



**General Certificate of Education (A-level)
June 2011**

**Art and Design (Three-
Dimensional Design)**

ARTE2

(Specification 2200)

Unit 2: Externally Set Assignment

Report on the Examination

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GCE Art and Design General

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General

Familiarity with the examination resulted in more appropriately structured courses this year. The different demands of each unit were, in the main, been better managed. Students continued to explore a wide range of starting points, responding to diverse ideas and themes. Both traditional and contemporary methods and approaches were seen. Increasingly, in the latter parts of courses, students developed their own ideas. Many have engaged in issues-based work. The influence of photography, across a range of endorsements, had an impact on the nature of practice.

The response of students to critical/contextual materials had a significant influence on the work produced. Materials from books, magazines, the Internet and galleries were widely used. On occasions, visits to artists' and designers' studios and workshops proved to be productive. Unfortunately, some students found it difficult to move beyond the work of artists, designers and craftspeople and failed to make meaningful connections with their own work. In the most successful examples, students demonstrated that they had learnt from the work of others and at the same time successfully developed their own visual language.

Technical skills and awareness of the nature of particular materials continued to be a key aspect of the most accomplished work. Often the development of skills was a central consideration during the AS year enabling students to develop independently and with confidence at A2. The work of some students was really exciting and displayed an impressive level of achievement, maturity and competence. Clearly, such work was the result of many hours of conscientious effort and practice.

At the core of much of the most successful work, across a range of endorsements, was the development of drawing skills as a means of researching and investigating, and developing ideas. In some cases drawings were successfully presented as final outcomes.

A continuing problem was the tension between quality and quantity. Many students produced large quantities of work but failed to develop their ideas in sufficient depth. There is no specific guidance in the specification about an ideal quantity of work. Students should be guided by the assessment objectives and consider carefully the extent to which their initial intentions are realised through their work. Successful work often provided evidence of a coherent journey, with a genuine sense of purpose. Less successful work was often fragmented and poorly executed.

Sketchbooks and workbooks continued to be a key feature of the work of the majority of students. A smaller number chose to display their preparatory work solely on mounted sheets. Such work has become an essential means for researching and developing ideas and referencing critical/contextual work. It can reveal key aspects of a student's thinking, the starting point for their ideas, the impact of their observations and the influence of the work of others. In some cases, the quality of work produced was quite outstanding and demonstrated high levels of commitment and technical skills. Unfortunately, some sketchbooks were little more than a collection of cut and pasted images from magazines that provided little insight into students' ideas or intentions. In Photography, the workbook has become a key means of providing evidence of students' explorations into different techniques alongside studies into the work of a number of photographers.

Annotations and more extended written materials continued to be widely used across all units. At best, such material provided genuine insights into students' ideas, intentions and subject knowledge. At worst, written materials took the form of fairly superficial page fillers. Successful written materials can provide evidence of students' knowledge of subject specific

terms, the reasons for making various choices and the influence of particular works of art or design.

The use of ICT was a significant feature of work across all endorsements. The Internet enabled students to access the work of a wide range of artists, designers and craftspeople. However, teachers and lecturers need to be vigilant in monitoring the websites used, steering students away from inappropriate material. Most students used a digital camera at some point in their course. Adobe Photoshop was widely used for the development of ideas. The majority of Graphic Communication students used computers extensively in both preparatory work and final outcomes.

Administration, marking and moderation

Many moderators reported improvements in the provision of essential paperwork. In the majority of centres mark sheets were correctly completed and deadlines were met. Problems occurred in a number of centres where Candidate Record Forms (CRF) and Centre Declaration Sheets were not completed prior to the moderation visit. Detailed comments on the Candidate Record Forms (CRFs) were helpful and informative.

Preparation for moderation visits was generally good, with required samples organised as an exhibition or as a collection of folders. In some centres, labelling was very helpful and clear. Useful maps, indicating exactly where samples might be found, were particularly useful. Most centres made every effort to provide a quiet environment for moderation to take place. Many moderators commented on the warm reception they received although there were still occasions when they felt under pressure to reveal marks. General feedback was generally well received and thought to be helpful.

A better understanding of the assessment objectives resulted in more accurate marking in many centres but there was a tendency to be somewhat lenient in quite a few centres. Occasionally, problems occurred when centres awarded their top student maximum marks when a far lower mark in the high sixties was appropriate. Many teachers and lecturers commented on the value of standardisation meetings and the provision of examples of work at different levels. Unsurprisingly, erratic marking was often linked to non attendance at these meetings.

