



**General Certificate of Education**

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

**AD05 Professional practice, communication  
and meaning**

**Report on the Examination**

*2007 examination - June series*

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## **AD05 – Professional practice, communication and meaning**

There was a very positive reaction to the externally set brief for this series. The scenario was based on a retail chain, 'The Bridge' which was keen to promote a clothing story (range) for summer 2007 based on the 'Swinging 60s'. Four briefs were available. Candidates chose one brief for which they were to produce a Design Proposal for the client. Candidates had clearly enjoyed researching 1960s fashion, graphics and icons of the time. However, in some cases this led to some over-simplified and stereotypical 1960s imagery which resulted in derivative or repetitive artwork.

Task 1 was the analysis of the set images in note form. There were some excellent responses to the analysis of these images. In general, candidates were well prepared and were able to compare and contrast the set images. Sometimes candidates moved away from the set images too quickly and lost the essence of what they had written about. It is important to understand that when analysis replaces mere description, there are often more interesting results. There was also evidence that some candidates had moved on to look at other relevant practitioners from the era such as Roger Dean and Peter Blake.

In Tasks 2 and 3 candidates were asked to carry out research related to their chosen brief leading to the development of two initial ideas and one final Design Proposal. The most popular was Brief 1, a large scale themed poster. Some focussed and creative work was produced and some candidates displayed an extensive range of work. There was still scope to improve candidates' use of formal elements especially design and composition.

Task 4 covered two areas, the evaluation of the Design Proposal and the progression routes related to the brief. On many occasions it was evident that candidates had not given sufficient attention to the progression routes element of the evaluation. Teachers should note that there are minor changes to the specification for 2008 and these include moving progression routes from this unit into AA6-AF6 *Option unit*. The revised version of the [specification](#) is available to read/download from AQA's Website.

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

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