



**General Certificate of Education**

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

**ADO5 – Professional practice, communication  
and meaning**

**Report on the Examination**

*2011 examination - June series*

## **ADO5 – Professional practice, communication and meaning**

The scenario this year was based on a bus company providing local transport with the focus on qualities such as frequency and punctuality, green issues and attractive scenic routes as important considerations. The images used for Task 1 varied from 2 canvases by David Hockney, a L.N.E.R poster by Tom Purvis, a Missoni woven fabric and a photographic print by the great American photographer and environmentalist Ansel Adams.

Task 1 required the analysis of the set images in note form about the way in which visual language had been used to convey messages and meaning. Candidates had generally improved their analysis of the set images in AD05 and many also compared the images well. Those that did comparisons were seen to make some interesting points and found ways to appreciate images that they had not understood at first. Personal interpretation played an important part in sometimes very creative writing. There were still, however, some candidates who had not compared the set images in any way.

There were some good responses to the analysis of the images and many candidates used structure, purpose and meaning to organise and write about the work. Visual research was sometimes presented in a very thorough report format and supported by a bibliography or achieved using ICT, ie a Powerpoint presentation.

In Task 2 candidates were asked to research one brief and develop two initial ideas and one final design proposal. The most successful brief was Brief 1 Poster Design, with some lively well researched examples being seen. A small number of candidates had found Brief 2 Transport Textiles uninspiring. This was because some candidates felt the research of contemporary bus seat fabric was 'boring'. However, many others took the initiative and designed a number of lively, fun fabrics, which, though not always very practical, were excellent design proposals. Many alternative ideas were generated during development.

Task 3 covered the evaluative comments (which could be formative or summative or both) and responses were generally well thought out, although in order to achieve marks in the higher bands candidates needed to make considered suggestions for improvement. Whilst some candidates annotated work in order to clarify their thoughts, which was useful, clarity and legibility suffered when poor decisions were made with regard to the presentation of formative and summative comments. Candidates should return to the original chosen brief and consider whether it has been fulfilled or not, but this was not always done.

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

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