



## **General Certificate of Education**

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

## **AD09 Working to self-identified briefs**

# **Report on the Examination**

*2008 examination - January series*

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*Dr Michael Cresswell Director General.*

## **AD09 – Working to self-identified briefs**

### ***General***

Centres seemed confident about how to organise the self-identified brief for candidates and the use of the scenario and brief planning sheet was generally done well. There were some exceptionally well written briefs which produced work of a very high standard. The well written briefs considered and clarified a set of constraints and took into consideration costs, health and safety, context, restrictions, media and message. Good examples included briefs in response to 'real' clients as well as simulated ones.

It must be remembered that ADO9 is an A2 unit and therefore has a higher level of demand. Candidates will be expected to show critical understanding in their research and development work and produce work of high quality in the supervised time. The requirement for this unit is a design outcome not a design proposal and at A2 there is a greater emphasis on evaluative and analytical skills.

### ***Assessment***

Assessment of ADO9 still tended towards leniency in some centres possibly because centres had not fully understood the difference in demand for A2 candidates. Some teachers had not noticed that the final bullet point in the strap line for ADO9 asked for a summative evaluation report, with visual illustrations and had over-marked AO3. Candidates who had produced evaluations with visual illustrations ranged from those with one or two photographs to evaluations which combined a visual record as well as an analysis of the design outcome.

### ***Self-identified briefs***

Candidates were asked to write their own brief and scenario, set in a vocational context. The use of the scenario and brief planning sheet was helpful as well as being a requirement of the unit. The choice of briefs sometimes tended towards the parochial, (projects about the school/college) or personal (Formula One racing, Ninja-based design work). Where the brief was properly, vocationally considered more successful work was usually seen and achieved.

Examples were seen which were ICT based throughout, with the candidates presenting screen shots of the development of alternative ideas as part of the preparation. It was also pleasing to see more 3D responses.

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

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