

General Certificate of Education
January 2007
Advanced Level Examination



ART AND DESIGN
Unit 9 Working to self-identified briefs

AD09/TN

TEACHERS' NOTES

For immediate release to the teacher(s) responsible for GCE Applied Art and Design

All teacher-assessed marks to be returned to AQA by 10 January 2007

This document contains:

- general guidance.

Time allowed: 15 hours

Preparatory period: 4 weeks

These notes should be read in conjunction with the unit content and the Assessment Criteria provided in the unit specification.

Time allocation and delivery

The Candidate Guidance should be given to candidates four school weeks before the first supervised session.

The complete set of work for this unit includes:

- a written scenario and brief
- a four week preparatory period
- a total of 15 hours of supervised time for the production of finished art, craft or design work in response to the brief and an **illustrated** evaluation.

The first supervised session must be at least two hours and the work completed during the sessions must be kept under secure conditions between sessions. By the end of the final supervised session, candidates must also have completed the evaluation of the project, including working practices, project management and the degree of success in fulfilling the requirements of the brief. It is suggested that candidates spend no more than 45 minutes of the 15 hours of supervised time on their evaluation. This evaluation must be submitted together with the written scenario and brief, the preparatory work and the final outcome/s produced during the supervised sessions.

The requirements to work to a self-identified brief make it necessary for candidates to know how to write a scenario and brief. To do this, they should read the exemplar provided in the Candidate Guidance before completing the Scenario and Brief Planning Sheet enclosed with the Candidate Guidance. The scenario and brief should be written before the practical work is started and must be submitted with the work at the end of the supervised time.

The scenario

A scenario should be written by the candidate as part of the brief. It could be factual, but does not have to be; however, it should be realistic.

The brief

The brief must be given a title that conveys its nature or direction. It should:

- specify the pathway selected and be clear in listing the constraints, other limitations and the intended outcome, aim or objective
- be practical and realistic about time, resources and the abilities of the candidate
- be written in simple, appropriate language with sufficient clarity to ensure that it is understood by others
- have only one interpretation.

Assessment

The assessment has two parts:

- (i) the preparatory work which includes writing the scenario and brief, research and practical preparation;
- (ii) the supervised time which includes the practical response and a summative evaluation report with illustrations.

The mark awarded to a candidate must be seen to reflect accurately the assessment marking criteria for the unit. These are the only criteria that will be used to determine the mark awarded.

Emphasis should be placed on the vocational process and content of the work. The complete package of research, working practices, project management, evaluation and presentation of the submission provides the distinctive vocational context of the award. These qualities will inform the overall assessment.

Preparatory work

Candidates should produce a body of preparatory work. There must be a minimum of two A1 sheets, or their equivalent (i.e. eight sheets in an A3 sketchbook). No maximum is set, but, in total, it must reflect the qualities and features of a professional approach and be appropriate for a client consultation meeting.

Presenting the finished outcome (work produced during the supervised time)

The work produced must be developed to the highest possible finished quality. It should:

- be detailed and demonstrate a complete solution to the requirements of the brief
- be presented in such a way that makes it clear that it is the final solution for the client to consider.

Where large-scale work is proposed, suitably scaled work with a high quality finish is acceptable.

Annotation

Annotation, in the form of evaluative and analytical comments, should be included with both the preparatory work and the work completed in the supervised time. It should be seen to supplement the artwork, not supersede it. Notes should be used only to make it clear what the resolution is and why selected directions and/or outcomes have been chosen.

Guidance on the use of technology

As a tool to aid design and production, technological innovation is a useful addition for artists, craftspeople and designers. It can be used to further investigation, develop ideas and in the production of outcomes. Assessment of candidates' work must be based on how the technology has been maximised and manipulated. Technology must be used in such a way that the candidate's personal and individual creativity, imagination and originality can be clearly identified. These qualities should form the basis for judging the use of technology when assessment is made.

The use of computers must be carefully monitored. Simply downloading and manipulating internet images by means of proprietary software is not seen as fulfilling the above guidance. Any information or image selected for use **must** be attributed to its source and/or copyright owner by annotation at the side of the text or image used.

Candidates should always prepare their own original work, whether from primary sources or from ideas developed from secondary sources, before scanning and subsequent manipulation take place. Evidence produced should show a proactive application of the technology. The computer must be used as a creative tool and not as equipment that, at the press of a few buttons, produces a range of changed images. Computer-generated work must be analysed, re-visited and re-worked. It should be used selectively in the context of the brief and its use should be justified and evaluated.

The use of technology is to be encouraged; the focus should be on how technology has been used to address the assessment objectives and to meet the assessment criteria.

END OF TEACHERS' NOTES