

Applied Art and Design

Advanced GCE A2 H413/H613

Advanced Subsidiary GCE AS H013/H213

Report on the Units

June 2010

H013/H213/R/10J

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This report on the Examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the Examination.

OCR will not enter into any discussion or correspondence in connection with this report.

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Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

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Chief Examiner's Report

General Comments

Centres have been very enthusiastic about this award and they have proved their commitment to it, by again, releasing work for OCR's use for Standardisation and Award purposes. However, some Centres have been reluctant to release work requested by moderators or they have not dispatched the work to OCR. This causes problems for the awarding of grades on the grade boundaries. It is a requirement that selected work is sent to examination boards. This is an essential part of the examination process to enable awarding to take place. Every effort will be made to return work as soon as possible.



Centres have been co-operative when arranging visits and exhibiting work. Work was well presented in quiet rooms, put aside for the sole use of the moderator. Nearly all work was displayed according to the OCR instructions, unit by unit, and in rank order, this made the moderation process run more smoothly. However, a few centres greatly extended the practical difficulty and duration of the moderation process by presenting the candidates' whole submission rather than by unit.

Centres and candidates must ensure that the work to be moderated is placed in the correct discrete units, even though the course may have been delivered holistically. Centres are also reminded that they should send in their forecast grades.

The administrative procedures went relatively smoothly, although it is important that Centres realise the importance of sending the correct documentation to moderators prior to their visit - moderators require the following:

- MS1's (Please check that these are correctly filled in and correlate with the Centre Assessment Forms),
- Centre Assessment Forms GCW233 relating to each candidate and unit entered,
- Centre Authentication Forms CCS160 - one to cover AS units entered and a separate one for A2 units. It is important that Centres realise that the moderation process cannot take place unless the moderator has received the Centre Authentication Forms for AS/A2.

Centres should ensure that candidates have labelled all their work.

It is evident that after the moderation process is completed, Centres are keen to have feedback about the work displayed. Teachers want to understand more about the moderation process and are encouraged to attend Inset courses for this new qualification. Inset courses for GCE

Report on the units taken in June 2010

Applied Art and Design will again be offered in 2010/2011, and if there are any queries about Inset, then please contact OCR training or check the OCR website: www.ocr.co.uk

This specification has encouraged candidates to be more confident, ask more questions and be involved with problem solving and lateral thinking. They have also been fully engaged in talking to clients and understanding the implications of a brief. Presentation is a very important part of the vocational aspect of this award and it is vital that candidates are made aware that all work produced should be client-focused or for a target audience. Presentation of work in this session was the best yet; the majority of centres had made improved efforts in displaying candidates' work. It is also encouraging to report that a number of candidates have gained direct entry into University with their Applied work because of the range and depth of their portfolios and their ability to talk confidently about their work.

A CD of exemplar material and best practice is available from OCR. This has proved to be very informative and helpful to Centres and candidates.

Centres are reminded that if they encounter any problems with lost, damaged or missing work prior to moderation that they should contact their Examinations Officer immediately.

F140 2D and 3D skills, materials and techniques

Portfolio Units

Objective 1: Applying knowledge and understanding of others' practice.

- Relevant artistic references were seen in the majority of work, with aesthetic qualities appropriately informing intentions.
- Depth of understanding was not always evident at the lower end of centres' orders of merit, but this generally coincided with the overall quality of candidates' work.
- Some candidates were over reliant on using 'cut and paste' in their work and often it was irrelevant in informing their work.
- Vocational awareness was increasingly referenced.

Objective 2: Applying skills, techniques and understanding.

- Personal styles were often well developed, and although candidates did not always possess the technical skills to effectively realise their ideas, intentions were clear.
- Some drawing was of an outstanding quality, but some candidates opted to use secondary sources where primary sources would have been a better option.
- In some cases technical skills lacked a fluency of understanding and materials were used with a lack of sensitivity.
- Some projects often contained a large quantity of work which did little to improve the quality of the submission.
- Outcomes were seen to be increasingly well presented and vocational awareness and suitability was evident throughout.

Objective 3: Analysis, synthesis and evaluation.

