



General Certificate of Education

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

AD09 Working to self-identified briefs

Report on the Examination

2010 examination - January series

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AD09 – Working to self-identified briefs

General

The scenario and brief planning sheet is still seen as a useful tool in the candidate's development of ideas and visualisation of the brief. The self-identified briefs chosen by the candidates often reflected their own strengths and interests and in many cases showed confidence and independence.

Self-identified briefs

Some very well chosen briefs were seen this time resulting in a wide range of responses and work that was of genuine use and of a good vocational relevance. The briefs considered and clarified a set of constraints, although less successful candidates had some difficulty setting realistic ones. It was pleasing to see examples of briefs written for 'live' clients as well as simulated ones.

Research was often very thorough and relevant, sometimes using artists/designers who were local to the centre. Occasionally, however, more time was spent on this to the detriment of development, which was often lacking in depth and focus. Candidates appeared to hurry from research to final ideas, and lost opportunities to extend their ideas before finalising their design outcome. Candidates did not often use a variety of media, materials, techniques and technology and this contributed to the lack of development. When good use of media was seen it was in depth, confident and searching.

There were examples of some excellent textile work, a poster design, an installation for a Sealife centre, a Manga book cover, a logo for a mug, a theatre set design, a mural for a health centre, CDs and T-shirts.

For many candidates this unit led to very individual research and development and showed personal and creative involvement in the project. Marking tended to be more accurate in the middle range of the marks with teachers sometimes not clarifying requirements in Band 4 and therefore over-marking. Some of the less successful candidates lacked primary research and quality in their final design proposal.

Candidates who had produced evaluations with visual illustrations varied from ones with one or two photographs to evaluations which combined a visual record as well as an analysis of the design outcome. In one centre the candidates had kept a 'visual diary' of their projects from start to finish and many had included their summative evaluations as a conclusion. Candidates often used illustrations

to better advantage earlier in their projects alongside some evaluative comments, whereas in the summative evaluations candidates did not discuss their work as successfully. Sometimes it would be helpful if they could look back at their formative discussion to help the summative evaluation. It should be impressed on candidates that the illustrated evaluation, if completed properly, not only attracts more marks but provides candidates with an opportunity to support their comments with valuable illustrations that can be used to prompt the evaluation and lead to a more coherent and interesting piece of prose.

The presentation for the client of the final artwork completed in the 15 hours of supervised time is important and candidates should be encouraged to work to a high standard.

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.