

General Certificate of Education
June 2009
Advanced Subsidiary Examination



APPLIED ART AND DESIGN
Unit 3 Working to a brief

AD03/TN

TEACHERS' NOTES

For immediate release to the teacher(s) responsible for GCE Applied Art and Design

All teacher-assessed marks to be returned to AQA by 31 May

This document contains:

- general guidance.

Time allowed: 5 hours

Preparatory period: 4 weeks

Assessment

The mark awarded to a candidate must be seen to reflect accurately the Assessment Criteria for the unit. These are the only criteria that will be used to determine the mark awarded. To ensure consistency, it is important that no changes are made to the scenario, brief and instructions to candidates. Centres must avoid holistic marking that focuses only on the Design Proposal.

Candidates should be aware that information downloaded from the internet is of value only if it is clearly seen to have been used to develop ideas. Candidates should be encouraged to be selective and specific in the selection and use of source material and to ensure that it is relevant to the brief.

The distinctiveness of this award is in the vocational context of the work. Stress should be placed on the need for vocational importance in the methods of working, evaluation and presentation of the candidates' submissions. These qualities will inform the overall assessment. The following should be stressed to candidates:

- the need to work in a way that addresses client/customer/audience needs and to work within given constraints
- organisation of the research and the development of ideas
- presentation of the development work and Design Proposal (NB annotation does not need to be word processed)
- quality of evaluation.

Time allocation and delivery

The scenario and briefs should be given to candidates four school weeks before the first supervised session and the marks should be submitted to AQA by 31 May. The scenario and briefs have been written to include preparatory time and a total of five hours of supervised time for the production of the Design Proposal and evaluation. (Design Proposal means the work completed during the five hours of supervised time.) The first supervised session must be at least two hours and the work completed during the sessions must be kept under secure conditions between sessions. It is recommended that any fragile or temporary work is photographed, in case of accidents.

By the end of the final supervised session, candidates must also have completed the evaluation of their response to the brief. The evaluation must be submitted together with the preparatory work and the Design Proposal at the end of the examination. It is suggested that candidates spend no more than 30 minutes of the five hours of supervised time on their written evaluation.

It is important that candidates are adequately prepared before undertaking the assessment for this unit. It is therefore expected that centres will have provided underpinning knowledge and guidance on how to work to a vocational project brief via similar activities as part of coursework. Candidates should have developed an awareness of how to:

- plan a response to the brief and undertake research, including the work of others
- select and consider appropriate primary and secondary sources; and media, materials, techniques, processes and/or technology

- develop and record different ideas, select one, make refinements and complete a Design Proposal
- present the Design Proposal effectively
- evaluate their response to the brief.

Within the Candidate Guidance document is a series of tasks which candidates might follow when undertaking this assessment. It is not compulsory for these to be followed and centres may have alternative approaches which they wish to use. The tasks are intended to ensure that candidates meet the assessment requirements for this unit and that they address the Assessment Objectives.

For further guidance on this unit, refer to the unit specification and the Assessment Criteria.

Guidance on the use of technology

Technological innovation is a useful addition for artists, craftspeople and designers as a tool to aid design and production. It can be used to further investigation, develop ideas and in the production of outcomes. Assessment of candidates' work must be based on how the technology has been maximised and manipulated. Technology must be used in such a way that the candidate's personal and individual creativity, imagination and originality can be clearly identified. These qualities should form the basis for judging the use of technology when assessment is made.

The use of computers must be carefully monitored. Simply downloading and manipulating internet images by means of proprietary software is not seen as fulfilling the above guidance. Any information or image selected for use **must** be attributed to its source and/or copyright owner by annotation at the side of the text or image used.

Candidates should always prepare their own original work, whether from primary sources or from ideas developed from secondary sources, before scanning and subsequent manipulation take place. Evidence produced should show a proactive application of the technology. The computer must be used as a creative tool and not as equipment that, at the press of a few buttons, produces a range of changed images. Computer-generated work must be analysed, re-visited and re-worked. It should be used selectively in the context of the brief and its use should be justified and evaluated.

The use of technology is to be encouraged; the focus should be on how technology has been used to address the assessment objectives and to meet the assessment criteria.

END OF TEACHERS' NOTES

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