- Fitness for purpose was generally well documented and some candidates made perceptive decisions for new directions in their work.
- Analysis and evaluation was often an integral part of submissions, however, less able candidates may have benefited from using bullet points rather than extended prose.
- Candidates' work had obviously benefited from looking at the work of other artists, craftspeople and designers.





General Comments

- Where Centres had made their candidates fully aware of the vocational aspect of this unit, most candidates had performed extremely well.
- Centres are beginning to realise that it takes time to develop skills and it is important to keep candidates well motivated with effective time management plans.
- Overall work for this Unit was well presented with candidates becoming more aware that presentation is a priority when dealing with clients or target audience.
- Some good research and well annotated sketchbooks were in evidence, although some candidates would benefit from using word processing.
- There was a wide range of techniques and styles, and some candidates had produced large amounts of work and as a result the quality suffered.
- 3D work was a token gesture in some centres, with some basic outcomes of produced, which did not inform ideas or intentions.

F141 Unit 2: Communication and Meaning Through Visual Language

This Unit was designed to act as a bridge between Unit 1: 2D and 3D Skills and Unit 3: Preparing and Working to a Brief, but the skills developed in visual language and communication will be used throughout the other units.

Some very exciting submissions were seen in this session, including sets of work based on the film 'Metropolis'.





Report on the units taken in June 2010

Where courses had been well taught and structured, candidates had used critical references and research to develop work effectively.

Vocational awareness was apparent in most candidates' submissions with the more able having a consistent approach and making regular references to their original brief.

There were some site visits and visits to galleries which were very influential in informing outcomes.

Some candidates had used secondary source material very constructively but others had used 'cut and paste' from magazines and the Internet merely as 'padding' and it was often not relevant to their work.

Annotation was used in sketchbooks and this informed the work of the more able candidates, but it tended to be more basic and limited for the weaker candidates.



Report on the units taken in June 2010

There was a tremendous variety, range of media, styles and techniques throughout this unit and it was pleasing to see candidates explore and fully develop their ideas with some excellent analysis and evaluations.



Candidates had also used their ICT skills well and these were evident in the development of ideas and in the presentation of outcomes.

Candidates are becoming very adept at using photography, in most cases digital cameras, as a means of recording both for drawing purposes and a means of recording visits.

F142 Preparing and working to a brief

The unit operates a vocationally focused, themed scenario and project brief outlines set by OCR. Candidates are free to work in ways that allow them to demonstrate their particular skills in line with their chosen specialist pathway. Project brief outlines are provided for candidates to discuss with their teachers (clients) to ensure that candidate proposals are realistic and within the scope of available resources. Each themed scenario and project brief is 'live' from September to May and can be delivered to suit particular course planning arrangements within Centres.

A new themed scenario is sent out to Centres each May for the following academic year and is made available on the OCR website. There is no set time limit for preparatory research to plan and produce the final outcome / solution to the project brief. However, candidates must meet the deadline for the presentation to the 'client', which is set by the teacher.



The new scenario and project brief outlines for this year were centred on the opening of an impressive new gallery 'Art 21Y' (Twenty First Century Yesterday). Centres and candidates have responded well to this scenario and moderation revealed that the project brief outlines had been adapted in a variety of creative ways with a pleasing range of outcomes. Candidates used the topic to develop their skills in visual communication, with the vocational aspect being at the forefront of the majority of work seen. Initial research and investigation was generally well presented, but artist / designer connections were not always evident in informing intentions. The level of skills seen was varied, with the best demonstrated through the use of sketchbooks or mounted sheets, showing an intensive range of investigations.



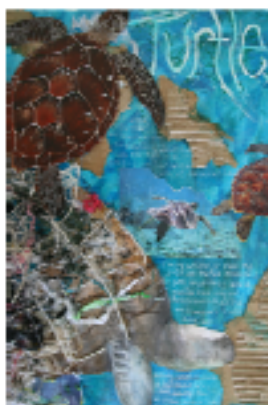
Successful candidates assessed in the top mark bands were seen to produce a wider range of initial research and included recordings from both primary and secondary sources. Those were often both innovative and original. Practical outcomes highlighted developing personal styles and strong vocational connections were displayed in both primary and final work.

