



General Certificate of Education

Applied Art and Design (8513, 8519)

AD05 – Professional practice, communication
and meaning

Report on the Examination

2007 examination - January series

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Set and published by the Assessment and Qualifications Alliance.

AD05 – Professional practice, communication and meaning

General

The majority of candidates understood the requirements of this unit and were able to work through the analysis of images, the design process and the progression routes. The externally set assignment includes four tasks which candidates must complete. It was encouraging to see that candidates responded positively to the set briefs and it was evident that candidates had worked in a more structured and cohesive way than in the previous series. Teachers' assessment of candidates' work tended towards leniency, particularly in the middle of the mark range.

Task 1

This task involved the analysis of the set images in note form. This was successfully undertaken especially where the analysis was divided into *structure, purpose and meaning*. Many candidates completed this task well but the criteria for AO1 *Applying knowledge and understanding of others' practice*, also asked for *'notes that compare and contrast images'*. This aspect was not addressed so effectively and candidates found little in the way of concrete examples. Candidates in some centres were able to compare and contrast images by identifying structural similarities, various meanings and purposes, either within the context of the analysis of images or by presenting this separately. There were some inventive further explorations of other works by the set artists. Many candidates used the internet to investigate, in depth and breadth, the set artists' body of work. In many cases this further informed the candidate's progress from the set images through to the chosen brief.

Tasks 2 and 3

These tasks consist of research into **one** brief, leading to **two** initial ideas and **one** final design proposal. Some candidates did not produce more than one idea and therefore did not fully complete the brief. There were some lively outcomes to the briefs, with the more successful candidates taking the initial set images as a starting point for their research. Candidates responded to the atmospheric qualities of the set images and in many cases this led to creative design proposals.

Task 4

This task covered two areas; evaluation and progression routes. Some candidates had completed the evaluation but had either not addressed progression routes or completed this aspect in a very superficial way. In order to achieve the higher marks, AO3 *Analysis, synthesis and evaluation*, asks for *'a wide range of career routes and an evaluation of these'*. It is important that the career routes chosen reflect the vocational area that the candidate has worked in.

Responses to the briefs

Brief 2 Costume/make-up, and Brief 3 Newspaper advert/DVD cover, were the most popular choices with less work in evidence for Brief 1 Set design, and for Brief 4 Lens-based designs. The final design proposals produced by some candidates were of a highly professional standard.

Some candidates used *Fantasy* as a cornerstone for their developments in a very adventurous way, especially where the costume designs used colour and texture, and where set designs involved lens-based media. Candidates should check carefully the full requirements of the brief. For example, *'one final design proposal in full colour with added explanatory notes for presentation to the client'*. Omitting the *'explanatory notes to the client'* can mean an incomplete response and that fewer marks can be awarded.

Mark Ranges and Award of Grades

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