



## **GCSE in Applied Art and Design (Double Award)**

### **Teacher Support and Standardising Spring 2004**

#### **June 2004 series**

#### **Reminder Notes**

This document is for use by teachers of AQA's GCSE in Applied Art and Design (Double Award). It should only be viewed by teachers who attended one of AQA's Teacher Standardising Meetings during Spring 2004. It will provide a useful reminder of the standards seen at the Teacher Standardising Meetings.

This document is not suitable for use by teachers who have not attended a Teacher Standardising Meeting, or by candidates or parents. This is because the enclosed photographs are not an accurate representation of all of the artwork available at the Teacher Standardising Meetings, as they do not show work contained in sketchbooks, details of techniques, annotations, etc.

AQA provides annual Teacher Standardising Meetings for Applied Art and Design (Double Award) in the Spring term. Further information can be obtained from the Subject Department.

Specification code: 3811

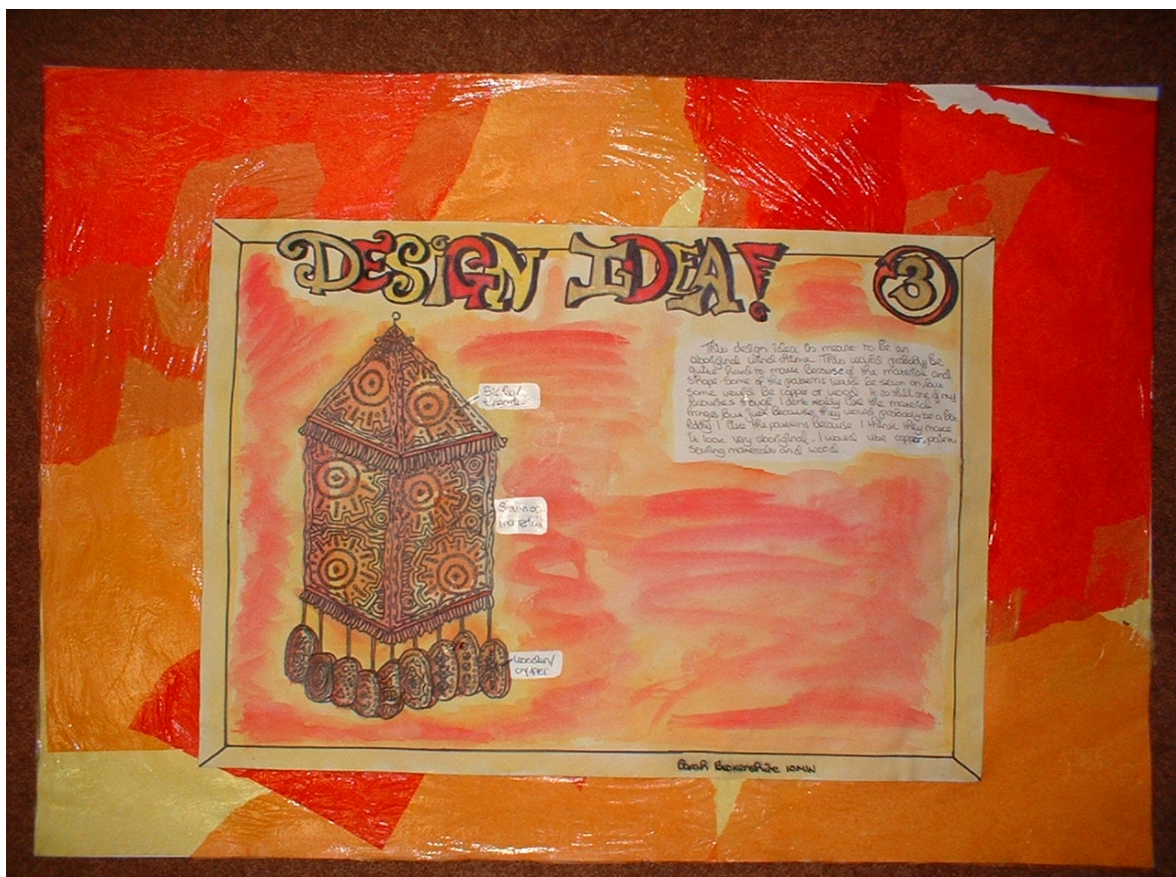




Special Interest



Special Interest



### Special Interest



Work is well presented and has been selected with regard to quality and clearly traces/shows the progress of the development of ideas from initial research to final proposal/outcomes. Annotation is relevant and reflects on the candidate's ideas with reference to others' work.

**Exemplar 1**

**Unit 1: 2D and 3D visual language**



# Exemplar 1





**Exemplar 1**



Candidate name: Exemplar 1

Unit 1: 2D and 3D visual language

The assessment evidence grid for the Unit is reproduced below from section 8.4 of the specification.  
Detail of what the candidate should provide as evidence is also given from section 8.3 of the specification.  
Enter a mark for each criterion at the appropriate level – the candidate can achieve different levels on different criteria.

In selecting work and designing your portfolio for Unit 1, you should show how well you understand visual language and that you can use:

- a range of 2D and 3D techniques
- formal elements
- sources, including ICT
- different ways of working.

You should also include your research findings about how others have used visual language, and how you used what you found out.