Less successful candidates assessed in the lower mark bands presented limited research which appeared to have a direct impact on the development of their subsequent work. A lack of consistency in practical skills and response to the work of other artists / designers also appeared to hinder the success of the final outcomes.

F143 The Creative Process

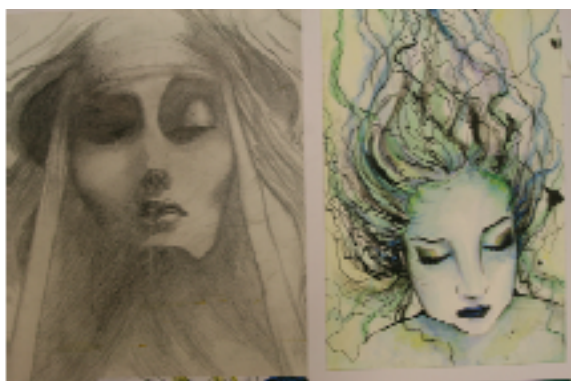
Centres often use the June entry date for the delivery of this double award unit. Candidates generally benefit from the additional time available to thoroughly develop and realise the requirements of 'The Creative Process' unit. All candidates are given a set of scenarios and project briefs for this examined mandatory unit.

This session some innovative and dynamic candidate work was presented for moderation. This provided confirmation that most Centres are now delivering this unit with confidence. The assessment objectives were generally very well considered and there was a clear understanding of the vocational requirements of this unit by teachers.



The vocational and applied focus of this unit is at the core of the set paper, stimulating candidates to respond in professional ways using the creative process. Preliminary work, including relevant research, investigation, exploration and analysis should be recorded and presented appropriately at given stages set by the client/teacher. There is no set time limit for the preliminary or final work, but the candidates must meet the deadlines set by the client (teacher).

The scenario and brief outlines for this year were based on providing art and design ideas and outcomes for a public zoo and aquarium named 'Aqwazu'. Submissions seen revealed some stimulating and creative responses to the given brief. Textiles, fine art, graphics and 3D work were all practically used by candidates, highlighting a broad range of personal responses. The scenario allowed candidates to present initial recordings in a variety of media. Candidates were able to exploit their own strengths and skills in accordance with their specialist pathway. Confident, energetic and practically sustained exploration led to equally considered outcomes. Vocational awareness was in nearly all instances proficient and outcomes presented were of a good standard.



F144 3D design

Candidates demonstrated a range of vocational opportunities in this area. Some very innovative and exciting responses were seen in this session with some dynamic shoe designs and inventive ceramic ware.





Stronger candidates used their sketchbooks/notebooks to present well referenced and concisely annotated comments and observations.

Good analysis and planning skills were demonstrated and there were some interesting and varied historical and contextual references to other artists and craftspeople.

More successful candidates had presented their work with a strong client focus with close reference to their brief.

F145 Fashion and textiles

Good practice in this area produced some vibrant and inventive sets of work, which responded well to their initial briefs.

Sketchbooks were informative and showed independent research and creative ideas evolving into a final outcome demonstrating an individual and personal style.

F146 Graphic design

Greater use of ICT was evident in this area and was well suited to the vocational qualities and requirements of graphic design.

Presentation was often of a high quality and in some cases was extremely accomplished, with some highly finished final outcomes.

This unit was delivered well in most Centres with some excellent client-focussed work.

In some Centres, candidates seemed to want to produce an illustrative theme, and this is acceptable where the illustrative development and the final outcome are fit for purpose. Vocational links need to be clearly evident. Consideration of how the image relates to text is an integral part of the graphics process. Presentation should clearly show how the illustration would be used with experimentation of suitable fonts.

F147 Lens-based media and multimedia

Few submissions were made in this area.

Where candidates had actively pursued their own ideas, some very innovative solutions were evident. However, some candidates were not encouraged to digitally modify and manipulate their photographed images.

F148 Fine art

Some high quality submissions were seen again this session. However, in some instances, the lack of any discernible vocational context disadvantaged candidates.

