



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Education

Applied Art and Design

Specimen Assessment Materials and Mark Schemes

GCE ADVANCED SUBSIDIARY (SINGLE AWARD) (8511)
GCE ADVANCED SUBSIDIARY (DOUBLE AWARD) (8513)
GCE ADVANCED (SINGLE AWARD) (8516)
GCE ADVANCED (DOUBLE AWARD) (8519)

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Contents

Advanced Subsidiary

Unit 3	Working to a brief	5
	Assessment Criteria/Mark Scheme	10
Unit 5	Professional practice, communication and meaning	13
	Assessment Criteria/Mark Scheme	18

A2

Unit 9	Working to self-identified briefs	21
	Assessment Criteria/Mark Scheme	30

The GCE awarding bodies have prepared new specifications to incorporate the range of features required by the GCE Applied Art and Design subject criteria. The specimen assessment material accompanying the new specifications is provided to give centres a reasonable idea of the general shape and character of the planned question papers in advance of the first operational examination.



General Certificate of Education

Advanced Subsidiary Examination

**APPLIED ART AND DESIGN
SPECIMEN ASSESSMENT UNIT**

Unit 3 Working to a brief

CANDIDATE GUIDANCE

To be issued to candidates four weeks prior to the examination.

This document contains:

- general guidance;
- details of the scenario and briefs.

In addition to this paper you will require:

- appropriate art and design materials.

Time allowed: 5 hours

Preparatory Period: 4 weeks

General Guidance

The assessment of this unit will include the work completed during:

- a preparatory period (4 weeks) using a pre-seen scenario and briefs with notes and guidance;
- a controlled test (5 hours) to complete a Design Proposal.

Preparatory Work

Candidates will be expected to produce **four** display sheets of preparatory work showing:

- research and development of initial ideas;
- further development work using a range of media, materials, techniques and/or technology;
- review, modification and refinement of ideas;
- trials of at least **two** potential solutions or resolutions.

Controlled Test (5 hours)

The Design Proposal completed in the test will be **one** of the ideas taken from the preparatory work and will be presented on not more than three single-sided sheets. The Design Proposal should be of sufficiently high quality for presentation at a client consultation meeting, i.e. a meeting at which work is presented showing ideas and what is proposed to be made/created before embarking on producing the finished solution/resolution. You will also need to evaluate your response to the brief, including your justification for the work produced for the client.

Scenario and Briefs

The Borough Council of a town near to where you live seeks to commission artists for a project designed to instil community pride. The commissions are to create a series of two or three public works of art using light as the key element for all the works.

The works in each commission, although different from each other, are all linked by the theme of 'light'. Light can be used in any creative way, either within the work (as a formal element or as some form of a powered light source), or external to it.

The sites for the commissions are to be selected from roundabouts and/or other 'gateway' sites to the town centres.

Completion and installation is to be mid February 2005.

Choose **one** of the following briefs.

2D Art Brief

Select two 'gateway' sites in a town near to where you live and produce mural designs for each site. A theme should be used to instil a feeling of well-being and optimism, and reflect the nature and essence of the town and its people. Light should be the principal element used to create these meanings.

There are no colour restrictions, but you should consider the way colour is used to reflect mood and atmosphere. You may also consider using a non-rectangular shape for the mural, but you should provide justification for any other shape you choose to use.

Your preparatory work should include small, scaled down versions of your final two designs, along with annotation describing why you believe these are suitable for the commission.

In the test you will only be expected to produce **one** design proposal.

3D Art Brief

Select **two** roundabouts on the approaches to a town near to where you live and produce designs for sculptures for each site. A theme should be used that will create interest in the town, expressing a feeling that it is a modern and dynamic community. The materials used and the element of light should be combined to create these meanings.

The designs must take into account that the sites are roundabouts and therefore the view of the approaching driver must not be hindered. Safety is an important consideration and light, especially if used as an external feature, must not, in any way, cause a hazard.

Your choice of materials and/or finishes must contribute to the emphasis on light.

Your preparatory work should include small, scaled down versions of your final two designs, along with annotation describing why you believe that these are suitable for the commission.

