



General Certificate of Education  
Advanced Subsidiary Examination  
June 2010

## **Applied Art and Design**

**AD05/TN**

**Unit 5 Professional practice, communication and meaning**

## **Teachers' Notes**

**Confidential**

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

**Open on receipt**

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

**This document contains:**

- general guidance
- guidance on the assessment requirements.

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This document contains guidance on the requirements for the externally set brief which is contained in the Candidate Guidance document. There is no time limit for this assignment although it should be remembered that the guided learning hours for an AS unit is 60 hours and that all AS units have an equal weighting within the qualification awarded. For further guidance on this unit refer to the unit specification and the Assessment Criteria. The deadline for the submission of marks to AQA is 31 May 2010.

ICT may be used during all of the stages of the assessment as appropriate to the brief undertaken by the candidate.

### **General Guidance**

The externally set brief contained in the Candidate Guidance document has been written to cover the full assessment requirements of the unit but it should not replace the teaching of the unit. Candidates need to be involved in a planned learning programme that underpins the skills and knowledge identified within the unit specification. The unit combines aspects of professional practice with the experience of analysing images to determine purpose and meaning and should be seen as an integral part of the qualification.

The assignment has three clearly defined stages of activity:

- initial research and planning, which should include analytical comments on the set images
- the generation of appropriate practical work in response to the brief; this should take the form of further research, analysis and development leading to a client presentation
- summative evaluation of, and feedback on, the work produced.

All of the work specified within the Candidate Guidance document will form part of the assessment.

### **Investigation**

Investigative work should be undertaken and teachers/tutors should be fully involved in directing the investigation. Candidates should be given advice and guidance on how they should plan their time and approach to each area of activity within the assessment. Although formal action planning will not be a requirement, candidates should show a logical progression in the work produced. It is also important to remind candidates that the unit is about professional practice and that the work generated should reflect this.

The set images contained in the Candidate Guidance document should be investigated in terms of structure, purpose and meaning. The analysis of these images should inform the approach to the brief selected by the candidate. The following should be considered.

#### *Structure:*

- the media, materials and techniques used to produce the pieces of work
- the formal elements and the ways in which they have contributed to the structure of the pieces of work
- the degree to which realism, abstraction and stylisation have been employed in the structure.

*Purpose:*

- why the set images were produced
- the contexts in which the set images were produced, e.g. cultural, geographic, historical
- the type of viewer/audience for whom they were produced.

*Meaning:*

- how visual language is used to communicate ideas
- how signs, symbols, images, and their use together, or in isolation, can:
  - state facts
  - give information
  - send messages
  - transmit meaning.

*Comparison:*

- notes that compare and contrast and comment on the effectiveness for their intended purpose.

**Presentation**

All of the work directly related to the brief, i.e. research, developmental work, the two ideas and the Design Proposal, will form part of the assessment. It is important that candidates are given correct guidance as to how to present their work. In professional practice, only work reflecting the final stages of development would normally be presented to clients for approval. Candidates' initial work might be undertaken and presented in the form of sketchbooks or mood boards, or progress might be indicated by consecutive development sheets, but a clear distinction needs to be made between this and the two ideas. These two ideas should be presented in a format which reflects current professional practice. Reference should be made to colourways and dimensions in the presentation of the two ideas. From these two ideas, one will be selected and developed to produce the Design Proposal.

Candidates should consider both the method of presenting work to the client and the potential audience.

Candidates should also show evidence of their reflections on how successfully they have fulfilled the purpose/communicated ideas.

**Professional practice**

Teachers/tutors should help candidates to explore ways in which professionals adopt model activities in order to produce material that addresses the client brief. Appropriate contact points with clients can also help towards a successful conclusion.

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## 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, briefs and instructions to candidates. Centres must avoid holistic marking that focuses only on the Design Proposal.

## Guidance on the use of technology

As a tool to aid design and production, technological innovation is a useful addition for artists, craftspeople and designers. 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.

## Glossary of terms related to the Scenario and Briefs

\* **Aspect ratio.** The ratio of width to height of a picture on a television or cinema screen.

\*\* **Computer rendered image.** There are many ways in which designers currently present computer rendered images for clients: Google freeware, 'Sketchup', is increasingly being used.

**END OF TEACHERS' NOTES**