



## **General Certificate of Education**

# **Applied Art and Design (8511, 8513, 8516, 8517, 8519)**

## **AD09 Working to self-identified briefs**

# **Report on the Examination**

*2009 examination - June series*

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*Dr Michael Cresswell Director General.*

## **AD09 – Working to self-identified briefs**

This series there were some well-written vocational briefs which produced excellent outcomes. Candidates showed confidence in writing their briefs although in some cases it would be helpful to see more specific constraints written into the briefs. Well-written briefs considered and clarified a set of constraints and took into consideration costs, health and safety, context, restrictions, media and message. The choice of client in many cases was real rather than simulated and client feedback was an element of many submissions.

There were some ambitious briefs which tackled a range of different techniques and processes, for example, plans for office suites supported by sketchup images (freeware from Google), a coffee shop design, an old peoples' home plaque, a sports mural, a painting for a bridal shop, a local company logo, T-shirts for retail shops, a mural for a war museum, a shop front for a cook shop (including some very professional ICT layouts and presentation), a textile scarf for 'Topshop', book illustrations, sports graphics and snowboard designs. Candidates from one centre made good use of mood boards after discussing the set images.

The 15 hours of supervised time was well organised at most centres and candidates on the whole had completed their final design outcomes. The presentation of the final artwork is important and candidates should be encouraged to work to a high standard. Candidates should be aware that more marks can be gained in AO1 where the requirement is for insights from research to be used creatively to inform the identification and clarification of the brief.

The illustrated evaluations seen this series were generally better than in the past with the majority of candidates producing visual illustrations in the form of a diary of events. It was, however, clear that in some centres candidates had not appreciated that the summative evaluation was a requirement and that this is written into the strap-line accompanying the Assessment Criteria for the unit. In their evaluations candidates should report on their final finished work, bearing in mind the client's perspective rather than giving a descriptive report.

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

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