Good references to other artists and craftspeople were used to inform outcomes. Some candidates contacted an artist directly or conducted interviews via email.

The quality of presentation was generally pleasing, but at times was disparate and lacked cohesion. Some candidates should be encouraged to be more selective in their submissions.

Candidates need to consider the use of scale. Big is not always beautiful! Skills can be compromised as a result of large scale work.

F149 Professional practice and progression

Centres are now approaching this unit with confidence. Where candidate placements with professional practitioners were successful, valuable and relevant research and experience resulted. Most centres clearly understand the vocational value of this unit. It is also pleasing to see evidence of where candidates were able to use this unit as a springboard for the rest of their A2 units. In these instances the rest of the work produced for the units reflected the professional pathways they had selected when delivering F149.

Centres should remember that although this is an examined unit there is no set time scale for its delivery. The teacher, as client, should negotiate with an individual candidate practical time constraints and deadlines in relation to the candidates entry date for this unit. Success is often measured by how well the candidate fulfilled their own statement of intent.

Areas within the unit that would benefit from specific consideration are dealt with under the following headings.



Research

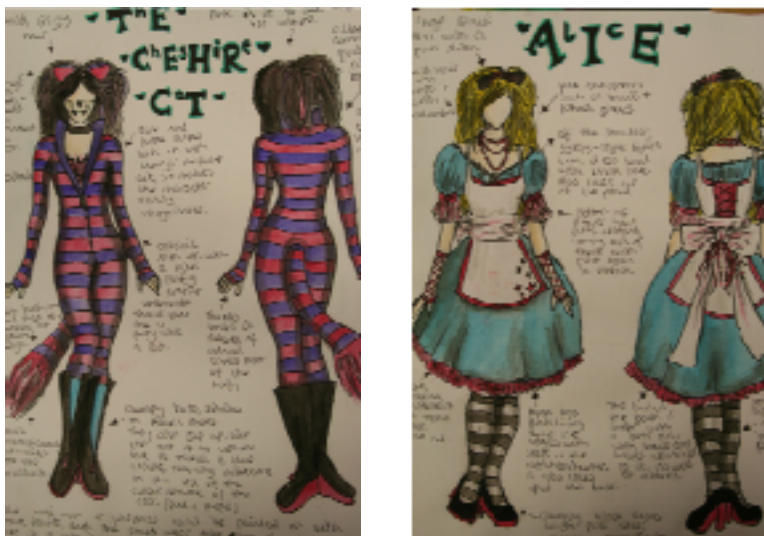
When researching an artist, designer or craftsperson the teaching staff and candidates should ensure that the selected practitioners work can provide sufficient scope for an in depth evaluation. The practitioners vocational approach and client awareness should be evident throughout the research element of this unit. Where a Centre or candidate cannot find a suitable practitioner locally, a candidate can research a practitioner by using either library material or the internet, providing that sufficient reference material is available. In this instance all sources should be acknowledged.

Statement of intent

The first principle of the statement of intent is that it is a negotiated brief between the candidate and the client (teacher). This forms the brief for the delivery of the creative project. Most Centres are giving worthwhile guidance to candidates and clearly defined pathways are now evident in the statements of intent

The Creative Project

High quality creative work, supported by some examples of excellent levels of individual skill were seen in this sessions submissions. This particularly related to the specialisms where vocationally is implicit. Design adaptations showing how the work progressed to the final outcome are essential in assessing how and for what marks were awarded.



Presentation

The importance of presentation at the A2 level cannot be overstressed. All candidates work benefits from polished presentation. Final outcomes must receive proper consideration to show the work off to its best advantage. Supplementary evidential, development and preparation material requires almost as much care. Candidates should be aware that illegible written and supportive annotation is not likely to form part of an appropriate professional presentation. At the A2 level clear and meaningful written work forms an essential part of a candidate's final submission.



A2 Portfolio Units F150 - F157

June 2010 was another successful session for many candidates entered for A2 Portfolio Units. The majority of centres carried out the administrative tasks successfully and submitted paperwork on time. However, centres need to include the Centre Authentication Sheet (CCS160) and the Unit Assessment Forms (GCW223) when sending their MS1's to Moderators. Inclusion of the Unit Assessment Form allows the Moderator to check for arithmetical errors prior to the visit, thus making the moderation process less problematic.