In the test you will only be expected to produce **one** design proposal. Two views of the sculpture, as seen from different sides of the roundabout, must be included as thumb-nail sketches.

Graphic Design Brief

The inauguration ceremony for the commissioning of the works of art will be conducted in the Town Hall or Civic Centre of a town near where you live. You have been commissioned to produce **two** different designs for posters advertising the event.

Poster 1

- In black and white and different tones of blue, including text;
- Imagery must emphasise light as a formal element;
- It must also project a feeling of community pride.

Poster 2

- In black and white and different tones of violet only, including text;
- Imagery must emphasise light as a formal element;
- It must also project a dynamic feeling of a modern community.

Text

- Must include 'LIGHT' (large and dominant);
- 'A Community Arts Project';
- Date, time, place, etc., are at your discretion.

Your preparatory work should include small, scaled down versions of your final two designs, along with annotation describing why you believe these are suitable for the commission.

In the test, you will only be expected to produce **one** design proposal.

Craft/Product design brief

In association with the Borough Council, the local Chamber of Trade in a town near to where you live, is to sponsor craftwork or designed artefacts that can be on sale during a promotional period following the opening ceremony. They are prepared to take proposals for any items that interpret phrases that include the word 'light' (for example, light the way, light upon, light and shade, light-hearted, lightweight, etc.).

Produce **two** designs for practical artefacts that could be sold to the general public as part of the Chamber of Trade promotion. Cost is of the utmost importance. Goods should be targeted in the £5 – £25 range.

The designs must be for goods that use a source of light as their principal function, for example, the sun, candles, torches, lamps, lampshades, mirrors, etc.

In deciding on the features, colours, shape, etc. for your designs, a target audience should be selected. You should justify your decisions in your annotation.

Your preparatory work should include small, scaled down versions of your final **two** designs, along with annotation describing why you believe these are suitable for the commission.

In the test you will only be expected to produce **one** design proposal.

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Assessment Criteria: Unit 3 Working to a brief

In response to the external assessment you will be asked to:

- carry out preparatory research to clarify the needs of the client and the requirements of the brief; (AO1, AO2 (a), AO3)

Assessment Objective	<i>The candidate:</i> Mark band 1	<i>The candidate:</i> Mark band 2
<p>AO1 12 marks Applying knowledge and understanding of others' practice.</p> <p><i>Candidates show an understanding of the working methods used by historical and contemporary art and design professionals and their work.</i></p>	<ul style="list-style-type: none"> • carries out limited research into others' responses to vocational briefs. • uses insights from the research in a limited way in response to the brief. <p>(1 – 3 marks)</p>	<ul style="list-style-type: none"> • plans, organises and carries out a range of research into others' responses to vocational briefs. • uses insights from the research to inform the response to the brief. <p>(4 – 6 marks)</p>
<p>AO2 (a) 18 marks Applying skills, techniques and understanding.</p> <p><i>Candidates develop ideas by applying and reflecting on knowledge, skills and understanding of media, materials, techniques and processes.</i></p>	<ul style="list-style-type: none"> • carries out simple investigations using a range of media, materials, techniques and technology. • demonstrates limited ability to apply exploration to develop ideas that meet the minimum requirements of the brief. <p>(1 – 5 marks)</p>	<ul style="list-style-type: none"> • plans, organises and carries out a range of investigations using combinations of media, materials, techniques and technology. • demonstrates the ability to apply exploration to develop ideas that take into account the key requirements of the brief. <p>(6 – 9 marks)</p>
<p>AO2 (b) 12 marks</p> <p><i>Candidates realise and present work appropriate to its context.</i></p>	<ul style="list-style-type: none"> • shows basic skill in the use and application of formal elements and visual language. • shows a limited understanding of the needs of the client in the design proposal and has significant omissions in meeting the requirements of the brief. <p>(1 – 3 marks)</p>	<ul style="list-style-type: none"> • shows moderate skill in the use and application of formal elements and visual language. • shows a partial understanding of the needs of the client in the design proposal and meets the key requirements of the brief. <p>(4 – 6 marks)</p>
<p>AO3 18 marks Analysis, synthesis and evaluation.</p> <p><i>Candidates gather, record and analyse relevant information and evidence, make reasoned judgements, present solutions and evaluate their own practice.</i></p>	<ul style="list-style-type: none"> • shows a basic level of skill in selecting relevant information and limited ability to modify ideas in response to the brief. • produces a superficial evaluation which is of limited use in determining the direction and progression of the work. <p>(1 – 5 marks)</p>	<ul style="list-style-type: none"> • shows moderate skill in selecting relevant information and some ability to modify ideas in response to the brief. • produces an evaluation which is used to determine the direction and progression of the key points of the brief. <p>(6 – 9 marks)</p>

