



General Certificate of Education

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

AD09 Working to self-identified briefs

Report on the Examination

2007 examination - June series

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AD09 – Working to self-identified briefs

The work for this unit included a four week preparatory period and 15 hours of supervised time. Teachers were confident in preparing candidates for this unit and the Scenario and Brief Planning Sheet, provided with the Candidate Guidance, was generally used very effectively. Some exceptionally well written, vocational briefs were seen which resulted in work of a very high standard. This was balanced by somewhat weaker briefs where candidates lacked direction and produced less successful outcomes. The skills required by candidates in order to develop a self-identified brief are now well understood in most centres. The progression from the setting of the scenario and brief, with a series of constraints, through to the realisation was generally handled well.

The most successful briefs considered and clarified a set of constraints and took into consideration: costs; health and safety issues; context; restrictions; media and message. There were some ambitious briefs which tackled a range of different techniques and processes. Good examples included briefs which were a response to *real* clients as well as *simulated* briefs.

The 15 hours of supervised time was managed effectively and candidates were able to produce their finished outcome and their written summative evaluation. When candidates had prepared well by developing, reviewing and modifying ideas, they produced focussed work and well presented finished outcomes. The presentation of the final artwork is important and candidates should be encouraged to present their work in a professional manner.

The quality of the written evaluations completed in the final part of the supervised time varied considerably. Candidates who were well prepared by taking into account the requirements of the evaluation, for example, including issues such as time management, working practices and how the brief progressed, did well. However, candidates who tried to write their evaluation wholly at the end of the supervised time, without prior thought, produced weaker responses. Candidates should be encouraged to evaluate the completed work from the client's perspective rather than a descriptive report style evaluation.

Mark Ranges and Award of Grades

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