The majority of centres had work available in quiet areas and excellent effort had been made to present samples of work in an accessible form for moderation, but some centres are reminded that work should be in rank order by Unit and not by candidate. Work should be presented as stand alone units, which should include supporting studies.

Some work was well presented with teachers and candidates taking a great deal of time and trouble to ensure exhibitions were of the highest standard, although in some cases work was not presented in a professional manner, with little space being available for the laying out of candidates' work. This made the task of moderating candidates' work much more difficult. It would be very helpful if some work could be vertically displayed. Unit Recording Sheets were usually completed satisfactorily, but some centres had failed to complete the Marks Summary. Where teacher comments had been made they were pertinent and worthwhile, providing helpful information

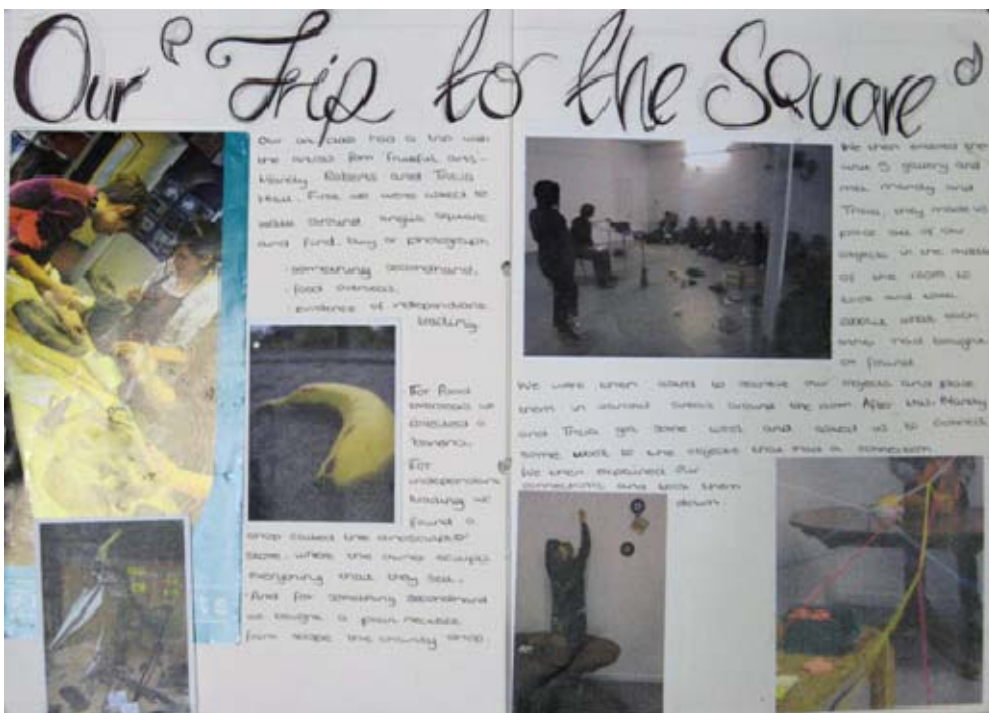
Candidates generally presented their work on mounted sheets, in sketch books, plastic sleeved folders or a combination of methods with the final outcome being submitted separately, reflecting the need to present work in a professional manner to a client. However, some work was submitted in an ad hoc manner with little attention being paid to quality of skills or presentation. Whilst there is not a prescribed form of presentation, development of research and ideas needs to show effective planning and good quality skills in a vocational context. The quality of the written word was variable, with the most successful candidates' using writing to enhance meaning, develop and clarify ideas

The best submissions showed extensive research and investigations into both historical and contemporary imagery, with candidates achieving a clear differentiation in quality and depth between AS and A2. This was particularly evident in the skill levels shown in planning and the final outcome.