- develop, review and modify ideas; (AO2 (a), AO2 (b), AO3)
- create a Design Proposal; (AO2 (b))
- evaluate your response to the brief, including your justification for the work produced for the client. (AO3)

<i>The candidate:</i>	Mark band 3	<i>The candidate:</i>	Mark band 4
<ul style="list-style-type: none"> • plans, organises and carries out a wide range of research into others' responses to vocational briefs. • uses insights from the research to enhance the response to the brief. <p style="text-align: right;"><i>(7 – 9 marks)</i></p>		<ul style="list-style-type: none"> • plans, organises and carries out a wide range of research, using a variety of sources, into others' responses to vocational briefs. • uses insights from the research creatively in response to the brief. <p style="text-align: right;"><i>(10 – 12 marks)</i></p>	
<ul style="list-style-type: none"> • plans, organises and carries out a wide range of investigations using combinations of different media, materials, techniques and technology. • demonstrates the ability to apply meaningful exploration to develop ideas that take into account and resolve some of the constraints and requirements of the brief. <p style="text-align: right;"><i>(10 – 13 marks)</i></p>		<ul style="list-style-type: none"> • plans, organises and carries out a wide range of complex investigations using combinations of different media, materials, techniques and technology. • demonstrates the ability to apply meaningful exploration to develop sophisticated ideas that resolve the constraints and meet the requirements of the brief in full. <p style="text-align: right;"><i>(14 – 18 marks)</i></p>	
<ul style="list-style-type: none"> • shows a sound level of skill in the use and application of formal elements and visual language. • shows a sound understanding of the needs of the client in the design proposal and mostly meets the requirements of the brief. <p style="text-align: right;"><i>(7 – 9 marks)</i></p>		<ul style="list-style-type: none"> • is highly skilled, effective and creative in the use and application of formal elements and visual language. • shows a complete understanding of the needs of the client in the design proposal and realises the requirements of the brief in full. <p style="text-align: right;"><i>(10 – 12 marks)</i></p>	
<ul style="list-style-type: none"> • shows a sound level of skill when selecting relevant information to modify ideas effectively in response to the brief. • produces an evaluation which is used effectively to determine the direction and progression of the brief. <p style="text-align: right;"><i>(10 – 13 marks)</i></p>		<ul style="list-style-type: none"> • is highly skilled when selecting relevant information and modifies ideas creatively in response to the brief. • produces a detailed evaluation which uses perceptive insight to determine the direction and progression of the brief. <p style="text-align: right;"><i>(14 – 18 marks)</i></p>	

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General Certificate of Education

Advanced Subsidiary Examination

**APPLIED ART AND DESIGN
SPECIMEN ASSESSMENT UNIT**

Unit 5 Professional practice, communication and meaning

CANDIDATE GUIDANCE

To be issued to candidates on or after (Tbc).

This document contains:

- general guidance;
- details of the scenario and briefs.

In addition to this paper you will require:

- appropriate art and design materials.

General Guidance

The assessment has been written to cover the full assessment requirements of the unit, but it does not replace the teaching of the unit. To be able to gain the most from the assessment, candidates will have to be involved in a planned learning programme that underpins the skills and knowledge identified within the unit specification.

The unit combines aspects of professional practice with the experience of analysing images to determine purpose and meaning and should be seen as an integral part of the award.

The assignment has four clearly defined stages of activity:

- initial research and planning, this should include analytical comments of the pre-seen images;
- research into potential career progression related to the brief selected;
- the generation of appropriate practical work in response to the brief;
- summative evaluation and feedback of the work produced.

