



General Certificate of Education

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

AD03 Working to a brief

Report on the Examination

2008 examination - January series

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AD03 – Working to a brief

General

There were some good responses to the five briefs. The requirements of this unit are now well understood and responses in the majority of cases follow the demands of the individual briefs. The assessment criteria (AO3) changed slightly this year due to changes in the specification and most centres realised this. Research was variable and as in other years there was evidence of downloaded images that had not been fully developed. There was also an absence of research into vocational artists which often limited development of the brief. There were some good examples of experimentation and exploratory work although some candidates had not produced a range of alternative ideas. Where centres had allowed candidates to experiment with techniques and materials this tended to enhance the ideas. There were some very good evaluations written in the 5 hour supervised time but the majority of candidates wrote descriptive evaluations of the process and these were not directed towards the client.

Requirements of the externally set assignment

Candidates should consider all the requirements of the chosen brief when completing the design proposal in the 5 hour supervised time and should not take on too much and then fail to complete the design.

Candidates were required to work from a choice of five set briefs, carry out research, develop alternative ideas and produce a design proposal and summative evaluation in a supervised 5 hour period.

Responses to the briefs

The theme this year was concerned with a new book called 'It's Only Human' which was based on a collection of 500 images of emotional expressions seen in the human face. Brief 1 (Book cover designs) and brief 5 (Textile bookmarks) were the most popular, with some responses to brief 2 (3D advertising bust), brief 3 (2D advertising triptych) and brief 4 (Point of sale display unit).

Photography was used extensively to record facial expressions and ICT was incorporated into the majority of responses with mixed results. Some candidates used good, proactive techniques to manipulate and enhance emotional responses, whilst others pressed buttons without fully understanding what they were doing. Lettering and fonts were not generally well handled and many responses added text almost as an after thought. Where text had been part of preparatory studies responses were better composed and integrated more successfully.

There were some excellent responses for brief 5, the textile bookmark, where the most successful had experimented with a variety of textile techniques before deciding on the final design.

Vocationality was a central element to both the teaching of the unit and candidates' responses.

Mark Ranges and Award of Grades

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