



General Certificate of Education
Advanced Subsidiary Examination
June 2012

Applied Art and Design

AD05

Unit 5 Professional practice, communication and meaning

CANDIDATE GUIDANCE

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

This document contains:

- general guidance
- set images
- details of the scenario and briefs.

For this paper you must have:

- appropriate art and design media, materials and technology.

Instructions

- Read the paper carefully. Before you start work make sure you understand all the information.
- Research the set images and produce a written analysis.
- Read the scenario and then choose **one** brief.
- You should research, investigate and develop your ideas in response to the client's brief.
- You must produce **two** ideas to present to the client and produce a Design Proposal for **one** of these ideas.
- You must hand in your research, preparatory work, your Design Proposal and your written notes at the end of the assignment, including a justification of your Design Proposal.
- The work submitted for this examination must be your own unaided work.

Information

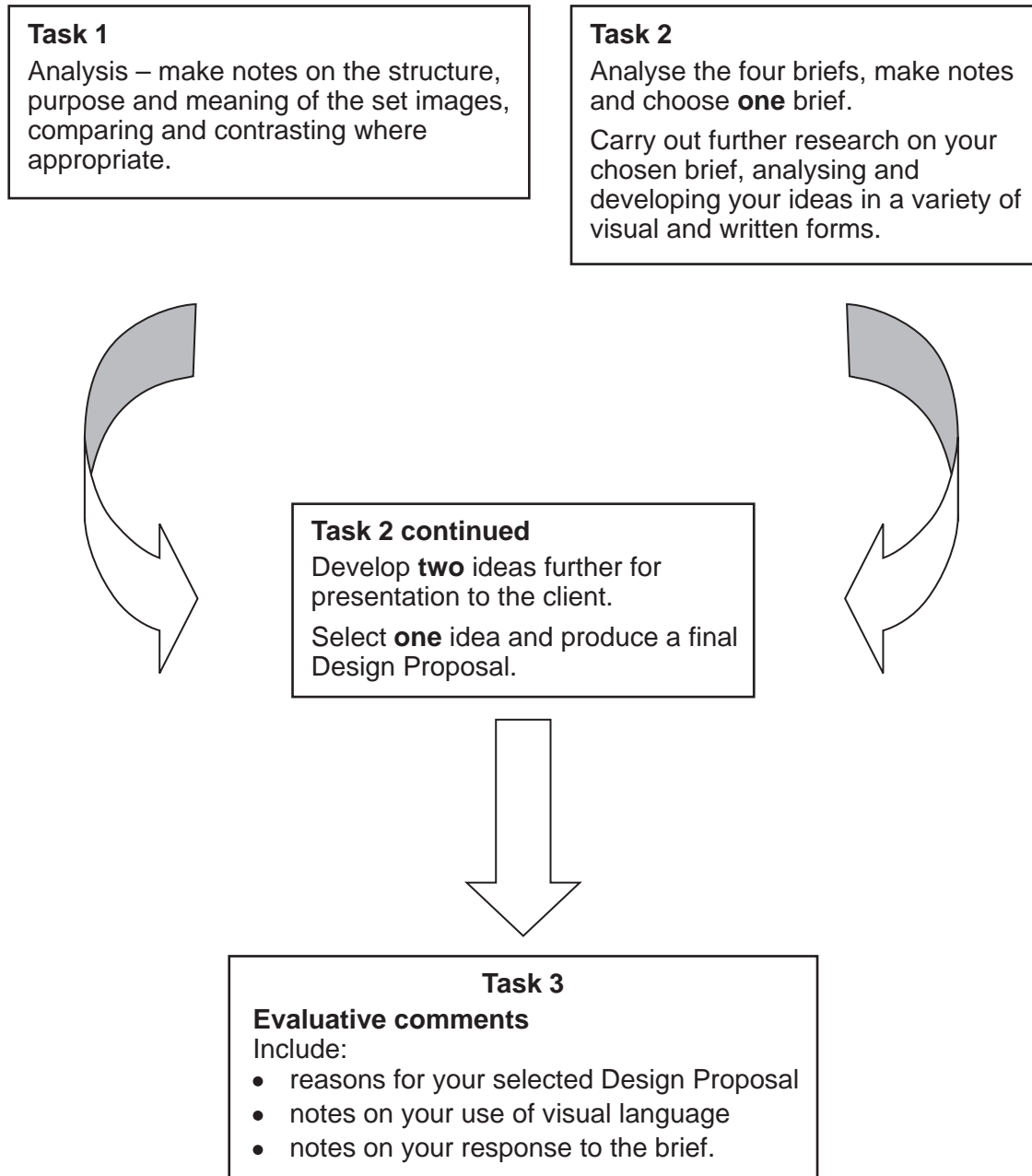
- Your work will be marked out of 60.
- All your work, which includes development work, design ideas and Design Proposal will be marked.