There will be other activities such as group discussions which may contribute to individual candidate ideas, but these do not have to be seen as part of the formal assessment. All of the work specified within the brief and scenario will form part of the assessment.

Candidates should be given advice and guidance as to how they should plan their time and approach to each area of activity within the assessment. Although formal action planning will not be a requirement, candidates should show a logical progression in the work produced. It is also important to remind candidates that the unit is about professional practice and the work generated should reflect this.

Theme boards

While all of the work directly related to the brief will form part of the assessment, it is important that candidates are given correct guidance as to the presentation of their work. In professional practice, only work nearing the end ideas development and imagery would normally be presented to clients for approval. Initial work can be undertaken in the form of sketch books or work sheets, but a clear distinction needs to be made between this and the final ideas. These final ideas should be presented more appropriately on theme boards, of which there should not be more than **three** showing two alternative solutions, which should have reference to colour ways and dimensions only, together with a completed final design selected from one of them. Supporting notes justifying the choice made and any other required comments should be submitted in the form of notes to be used at a presentation.

Candidates should consider:

- client requirements;
- potential audience;
- how ideas and work will be presented;
- how they have used visual language to communicate effectively.

Assessment

Scenario and Briefs

You should use only the set images as a starting point for the work you undertake. They are the only ones you will use for Stage 1 of the assessment. You may select other images to inform your ideas, if necessary, once you have chosen the brief you are going to undertake. You are not required to research the background of the professionals who produced them – in some instances work undertaken through agencies, for example advertisements, is not always credited.

Scenario

The owners of a chain of twenty toy superstores called 'Toys to Learn', specialising in early learning toys are re-designing their stores and at the same time want to re-launch their image. This re-design includes:

- new superstore name boards;
- signs for different sections within the superstore;
- a commemorative statuette for the first 10 customers in each superstore;
- letterheads, stationery, business cards.

Important factors that you should consider and incorporate into your design solutions are:

- learning can be fun;
- colour co-ordination that is attractive to 4-7 year olds;
- corporate stationery should include a company logo with the company initials TTL;
- front of store images need to be explicit in the message they convey to the customer.

Assessment work

Stage 1

Review the set images and provide a written analysis of the way visual language has been used to convey messages and meaning.

You should concentrate on:

- the overall structure of the image;
- how the focal point is achieved;
- the feeling or mood of each image.

Briefs

Select only **one** of the following briefs

Brief 1

Design a fascia board to go over the entrance to the superstore. The board will span the full width of the superstore front above the entrance door and double fronted display windows. Total width is 15 metres and the required depth is 1 metre. The sign will be made of white translucent plastic and be evenly back-lit at all times. Only **three** colours can be used.

You need to consider:

- inclusion of the name **Toys to Learn**;
- the use of suitable complementary strong colours;
- a design that reflects what is sold.

Brief 2

The superstores sell an extensive range of toys, games and novelty books for example, books that open up to reveal a toy related to the story, there is also an activity area. Signs are required for each of the following dedicated areas:

- Toys
- Games
- Novelty books
- Early learning
- Activity area
- Tea and coffee area

Signs should have a common theme, but must be explicit and rely on images only, no text must appear. The client has indicated that the signs can be either in the form of suspended banners 0.5 meters wide and 0.75 metres long or on suspended wooden sheets, shaped to reflect the relevant area but their extreme dimensions must not exceed 0.5 metres in any direction. You are free to determine colour but the constraint is that they must be bright.

Brief 3

The client requires a point of sale display stand to provide information about the range of products found within the superstore. The display stands will be sited either side of the entrance to the warehouse and have tiered construction to contain six leaflets, one for each dedicated area in the superstore. All leaflets will be the same size, 100 mm wide by 210 mm high. The dimensions of the display stand will be 312 mm wide, 139 mm deep and 315 mm high at the back. A surface design that reflects the style of the store is required on all outside surfaces. The stands will be on conveniently placed fixed tables.

Your submission should be a combination of 2D representations of 3D outcomes and a 3D final design proposal.

The client requires you to recommend the material from which the product should be made.

Brief 4

The client requires a range of stationery which has a corporate identity and includes:

- the company branch name and address (you can select an address suitable to your area)
- the logo appropriately placed, including the initials TTL.

