



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 - June series

AD05 – Professional practice, communication and meaning.

The scenario this year was based on a travelling theatre company embarking on an open air tour with 'Romeo and Juliet'. The images used for Task 1 varied from title frames from Bond movies, a set design for a Verdi opera, couture design and stills from a Norman McLaren film. The briefs included costume development, still or video photographic projection, graphic design and set design.

Task 1 included the analysis of the set images in note form. In this series candidates' analysis of the set images had improved with many now comparing the images well. Those candidates that did compare the images made some interesting points and found ways to appreciate the images that they had not understood at first. Some beautifully organised notes incorporating reproductions of the images were produced by some candidates on the computer. There were some good responses to the analysis of the images and many candidates had used structure, purpose and meaning to organise and write about the work.

In Task 2 candidates were asked to research into one brief leading to two initial ideas and one final design proposal. The most successfully answered brief this series was Brief 1, costume design, with some candidates really taking on board the keynote idea of 'love and conflict'. It was also pleasing to see candidates annotating their work and making clear references and links to Romeo and Juliet.

There are several centres where candidates do not make further use of the set images. They are using them implicitly rather than explicitly to 'enhance the identification and clarification of the brief' and could gain more marks in AO1 for using insights gained from that research to progress to the next stage.

Task 3 covered the evaluative comments (which may be formative or summative or both) and responses were generally well thought out. However, in order to achieve marks in the higher mark bands, candidates needed to make considered suggestions for improvement. Some candidates annotated work in order to clarify their thoughts, which can be useful. However, candidates should give thought to their presentation of formative and summative comments and should take into account the clarity and legibility of text which can suffer when poor decisions about presentation are made.

Mark Ranges and Award of Grades

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

Further copies of this Report are available to download from the AQA Website: www.aqa.org.uk

Copyright © 2010 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales (company number 3644723) and a registered charity (registered charity number 1073334). Registered address: AQA, Devas Street, Manchester M15 6EX