Advice

- You may discuss your ideas with your teacher.
- You should make sure that any media, materials or equipment which you might need are available.
- You should look at examples of the work of other relevant artists, craftspeople and/or designers as part of your research.

This document contains the set images and the tasks that you need to follow for this set assignment.

The diagram below summarises the stages that you will need to follow in order to complete this assignment.



Guidance on the use of technology

Artists, craftspeople and designers use technology as a tool in both design and production. It can be used to extend investigations, develop ideas and in the production of outcomes.

You will be assessed on:

- your personal and individual creativity
- your original and imaginative use of technology and its associated processes
- how you have manipulated and made the most of all functions of the equipment and processes.

Computers form an important part of many art, craft and design processes; when using them, you **must** show how well you can make them work for you. Downloading and manipulating Internet images using computer software does not demonstrate a high level of imagination or originality. You must show that you can go beyond this by:

- further development
- demonstrating knowledge and understanding of the process(es)
- demonstrating an interaction with the programme(s) being used.

If you use a computer to develop your work, you should:

- prepare original images using primary and secondary sources
- scan and manipulate these images to develop them further
- show a proactive use of the technology
- analyse, re-visit and re-work ideas, recording the process
- justify and evaluate your use of computers.

You are encouraged to use all aspects of technology in developing your project but remember that you will be assessed on *how*, and to *what extent*, you have used the technology to meet both the assessment objectives and assessment criteria.

Remember that any information or image selected for use **must** be attributed to its source and/or copyright owner.

Introduction

The set images set out below are the only ones you will use for Task 1 of the assignment. You may also use them as a starting point for the work you undertake in Task 2.

In Task 2, a scenario and four briefs are provided. You should select **one** brief and undertake research related to its requirements. The theme is 'Dusk 'til Dawn' night sleeper train services. Your research must include reference to work produced by others and show your understanding of how it has been used to communicate in a visual way. You may wish to research the background of the professionals who produced material that influenced your designs. (It should be noted that not all work in the commercial sector is credited to the artist, craftsperson or designer.)

You should provide evidence of relevant primary and/or secondary research that is shown to influence the development of your project. You should also experiment with media, materials, techniques, processes and technology to develop your ideas and progress to a Design Proposal that you will present to the client. Your work should take note of the constraints identified in both the scenario and the brief that you have selected. You should take into account the methods that would be used to produce the final piece of work if the client selected your Design Proposal.

The set images are:

- (a) **Portrait of Roald Dahl**, 2006, Quentin Blake, pen, ink and watercolour
- (b) **The Wolfman**, 2010, poster for the film illustrating shallow focus*
- (c) **Citizen Kane**, 1941, director Orson Welles, still photograph from the film illustrating the use of deep focus*
- (d) **Seagulls**, 1891, C.F.A. Voysey, design drawing for woven textile and wallpaper
- (e) **Cloudgate**, 2006, Anish Kapoor, polished stainless steel, (10 m x 20 m x 13 m)

- (a) **Portrait of Roald Dahl**, 2006, Quentin Blake, pen, ink and watercolour

Image not included here due to third-party copyright constraints.

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(b) **The Wolfman**, 2010, poster for the film illustrating shallow focus*

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- (c) **Citizen Kane**, 1941, director Orson Welles, still photograph from the film illustrating the use of deep focus*

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(d) **Seagulls**, 1891, C.F.A. Voysey, design drawing for woven textile and wallpaper

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(e) **Cloudgate**, 2006, Anish Kapoor, polished stainless steel (10 m x 20 m x 13 m)



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Guidance on the tasks to be completed

Analysis of set images

Task 1

Research the set images and provide, in note form, a clear, coherent and accurate written analysis of the way in which visual language has been used to convey messages and meaning. You should concentrate on the following.

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, eg 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 of the images for their intended purpose.

Task 2

The Project Brief

Scenario

An international franchise has been awarded to the train operator 'Voyager', a newcomer to the European rail industry.

The franchise is for long-distance, overnight services from London to Aberdeen in Scotland, to Geneva in Switzerland and to Avignon in the south of France. These 'Dusk 'til Dawn' services will feature sleeper coaches.

Research indicates that there is a market for this service, including business and tourist classes. Price and green issues would place the service directly in competition with airlines.