The range of stationery includes:

- A4 letter heads;
- business cards;
- invoices and receipts.

You should research examples of these from existing companies but do not copy designs.

At all times, regardless of the brief you select, you should be considering how professionals would work in terms of:

- planning work;
- background research;
- meeting deadlines;
- cost presentation;
- use of visual language.

Stage 2

Select **one** of the above briefs and carry out the relevant research collecting images and information and comment on the way visual language has been used to convey ideas and meanings. You will also undertake the development of initial ideas and make thumb-nail sketches. From these you will select **two** ideas to take forward to Stage 3.

Stage 3

At this stage you will develop your **two** ideas to present on mood boards for presentation to your client. The mood boards will have specific notes relating to alternative colour ways and dimensions, but no other annotation. From **one** of these **two** ideas you will develop your final design proposal. This will have no annotation, but will contain all the elements of image and text as appropriate to meet the requirements of the brief.

Stage 4

This will be all of the notes you consider relevant to justify your design proposal to the client. This should include:

- justification of your selected design proposal;
- how you have used visual language to convey the required information or mood;
- how you have captured the essence of the company business;
- time management in meeting deadlines and costing.

You should also include a summary of your research into the potential employment opportunities and progression in the area of the profession related to the brief you selected.

Assessment Criteria: Unit 5 Professional practice, communication and meaning

You need to produce a portfolio of work in response to the externally set brief. The work must be completed in response to the set images and brief and **must** include the following:

- a written analysis of the set images, identifying the use of visual language to convey messages and meaning; (AO1, AO3)

Assessment Objective	<i>The candidate:</i> Mark band 1	<i>The candidate:</i> Mark band 2
<p>AO1 12 marks Applying knowledge and understanding of others' practice.</p> <p><i>Candidates show an understanding of the working methods used by historical and contemporary art and design professionals and their work.</i></p>	<ul style="list-style-type: none"> • carries out a basic analysis of the purpose of the set images and the message and meaning they convey. • produces brief, descriptive, supporting notes. <p>(1 – 3 marks)</p>	<ul style="list-style-type: none"> • plans, organises and carries out a relevant analysis of the purpose of the set images and the message and meaning they convey, noting structure and content. • produces notes that compare and contrast images and comments on the effectiveness for their intended purpose. <p>(4 – 6 marks)</p>
<p>AO2 (a) 18 marks Applying skills, techniques and understanding.</p> <p><i>Candidates develop ideas by applying and reflecting on knowledge, skills and understanding of media, materials, techniques and processes.</i></p>	<ul style="list-style-type: none"> • working from set images, carries out simple investigations using a range of media, techniques and technology. • produces work that shows basic ideas using appropriate visual language to convey the required message and meaning. <p>(1 – 5 marks)</p>	<ul style="list-style-type: none"> • working from set images, plans, organises and carries out a range of investigations using combinations of media, techniques and technology. • produces work showing relevant ideas that uses appropriate visual language to convey the required message and meaning <p>(6 – 9 marks)</p>
<p>AO2 (b) 12 marks</p> <p><i>Candidates realise and present work appropriate to its context.</i></p>	<ul style="list-style-type: none"> • shows a basic level of skill and understanding of visual language through experimentation with a range of preliminary work leading to the final design proposal. <p>(1 – 3 marks)</p>	<ul style="list-style-type: none"> • shows a moderate level of skill and understanding of visual language through refining initial ideas and selectivity in carrying them forward to the final design proposal. <p>(4 – 6 marks)</p>
<p>AO3 18 marks Analysis, synthesis and evaluation.</p> <p><i>Candidates gather, record and analyse relevant information and evidence, make reasoned judgements, present solutions and evaluate their own practice.</i></p>	<ul style="list-style-type: none"> • describes how the work meets the requirements of the brief and makes simple suggestions for improvement. • identifies a limited range of career opportunities within the selected vocational context. <p>(1 – 5 marks)</p>	<ul style="list-style-type: none"> • explains the effectiveness of the work in meeting the requirement of the brief and makes considered suggestions for improvement. • describes a range of career opportunities within the selected vocational context. <p>(6 – 9 marks)</p>

