical approach and which were not directed towards the client. It would be beneficial for candidates to consider the *Evaluating your work* section in the specification (section 12.3) and to prepare some points prior to the supervised time.

## **Mark Ranges and Award of Grades**

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.