'Voyager' would like to introduce the service by developing a marketing campaign** which will emphasise comfort, relaxation and the journey as an 'exciting experience'.

Select **one** of the following briefs and carry out research related to that brief, collecting relevant images and information. Research and analyse similar designs elsewhere before you begin the development of your ideas. Develop initial ideas, making sketches and notes. From these notes and initial ideas, select **two** ideas to take forward. Designs that are simply copies of other designs will gain little credit.

Develop your **two** ideas to present to your client in a format relevant to the brief. The presentation must include specific notes relating to alternatives. From these two ideas, you will develop **one** idea into your final Design Proposal. This should have appropriate annotation, and will contain all the elements of image and text, as appropriate, to meet the requirements of the brief.

Brief 1 Public Art

'Voyager' would like to see designs for a piece of public art situated in the concourse of **one** of the stations. The work should refer to the characteristics of the area around one of the destinations.

Develop **two** alternative ideas to scale. You will need to take public access and health and safety issues into consideration. Your final Design Proposal, chosen from your **two** alternative ideas, should be accompanied by explanatory notes, indicating siting and proportions, for presentation to the client.

Brief 2 Ticket Wallet

A presentation wallet, constructed in thin card, is required for carrying tickets. The wallet, when closed, should be 22 cm x 11 cm and should open up to show a pocket where tickets can safely fit. Your design should include ideas for the front and the back, as well as the inside.

The 'Voyager' name should feature, as should the 'Dusk 'til Dawn' theme as part of a strong visual element. Space for body copy*** might be indicated but no copy should be included.

Develop **two** initial ideas, **one** of which should be taken forward to your final Design Proposal. This should be in the size and form indicated above and should be accompanied by explanatory notes for presentation to the client.

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Brief 3 Illustration

An illustration for the front cover of the train operator's free magazine is to be commissioned. It should emphasise the idea of the journey as an exciting experience with exhilarating destinations, and be produced in an appropriate style. The magazine should be in an A4 portrait format. You are not required to show text.

Develop **two** initial ideas to scale, **one** of which should be taken forward to your final Design Proposal ready for print and presentation to the client.

Brief 4 Woven Fabrics

The train operator, 'Voyager' has decided on woven fabrics for the curtains and duvet covers that furnish the sleeper carriages. The designs should reflect the 'Dusk 'til Dawn' theme.

Develop **two** different repeat patterns which use no more than three colours and would be suitable for both curtains and duvet covers.

Your final Design Proposal, chosen from your **two** alternative ideas, should be accompanied by explanatory notes for presentation to the client.

Task 3**Evaluation**

This will include all of the evaluative comments which you consider to be relevant to justify your Design Proposal to the client and should cover:

- the reasons for your selected Design Proposal
- how you have used visual language to convey purpose and meaning
- how you have managed the considerations of the brief.

Glossary of terms related to the Scenario and Briefs

* Deep and shallow focus, depth of field.

In cinematography the phrase 'depth of field' is used to indicate the range of distances in front of the lens that will appear satisfactorily in focus, in other words sharp. A large depth of field or 'deep focus' shows the foreground, middle-ground and background all in equal focus. A small depth of field or 'shallow focus' is used to emphasise one part of the image over another keeping one plane in sharp focus while the rest is out of focus, often for dramatic effect.

** Marketing campaign.

The efforts of a company or third party to increase awareness of a particular product or service, or to increase consumer awareness of a business or organisation. A marketing campaign has a limited duration.

*** Body copy.

Body copy is the main text of an article or advertisement. It does not include the titles, logos or captions.

Turn over for the Assessment Criteria

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Assessment Criteria: Unit 5 Professional practice, communication and meaning

You need to produce a portfolio of work in response to the externally set assignment. The work must be completed in response to the set images and brief and **must** include the following:

- a written analysis of the set images, identifying the use of visual language to convey messages and meaning; (AO1, AO3)

All non-creditworthy responses are awarded zero marks.