- research and developmental work and final design proposal suitably presented in response to the brief; (AO2 (a), AO2 (b))
- comments relating to the work undertaken; (AO3)
- a short summary of progression routes in your selected vocational area. (AO3)

<i>The candidate:</i>	Mark band 3	<i>The candidate:</i>	Mark band 4
<ul style="list-style-type: none"> • plans, organises and carries out a detailed analysis of the purpose of the set images and the message and meaning they convey, identifying structure and how content is communicated. • produces detailed and well-organised notes showing comparison between images and identifying the effectiveness of each one for its intended purpose. <p style="text-align: right;"><i>(7 – 9 marks)</i></p>		<ul style="list-style-type: none"> • plans, organises and carries out a thorough analysis of the purpose of the set images and the message and meaning they convey, explaining structure and how content is communicated. • produces highly detailed notes which compare and contrast the images evaluating the effectiveness of each one for its intended purpose. <p style="text-align: right;"><i>(10 – 12 marks)</i></p>	
<ul style="list-style-type: none"> • working from set images, plans organises and carries out a range of investigations which make effective use of media, techniques and technology. • produces work which shows a range of ideas using visual language to convey the required message and meaning. <p style="text-align: right;"><i>(10 – 13 marks)</i></p>		<ul style="list-style-type: none"> • working from set images, plans, organises and carries out a range of complex investigations which make effective and creative use of media, techniques and technology. • produces work which shows a wide range of ideas with effective use of visual language to convey the required message and meaning successfully. <p style="text-align: right;"><i>(14– 18 marks)</i></p>	
<ul style="list-style-type: none"> • shows a sound level of skill and understanding of the limitations of visual language by the development of, and experimentation with, different techniques to progress ideas for the final design proposal. <p style="text-align: right;"><i>(7 – 9 marks)</i></p>		<ul style="list-style-type: none"> • shows a high level of skill and understanding of visual language through in-depth experimentation to produce the aesthetic qualities required for the final design proposal. <p style="text-align: right;"><i>(10 – 12 marks)</i></p>	
<ul style="list-style-type: none"> • analyses how the work meets the requirements of the brief, making considered suggestions for improvement. • describes a wide range of career opportunities within the selected vocational context. <p style="text-align: right;"><i>(10 – 13 marks)</i></p>		<ul style="list-style-type: none"> • analyses in detail how the effectiveness and aesthetic qualities of the work meet the requirements of the brief, explaining where and how improvements should be made. • evaluates a wide range of career opportunities within the selected vocational context. <p style="text-align: right;"><i>(14 – 18 marks)</i></p>	

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General Certificate of Education

Advanced Level Examination

APPLIED ART AND DESIGN

SPECIMEN ASSESSMENT UNIT

Unit 9 Working to self-identified briefs

CANDIDATE GUIDANCE

To be issued to candidates four weeks prior to the examination.

This document contains:

- general guidance;

In addition to this paper you will require:

- appropriate art and design materials.

Time allowed: 15 hours

Preparatory Period: 4 weeks

General Guidance

The assessment of this unit will include the work completed during:

- a preparatory period (4 weeks), with notes and guidance;
- a controlled test (15 hours) to complete final, finished artwork.

You will be assessed on the way you have:

- researched situations or opportunities suitable for creating a realistic, vocational brief;
- analysed the situation or opportunity, identifying and imposing constraints;
- developed, reviewed, evaluated and modified ideas;
- developed and evaluated project management skills;
- produced and displayed finished outcomes effectively.

Preparatory Work

You will be expected to produce:

- **Four** sheets of preparatory work showing:
 - selection, research, analysis and development of initial ideas
 - further experimental and developmental work using a range of appropriately selected media, materials, techniques, processes and/or technology;
 - review, analysis, evaluation, modification and refinement of ideas;
 - trials and final selection for the solution or resolution of the brief.

Planning and evaluation sheet (enclosed)

You will be expected to produce:

- a scenario and brief;
- notes and comments regarding research into aims and opportunities for the brief;
- notes and comments regarding the clarification of constraints;
- a summative evaluation, with illustrations, of working practices undertaken during the preparatory period.