Assessment Objectives

AO1

The ability to develop ideas in a coherent manner was a key feature of the most successful work and impacted on all four assessment objectives. Successful students provided sound evidence of learning from contextual materials but at the same time developed their own visual language. Evidence of analysis and critical understanding was provided in different ways. Written materials often gave insights into students' knowledge and understanding and the reasons for making various decisions. In less successful submissions work seemed fragmented, intentions were not always clear and connections with the work of others were often somewhat superficial.

AO2

A well organised course, at the beginning of the AS year, often gave students a good understanding of the nature and potential of a range of materials, processes and techniques. Students were able to build on these experiences when responding to a particular idea, issue or theme as they had a range of options available to them. It was clear that many hours had been spent developing these technical skills. Students were able to review, refine and communicate their ideas with confidence. In the least successful work, basic skills of handling materials failed to be developed and made it difficult for students to successfully explore ideas and realise their intentions.

AO3

The availability of digital cameras and mobile phones with cameras had a significant impact on the nature of recording. Digital images often came first in sketchbooks and were followed by drawings and colour studies. However, there were many examples of carefully observed, analytical studies, which formed the basis of other work. Some students recorded ideas and observations in written form, often making notes about particular locations, or as a means of noting aspects of colour, light and texture. Initial ideas were often recorded as a series of thumbnail sketches. In Textile Design many students presented their ideas in the form of mood boards. Evidence of reflecting on work and progress was provided both visually and in written form. In some of the least successful work students packed sketchbooks with poorly selected collections of magazine images.

AO4

In AS courses there was generally less emphasis on making a personal response than at A2 as many students concentrated on honing their technical skills and strategies for developing ideas. However, in some centres, students were given free rein and were encouraged to explore a wide range of personal ideas, issues and themes from the beginning of the course. This approach was often problematic as students tended to produce somewhat superficial responses. Generally, students seemed to respond well to a limited number of starting points. This was noticeable in the work produced for externally set assignments. The linking of written and visual elements was most apparent in the Personal Investigation. In the most successful examples, careful consideration and serious intent was clearly evident. Written work enhanced and informed visual elements and provided insights into the students' knowledge and understanding.

Three-Dimensional Design

AS Externally Set Assignment

Many students presented a range of exploratory work supported by studies and contextual references which informed the developmental work and the outcome. Others took the opportunity to develop a more resolved piece within the time available. The use of the five hours of supervised time has been almost universally seen as an opportunity to focus on the development of ideas at a relatively early stage in the examination process.

Responses to the Questions

Centres appreciated the range of questions offered. Many centres use past questions as portfolio topics. Students were able to apply the knowledge and experience gained in the portfolio to the work they produced and they addressed the objectives with increasing confidence.

Focal Points

This starting point was popular with students pursuing product design. There seemed to be an emphasis on a range of examples of street furniture in urban settings. Some students explored a more architectural or decorative direction by looking at doorways in local churches and public buildings. Responses tended to be based on sound research but were often a little predictable.

Modular Construction

Many students addressed this starting point by producing patterned tile construction, jewellery and architectural modelling. Contextual references included Islamic tiles and fretwork, the architecture of Pier Luigi Nervi and the ceramic artist Lizzie Wells.

Growth and Decay

This starting point was popular with students who chose to work in an organic way exploring clay and natural forms. Some students focussed on texture and surface quality while others explored constructions and structures in the environment. Contextual references included

Richard Long, Andy Goldsworthy and Kate Malone and their work was used to inform some very personal responses.

The Art of the Indian Subcontinent

The most popular references were illustrations of sculpture, architectural decoration, body art and traditional textile design. Many students reflected on the cultural input, but their responses often lacked innovative development. Some students identified possibilities in puppetry, masks and costume.

Contrasting Materials

This was a popular starting point and many students worked in a variety of three-dimensional directions. Many students used recycled and found materials, plastics, wood and metal. Sources included, Brancusi, Louise Nevelson, Tony Cragg, the Campana Brothers, Andy Goldsworthy and the work of the Memphis Group. Some confident and informed responses were seen.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available at www.aqa.org.uk/over/stat.html

UMS conversion calculator www.aqa.org.uk/umsconversion