Assessment Objective	<i>The candidate:</i> Mark band 1	<i>The candidate:</i> Mark band 2
<p>AO1 12 marks</p> <p>Applying knowledge and understanding of others' practice.</p> <p><i>Candidates show an understanding of the working methods used by historical and contemporary art and design professionals and their work.</i></p>	<ul style="list-style-type: none"> • carries out a basic analysis of the purpose of the set images and the message and meaning they convey. • produces brief, descriptive, supporting notes. <p>(1–3 marks)</p>	<ul style="list-style-type: none"> • plans, organises and carries out a relevant analysis of the purpose of the set images and the message and meaning they convey, noting structure and content. • produces notes that compare and contrast images and comments on the effectiveness for their intended purpose. <p>(4–6 marks)</p>
<p>AO2 (a) 18 marks</p> <p>Applying skills, techniques and understanding.</p> <p><i>Candidates develop ideas by applying and reflecting on knowledge, skills and understanding of media, materials, techniques and processes.</i></p>	<ul style="list-style-type: none"> • working from set images, carries out simple investigations using a range of media, techniques and technology. • produces work that shows basic ideas using appropriate visual language to convey the required message and meaning. <p>(1–5 marks)</p>	<ul style="list-style-type: none"> • working from set images, plans, organises and carries out a range of investigations using combinations of media, techniques and technology. • produces work showing relevant ideas that uses appropriate visual language to convey the required message and meaning. <p>(6–9 marks)</p>
<p>AO2 (b) 15 marks</p> <p><i>Candidates realise and present work appropriate to its context.</i></p>	<ul style="list-style-type: none"> • shows a basic level of skill and understanding of visual language through experimentation with a range of preliminary work leading to the final design proposal. <p>(1–3 marks)</p>	<ul style="list-style-type: none"> • shows a moderate level of skill and understanding of visual language through refining initial ideas and selectivity in carrying them forward to the final design proposal. <p>(4–7 marks)</p>
<p>AO3 15 marks</p> <p>Analysis, synthesis and evaluation.</p> <p><i>Candidates gather, record and analyse relevant information and evidence, make reasoned judgements, present solutions and evaluate their own practice.</i></p>	<ul style="list-style-type: none"> • describes how the work meets the requirements of the brief and makes simple suggestions for improvement. • written work demonstrates limited clarity, coherence and accuracy in the use of language. <p>(1–3 marks)</p>	<ul style="list-style-type: none"> • explains the effectiveness of the work in meeting the requirements of the brief and makes considered suggestions for improvement. • written work demonstrates reasonable clarity, coherence and accuracy in the use of language. <p>(4–7 marks)</p>

- research and developmental work and final design proposal suitably presented in response to the brief; (AO2 (a), AO2 (b))
- comments relating to the work undertaken. (AO3)

<i>The candidate:</i>	Mark band 3	<i>The candidate:</i>	Mark band 4
<ul style="list-style-type: none"> • plans, organises and carries out a detailed analysis of the purpose of the set images and the message and meaning they convey, identifying structure and how content is communicated. • produces detailed and well-organised notes showing comparison between images and identifying the effectiveness of each one for its intended purpose. <p style="text-align: right;"><i>(7–9 marks)</i></p>		<ul style="list-style-type: none"> • plans, organises and carries out a thorough analysis of the purpose of the set images and the message and meaning they convey, explaining structure and how content is communicated. • produces highly detailed notes which compare and contrast the images, evaluating the effectiveness of each one for its intended purpose. <p style="text-align: right;"><i>(10–12 marks)</i></p>	
<ul style="list-style-type: none"> • working from set images, plans, organises and carries out a range of investigations which make effective use of media, techniques and technology. • produces work which shows a range of ideas using visual language to convey the required message and meaning. <p style="text-align: right;"><i>(10–13 marks)</i></p>		<ul style="list-style-type: none"> • working from set images, plans, organises and carries out a range of complex investigations which make effective and creative use of media, techniques and technology. • produces work which shows a wide range of ideas with effective use of visual language to convey the required message and meaning successfully. <p style="text-align: right;"><i>(14–18 marks)</i></p>	
<ul style="list-style-type: none"> • shows a sound level of skill and understanding of the limitations of visual language by the development of, and experimentation with, different techniques to progress ideas for the final design proposal. <p style="text-align: right;"><i>(8–11 marks)</i></p>		<ul style="list-style-type: none"> • shows a high level of skill and understanding of visual language through in-depth experimentation to produce the aesthetic qualities required for the final design proposal. <p style="text-align: right;"><i>(12–15 marks)</i></p>	
<ul style="list-style-type: none"> • analyses how the work meets the requirements of the brief, making considered suggestions for improvement. • written work demonstrates general clarity, coherence and accuracy in the use of language. <p style="text-align: right;"><i>(8–11 marks)</i></p>		<ul style="list-style-type: none"> • analyses in detail how the effectiveness and aesthetic qualities of the work meet the requirements of the brief, explaining where and how improvements should be made. • written work demonstrates clarity, coherence and accuracy in the use of language. <p style="text-align: right;"><i>(12–15 marks)</i></p>	

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