Final work produced under controlled conditions

The work completed in the test will be the finalisation of the selected idea taken from the preparatory work. The work should be of high, detailed, finished quality, and show the complete solution and realisation of the requirements of the brief. It will include annotation and/or evaluative comments and notes that make it clear what the resolution is and why the selected outcome has been chosen. It may also include how any additional specifications would be considered and included in order to fully complete the brief, for example, production methods/processes, size/weight ratios, materials needed for mass production, etc.

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Surname					Other Names				
Centre Number					Candidate Number				
Candidate Signature									



Applied General Certificate of Education
Advanced Level Examination

APPLIED ART AND DESIGN
Unit 9 Working to self-identified briefs

CANDIDATE PLANNING AND EVALUATION SHEET

PROVIDE THE INFORMATION REQUIRED IN THE SPACES OVERLEAF

SCENARIO AND BRIEF

SCENARIO

BRIEF

The brief must include the following:

- the art, craft or design pathway that is to be followed;
- clearly identified intentions.

It must be written in a way that can:

- be understood by others;
- have only one interpretation.

TITLE

RESEARCH AND PLANNING

Research considerations for the selected brief	
Aims	
Opportunities for originating creative ideas	
Potential interest (for an audience, a client, a customer or self)	
Focus (technological, environmental, cultural, philosophical, commercial)	

Consideration and clarification of constraints		
CONSIDERATION	POTENTIAL PROBLEM	POSSIBLE SOLUTION
Location or site		
Use		
Environment or other context		
Health and safety		
Media, materials and technology		
Cost		

Use the blank rows for any additional information you wish to provide.

EVALUATION

You should evaluate the work completed during the preparatory period of this unit. The report should contain illustrations.

(If necessary you may use extra pages of A4 paper to complete the evaluation)

Your report should include notes and comments on the following:

- **the way you worked (researched your brief, set targets, planned and managed time);**
- **how you resolved constraints imposed in the brief;**
- **how you resolved practical limitations (such as environmental, health and safety, your level of skill, media, materials, techniques, processes and technology);**
- **the extent to which your development of ideas met your initial project aims;**
- **how effectively you worked with media, materials, techniques and technology (technical qualities);**
- **the aesthetic qualities of your work.**

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Assessment Criteria: Unit 9 Working to self-identified briefs

In response to the external assessment you will be asked to produce art, craft or design work that shows a creative and innovative response to a self-identified brief including:

- preparatory work, showing the identification and clarification of a brief; (AO1, AO3)
- research, development, review and modification of your ideas; (AO1, AO2 (a), AO3)

Assessment Objective	<i>The candidate:</i> Mark band 1	<i>The candidate:</i> Mark band 2
AO1 12 marks Applying knowledge and understanding of others' practice. <i>Candidates show an understanding of the working methods used by historical and contemporary art and design professionals and their work.</i>	<ul style="list-style-type: none"> • carries out straightforward research into the work of others in response to vocational briefs. • uses insights from research to inform and clarify the brief. <p style="text-align: center;"><i>(1 – 3 marks)</i></p>	<ul style="list-style-type: none"> • plans, organises and carries out a range of research into the work of others in response to vocational briefs. • uses insights from research to appropriately inform and clarify the brief. <p style="text-align: center;"><i>(4– 6 marks)</i></p>
AO2 (a) 12 marks Applying skills, techniques and understanding. <i>Candidates develop ideas by applying and reflecting on knowledge, skills and understanding of media, materials, techniques and processes.</i>	<ul style="list-style-type: none"> • explores a range of media, materials, techniques and technology. • demonstrates a moderate ability to apply appropriate and relevant exploration and reflect on knowledge and understanding gained, to develop ideas that meet the key requirements of the brief. <p style="text-align: center;"><i>(1 – 3 marks)</i></p>	<ul style="list-style-type: none"> • explores a range of appropriate media, materials, techniques and technology. • demonstrates a sound ability to apply appropriate and relevant exploration and reflect on knowledge and understanding gained, to develop ideas that meet most of the requirements of the brief. <p style="text-align: center;"><i>(4 – 6 marks)</i></p>
AO2 (b) 18 marks <i>Candidates realise and present work appropriate to its context.</i>	<ul style="list-style-type: none"> • shows some skill in the application of formal elements and use of visual language, when developing ideas for the final, finished design. • produces final work which is supported by brief written and visual evidence and meets the key aims and intentions of the brief. <p style="text-align: center;"><i>(1 – 5 marks)</i></p>	<ul style="list-style-type: none"> • shows skilled and wide-ranging application of formal elements and use of visual language when developing ideas for the final, finished design. • produces final work which shows some detail, is supported by limited but relevant written and visual evidence and mostly meets the aims and intentions of the brief. <p style="text-align: center;"><i>(6 – 9 marks)</i></p>
AO3 18 marks Analysis, synthesis and evaluation. <i>Candidates gather, record and analyse relevant information and evidence, make reasoned judgements, present solutions and evaluate their own practice.</i>	<ul style="list-style-type: none"> • shows moderate skill in selecting relevant information and modifies ideas in response to the brief. • produces an evaluation which is used to determine the direction and progression of the key points of the brief. <p style="text-align: center;"><i>(1 – 5 marks)</i></p>	<ul style="list-style-type: none"> • shows a sound level of skill when selecting relevant information and modifies ideas effectively in response to the brief. • produces an evaluation which is used effectively to determine the direction and progression of the brief. <p style="text-align: center;"><i>(6 – 9 marks)</i></p>