Assessment Objective 1: Applying knowledge and understanding of others' practice:

All centres encouraged candidates to investigate the work of others. Some candidates used the work of visiting artists or experience gained from workshops and visits as a starting point for their own practice and a number demonstrated a real connection with a particular approach or creative process. Where this method was employed work produced was highly personal, mature and of good quality. The use of annotation in sketchbooks and on sheets demonstrated a level of understanding of the context of the work. It was pleasing to note a reduction in the amount of downloaded material. Fig 1:

Fig 1: A visit was used as a starting point.



The most successful candidates presented high quality work, professionally, showing it was vocationally fit for purpose. Less successful candidates presented haphazard research, which was superficial and lacked development. Reference material was gathered, but did not provide inspiration for the production of well planned or high quality outcomes, nor did it show implicit links to possible uses and locations necessary in this vocational qualification. More evidence and clarity of intentions with planning should be evident within the work.

Centres that had ensured good coverage of this Assessment Objective and it generally scored higher across the mark range.

Candidates who showed little evidence for this objective were few and the concept of research and analysis was well understood.

Assessment Objective 2: Applying skills, techniques and understanding:

Candidates in most centres were encouraged to explore a wide range of media and experiment with an extensive range of media and processes, including traditional mark making approaches and ICT based technology. Some candidates showed strong skill levels where they worked from direct observation, but some candidates relied heavily on secondary source material. Fig 2:

Fig 2: Good use of photography for collecting primary source material.



The most successful candidates developed a personal style, modifying and refining ideas as the work progressed and presented sophisticated high quality outcomes. Good practice was seen in various forms and in a rich variety of media and processes. Less successful candidates, who failed to explore ideas thoroughly and used a limited range of practical investigations, would have benefited from more focused work on applying skills and techniques.

The application of skills varied immensely between centres and this was the Assessment Objective which tended to be over marked. Some centres gave too much credit when awarding marks for this Assessment Objective, when the evidence for quality skills was lacking and difficult to see.

Some candidates documented their work as it progressed through the use of photographs. This was particularly helpful when working on 3D, fashion or textile pieces.

Assessment Objective 3: Analysis, synthesis and evaluation:

There was excellent concise annotation. Most centres have achieved a good balance of written analysis and evaluation, the most successful candidate's being mature and used to enhance meaning, develop and clarify ideas. However, centres still need to advise students with illegible writing to word process their annotation and be more aware of client presentation.

Fig 3:

Fig 3: A good balance of written analysis is seen here.



ICT featured in many Units of work and was common as a means developing ideas and of presenting final outcomes. In many centres this led to some very creative and professional outcomes.

The most successful candidates had concluded with a visualisation of their own design in a vocational context. This ensured ongoing analysis and evaluation as an integral part of their work, leading to logical and well thought out final outcome. Fig 4:

Fig 4: Candidates conclude with a visualisation of their own design in a vocational context.



The initial launch of the Unit made a significant difference to the success of its outcome. Clear briefs, which incorporated some constraints, provided a good foundation and encouraged candidates to focus on the task. Some original and interesting work was produced by candidates who had choice in developing work to suit their strengths and their own specialisms.

F150 Decorative Imagery

- The gathering of research and resource material was very successful, especially where there was not an over-reliance on downloaded internet imagery. Work was presented in sketchbooks, loose leaf folders or on A2 sheets.
- Outcomes were effective where candidates had made designs for T shirts. Screen printed designs had in some cases been stitched and appliqué added. Shop fronts were redesigned along with bags, labels and letterheads. Posters, boxes, cards and wrapping paper designs were produced.
- Work benefited from professional presentation and from being vocationally fit for purpose

F151 Multi Media

- There were some interesting examples of animation which showed good level of skill. Centres equipped with appropriate software were able to present high level work.
- Some excellent videos were seen in one centre which was designed to promote the school and its buildings. They were inventive and showed a thorough understanding of the media. Hand drawn storyboards were used during the process of developing ideas.
- Work was produced for a Cat's Protection Organisation, designed to advertise its work in the community. It combined animation, information for booklets, brochures and posters in an effective way.
- The National Poetry Exhibition was used as a theme to produce a DVD, a DVD cover and bag. Based on a poem it created a very personal and interesting outcome.
- "Book Art" was a theme for some that produced a diverse project. Candidates had benefited from a presentation in a local bookshop. Outcomes were created using photomontage, cutting and revealing, layering, drawing and painting.
- Some photographic work had a 'snapshot' approach with outcomes showing lack of specialist teaching.

