AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Education

Applied Art and Design (8516, 8519)

AD09 – Working to self-identified briefs

Report on the Examination

2007 examination - January series

ADO9 – Working to self-identified briefs

General

This was the first opportunity for candidates to enter an A2 unit for this specification. Overall, centres and candidates were confident about how to approach the self-identified brief. This may be because many centres previously offered the VCE Art and Design specification which included a similar unit (A07A).

As an A2 unit, AD09 has a higher level of demand than AD03 *Working to a brief*. Candidates were expected to show a critical understanding of the professional art, craft and design sector and practical work showed knowledge, skills and understanding of 2D and 3D visual language in the production of high quality, final finished work. This distinguishes the unit from AD03 where a design proposal was required. In addition, there is a greater emphasis on evaluative and analytical skills in this unit.

Assessment

Teachers' assessment of AD09 tended towards leniency, possibly because the difference in demand at A2 was not fully recognised. It should be noted that the descriptors in the Assessment Criteria grids for the A2 units reflect the greater level of demand than that of the AS units. For example, the level of skill and ability required in Mark Band 1 for AO2(a) at A2 is *moderate* whereas at AS it is *limited*. For AO2(a) candidates should explore a range of appropriate media and make exploration relevant. Meeting the requirements of the brief was also part of the assessment criteria for the unit (AO2(a) and AO2(b) *Applying, skills, techniques and understanding*) and the final bullet point in AO3 *Analysis, synthesis and evaluation*, refers to the summative evaluation report. Many candidates had not produced this report despite the final bullet point in the strapline for AD09 requiring a summative evaluation report, with illustrations. Some candidates provided *written* illustrations, ie by giving an example using text, and this was credited along with visual illustrations.

Self-identified briefs

Candidates were required to write their own brief set in a vocational context. The ability to identify an individual brief was well understood in most centres and the progression from setting the scenario and brief through to the realisation was generally handled well. The use of the Scenario and Brief Planning Sheet is both a useful tool to aid organisation and a requirement of the unit. The Candidate Guidance document includes an example of a completed planning sheet along with a blank copy. It is recommended that candidates use this for a rough draft of their own ideas. It is important for candidates to differentiate between the scenario which is an outline of the context of the brief and the brief itself, a set of detailed instructions with constraints.

There were some excellent examples of work where candidates had written either a 'live' or simulated brief with a series of constraints, eg size, audience, colour, and had kept in mind the requirements of the brief and evaluated it against the same requirements. ICT based examples were seen with candidates presenting screen shots of the development of alternative ideas as part of the preparation. The presentation of the final artwork completed during the 15 hours of supervised time is important and candidates should be encouraged to work to a high standard.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the **Results statistics** page of the AQA Website.