



**General Certificate of Education**

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

**AD05 Professional practice, communication  
and meaning**

**Report on the Examination**

*2010 examination - January series*

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

### **General**

The requirements of this unit were generally well understood, with candidates analysing the images, especially the compare and contrast element and producing strong design proposals. The diagram illustrating the tasks to be covered in the candidate guidance has proved to be a useful aid in ensuring that candidates cover all the unit requirements. The tasks included analysis of the set images, research, development and the production of a design proposal and evaluation.

The set images this year covered a range of media and techniques including, a digital painting by Harold Cohen, a pencil drawing by Ellsworth Kelly, a design for a seafront structure by Thomas Heatherwick and a multimedia installation by Anthony McCall. Candidates' responses to the set briefs were good and used ideas based on the set images as starting points.

This series, centres' assessment of candidates' work was generally accurate and there was a clear understanding of the requirements and level of the unit. Occasionally, very well organised work of a good quality was seen although this tended to be prescriptive and gave little scope for individual creativity.

### **Task 1**

Task 1 required candidates to research and analyse the set images in note form. Many candidates chose to analyse the set images, either under the headings structure, meaning and purpose, or in essay form. Both methods were used to good advantage. Comparisons were more thorough than in previous years and some candidates had approached the whole analysis via comparison, which worked very well. Candidates are really much better now at comparing and contrasting images and linking them as a possible starting point for their design proposals. Some lively and imaginative responses were seen with comments focused on formal elements as well as an encouraging degree of critical analysis.

### **Task 2**

Task 2 consisted of research into the chosen brief. Briefs this year included a design for a banner, an explanatory brochure, a transportable studio structure and a website advertisement leading to initial ideas and a final design proposal. Candidates opted mainly for the banner and the brochure and in both cases they often missed opportunities to develop the text. In some cases it was clear that candidates had not read the requirements of the design proposal and had left elements out. There were, however, examples of some lively worksheets with good combinations of media, unusual artists and/or fashion designers.

### **Task 3**

Task 3 covered the evaluative notes which should explain the effectiveness of the design proposal to the client. The evaluations this series were slightly better than in previous years and written work seen was thoughtful and well considered, including possible ideas for improvements.

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

Grade boundaries and cumulative percentage grades are available at (<http://www.aqa.org.uk/over/stat.html>), the Results statistics page of the AQA website.