F152 Spatial Design

- Theatre design was a popular choice of theme, but variable making skills were seen.
- Vocational awareness was evident.

F153 Fashion Design

- Generally this Unit was undertaken by candidates wanting to further their studies in Fashion.
- A range of contrasting fabrics, dyed, stitched paper and a wide range of textile techniques had been used to produce vibrant outcomes. Fig 6:

Fig 6: A range of techniques are used to produce interesting outcomes.



- Successful candidates responded well to the briefs with sketch books showing excellent research and development of ideas and techniques. Initial drawing skills and development of ideas have shown improvement Fig 7:

Fig 7: A range of techniques are developed.



F154 Graphic Design

- The improved use of IT and appropriate software has allowed this Unit to be developed more fully.
- There were some successful candidate submissions, which showed very good ICT developmental work. Presentation was generally of a high standard with high quality outcomes. Candidates showed a strong client focus and vocational links with ideas being fully explored and developed.
- Illustrative topics showed mature and professional handling of briefs.
- Handmade paper was used to redesign and re brand organic based cosmetics and showed a strong visual connection between all products and outlets. Fig 8:

Fig 8: Vocational outcomes show a strong visual connection.



Report on the units taken in June 2010

- Packaging designed for organic food and sushi was successful.
- Direct links with local businesses were used to create letterheads and office stationary. Some candidates chose to design T shirts which were very marketable and wearable due to designs being professionally printed. Tags and labels were produced to complement the clothes and again were professionally produced due to the use of IT. Menus and CD covers were effective and showed vocational understanding. Fig 9:

Fig 9: Professionally produced outcomes with good use of IT to show vocational understanding.



- Posters promoting a Tattoo Convention where images from a range of cultures, such as Mexican sugar skulls, Japanese Koi fish and blossom flowers were very effective. Fig 10:

Fig 10: Effective use of IT to show site specific location of poster.



F155 3D Design/Crafts

- A wide range of materials and techniques was used within this unit, with a number of highly personal installations seen. Improvements in making skills were seen.
- Only a small number of ceramic submissions were seen. Some candidates had made teapots using a combination of traditional methods such as slab building, moulding and coiling, decorating them with a range of slip and glazes. Fig 11:

Fig 11: Decorative items in the form of hand built teapots.



- Research into a contemporary ceramics exhibition produced bold sketches and a range of designs, which culminated in some well made and glazed ceramic pieces.
- Decorative items in the form of containers and trinket boxes, which had a strong client focus, were successfully produced.

F156 Fine Art

- Variable results were seen; lack of appropriate drawing and technical skills were seen in some candidate's work, with some painting techniques being immature. The more successful exhibited strong vocational links showing good skill levels and presentation qualities. Successful submissions showed increased awareness of others' influences
- A wide range of media and styles were seen with the most successful candidates producing excellent large scale work, particularly when working from direct observation. Fig 12:

Fig 12: A wide range of media and styles are used.



- Presentation reflected the vocational links, with some work being shown in a site specific location.
- Candidates need to consider scale carefully as large-scale work can sometimes compromise skills. Small work can be equally effective. Deadlines and time management need careful consideration.
- Studies produced in a series of life drawing classes were the starting point for work based on the Human Form. Candidates had developed ideas using a range of techniques.
- Portraiture produced some high quality outcomes. Fig 13:

Fig 13: The use of mixed media in portraiture.



F157 Textiles

- The quality of submissions often reflected individual centre teaching skills. Centres with specialist teachers were generally very successful. This was usually found to be one of the most successfully delivered and assessed A2 units.
- Candidates were inventive and produced some visually stimulating work based on stitching, quilting and felt making, which was vocationally strong and well presented. Fig 14:

Fig 14: Interesting use of stitching and printing techniques.



Fig 15: An inventive installation using a range of materials and techniques.



OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

14 – 19 Qualifications (General)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

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Facsimile: 01223 552553

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