



## **General Certificate of Education**

# **Applied Art and Design (8511, 8513, 8516, 8517, 8519)**

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

# **Report on the Examination**

*2008 examination - June series*

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Set and published by the Assessment and Qualifications Alliance.

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*Dr Michael Cresswell Director General.*

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

As in other units, a well-written vocational brief can stimulate work of a high standard. The same applies for this unit where candidates write their own self-identified brief. Candidates are now confidently engaging with the self-identified brief and the use of the Scenario and brief planning sheet to outline the constraints and intentions of their briefs was seen in the majority of work. Work was well organised, with excellent research allowing candidates to develop their own personal style.

There were some ambitious briefs, tackling a range of different techniques and processes and using both real and simulated situations. Preparation and development of a series of alternative ideas was quite strong as was relevant research. The 15 hour supervised test was handled well by centres and carefully prepared briefs culminated in focused work and well-presented finished outcomes. Projects included a design for a dance studio, insect house sculptures, chocolate bar design, wall hangings, shop re-design, fashion week promotional material, new fragrances for women and a poster for a school production of Cinderella.

This year there was a clear requirement for ‘a summative evaluation report, with visual illustrations’ and this was not always completed by candidates. Candidates who had prepared well beforehand, taking in the requirements of the evaluation and thinking about how they could illustrate it, did well, but candidates who tried to write the evaluation without prior thought, fared much worse. Illustrated reports varied from a few notes in a sketchpad with a photograph of the final outcome, to an in-depth diary with drawings and photographs of how the project developed through to final work including an analysis of how it fitted the client’s requirements. The illustrated report can act as a personal and formative self-assessment and is potentially useful as a general format for student activity in creative areas. It seems a particularly valuable tool for the less able candidates.

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

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