- the selection of detailed artwork, to a high standard, of your final, finished design; (AO2 (a), AO2 (b))
- a summative evaluation report, with illustrations, of your working practices during the preparatory period. (AO2 (b), AO3)

<i>The candidate:</i>	Mark band 3	<i>The candidate:</i>	Mark band 4
<ul style="list-style-type: none"> • plans, organises and carries out a wide range of research into the work of others in response to vocational briefs. • uses insights from research to enhance the identification and clarification of the brief. <p style="text-align: right;"><i>(7 – 9 marks)</i></p>		<ul style="list-style-type: none"> • effectively plans, organises and carries out a comprehensive range of research into the work of others in response to vocational briefs. • uses insights from research to creatively inform the identification and clarification of the brief. <p style="text-align: right;"><i>(10 – 12 marks)</i></p>	
<ul style="list-style-type: none"> • explores a wide range of appropriate of media, materials, techniques and technology. • demonstrates a well-developed ability to apply appropriate and relevant exploration and reflect on knowledge and understanding gained, to develop ideas that meet the requirements of the brief in full. <p style="text-align: right;"><i>(7– 9 marks)</i></p>		<ul style="list-style-type: none"> • explores a wide range of appropriate media, materials, techniques and technology. • demonstrates a comprehensive ability to apply appropriate in-depth exploration and reflect on knowledge and understanding gained, to develop perceptive ideas that meet the requirements of the brief in full. <p style="text-align: right;"><i>(10 – 12 marks)</i></p>	
<ul style="list-style-type: none"> • shows effective and selective application of formal elements and use of visual language when developing ideas for the final, finished design. • produces final work which is detailed, is supported by appropriate and relevant written and visual evidence and meets the aims and intentions of the brief. <p style="text-align: right;"><i>(10 – 13 marks)</i></p>		<ul style="list-style-type: none"> • shows sophisticated and creative application of formal elements and use of visual language when developing ideas for the final, finished design. • produces final work which is highly detailed, with supporting written and visual evidence which is comprehensive and fully meets the aims and intentions of the brief. <p style="text-align: right;"><i>(14 – 18 marks)</i></p>	
<ul style="list-style-type: none"> • is highly skilled in selecting relevant information and modifies ideas creatively in response to the brief. • produces a detailed evaluation which is used with perceptive insight to determine the direction and progression of the brief. <p style="text-align: right;"><i>(10 – 13 marks)</i></p>		<ul style="list-style-type: none"> • shows a highly developed ability to select and evaluate information and modifies ideas in an innovative way in response to the brief. • produces a critical evaluation which is used with perceptive insight to creatively determine the direction and progression of the brief. <p style="text-align: right;"><i>(14 – 18 marks)</i></p>	

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