**The selected work in the portfolio clearly meets the banner criteria as stated above. A range of 2D wet and dry media and materials explores formal elements using drawing, painting and collage. However, in 3D, metal forming, cutting and construction have been used in a more limited way.**

**Sources used include reference to others' work (i.e. aboriginal) and primary sources (working from still life). It also evidences market research on products, which refer to the brief set, and exploration of gallery shops and facilities. Good use is made of ICT in developing design ideas for the T-Shirt print and posters.**

**Media and techniques are explored in different ways to create samples and final outcomes in a relevant, vocational context.**

Exemplar 1

Level 1	Level 2	Level 3	Mark
Use a range of selected primary and secondary sources to explore visual language, keeping a record of information collected (0–3 marks)	Explore ideas and experiment with visual language, select primary and secondary sources and communicate ideas and meanings effectively (4–6 marks)	Use visual language, its codes and conventions combined with a high level of technical skill, understanding and fluency to communicate ideas (7–10 marks) <b>There is evidence of a high level of technical skill, understanding and a wide range of ideas.</b>	8
Recognise and use selected combinations of formal elements, mark-making and object-making techniques competently (0–3 marks)	Show independence in selecting combinations of mark-making and object-making techniques to suit the task and explore possible ways forward (4–6 marks)	Explore combinations and evaluate mark-making and object-making techniques to suit the task and explore possible ways forward to produce the outcome (7–10 marks) <b>In exploring alternatives and modification of design ideas, there is a good use of materials and creative combinations.</b>	9
Use drawing or other methods to develop ideas and intentions (0–3 marks)	Investigate how to use image and object-making techniques to develop ideas (4–6 marks)	With a high level of technical skill, investigate how to use image and object-making techniques to develop ideas (7–10 marks) <b>The information and ideas selected show fluency and confidence with high quality solutions at most stages of the project.</b>	8
Identify and comment on how others use visual language, using technical terms (0–3 marks)	Explain how visual language is used by others to produce specific effects in their work (4–6 marks)	Explain how visual language is used by others to convey messages and meanings (7–10 marks) <b>The exploration of Aboriginal art and symbols is a deep analysis leading to a clear sense of personal identity emerging in the development of outcomes.</b>	7
Comment on how you used visual language in developing your ideas (0–3 marks)	Explain how you have used visual language to refine ideas and to carry work forward (4–6 marks)	Review how you have successfully used visual language to convey messages and meaning in your work (7–10 marks) <b>Explanation and review of work is undertaken through annotation and final evaluation which details sources and techniques used. It begins to review, with some success, ideas conveyed in this work.</b>	7

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Total /50	39
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**Exemplar 2**

**Unit 1: 2D and 3D visual language**



**Exemplar 2**



Candidate name: Exemplar 2

Unit 1: 2D and 3D visual language

The assessment evidence grid for the Unit is reproduced below from section 8.4 of the specification.  
Detail of what the candidate should provide as evidence is also given from section 8.3 of the specification.  
Enter a mark for each criterion at the appropriate level – the candidate can achieve different levels on different criteria.

In selecting work and designing your portfolio for Unit 1, you should show how well you understand visual language and that you can use:

- a range of 2D and 3D techniques
- formal elements
- sources, including ICT
- different ways of working.

You should also include your research findings about how others have used visual language, and how you used what you found out.

**Limited range of 2D media and materials, especially 3D coverage, showing basic technical skills. No use of ICT in design work. Although the work of others is studied, only simple connections are made between this and own ideas.**

Exemplar 2

Level 1	Level 2	Level 3	Mark
<p>Use a range of selected primary and secondary sources to explore visual language, keeping a record of information collected (0–3 marks)</p> <p><b>Records of information gathered is present in sketchbooks, with a focus on secondary sources and copying images.</b></p>	<p>Explore ideas and experiment with visual language, select primary and secondary sources and communicate ideas and meanings effectively (4–6 marks)</p>	<p>Use visual language, its codes and conventions combined with a high level of technical skill, understanding and fluency to communicate ideas (7–10 marks)</p>	3
<p>Recognise and use selected combinations of formal elements, mark-making and object-making techniques competently (0–3 marks)</p> <p><b>There is a combination of mark-making and object-making techniques, and the final outcome is competent.</b></p>	<p>Show independence in selecting combinations of mark-making and object-making techniques to suit the task and explore possible ways forward (4–6 marks)</p>	<p>Explore combinations and evaluate mark-making and object-making techniques to suit the task and explore possible ways forward to produce the outcome (7–10 marks)</p>	3
<p>Use drawing or other methods to develop ideas and intentions (0–3 marks)</p>	<p>Investigate how to use image and object-making techniques to develop ideas (4–6 marks)</p> <p><b>Drawing in particular is used to investigate image making and has been used to develop ideas and intentions.</b></p>	<p>With a high level of technical skill, investigate how to use image and object-making techniques to develop ideas (7–10 marks)</p>	4
<p>Identify and comment on how others use visual language, using technical terms (0–3 marks)</p> <p><b>Others’ work is identified and simple connections are made between own work and others’ ideas.</b></p>	<p>Explain how visual language is used by others to produce specific effects in their work (4–6 marks)</p>	<p>Explain how visual language is used by others to convey messages and meanings (7–10 marks)</p>	3
<p>Comment on how you used visual language in developing your ideas (0–3 marks)</p> <p><b>Ideas are explained, but tend towards, “What I did” rather than evaluative comments. (See step-by-step explanations.)</b></p>	<p>Explain how you have used visual language to refine ideas and to carry work forward (4–6 marks)</p>	<p>Review how you have successfully used visual language to convey messages and meaning in your work (7–10 marks)</p>	3

Total /50	16
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### Exemplar 3

#### Unit 1: 2D and 3D visual language

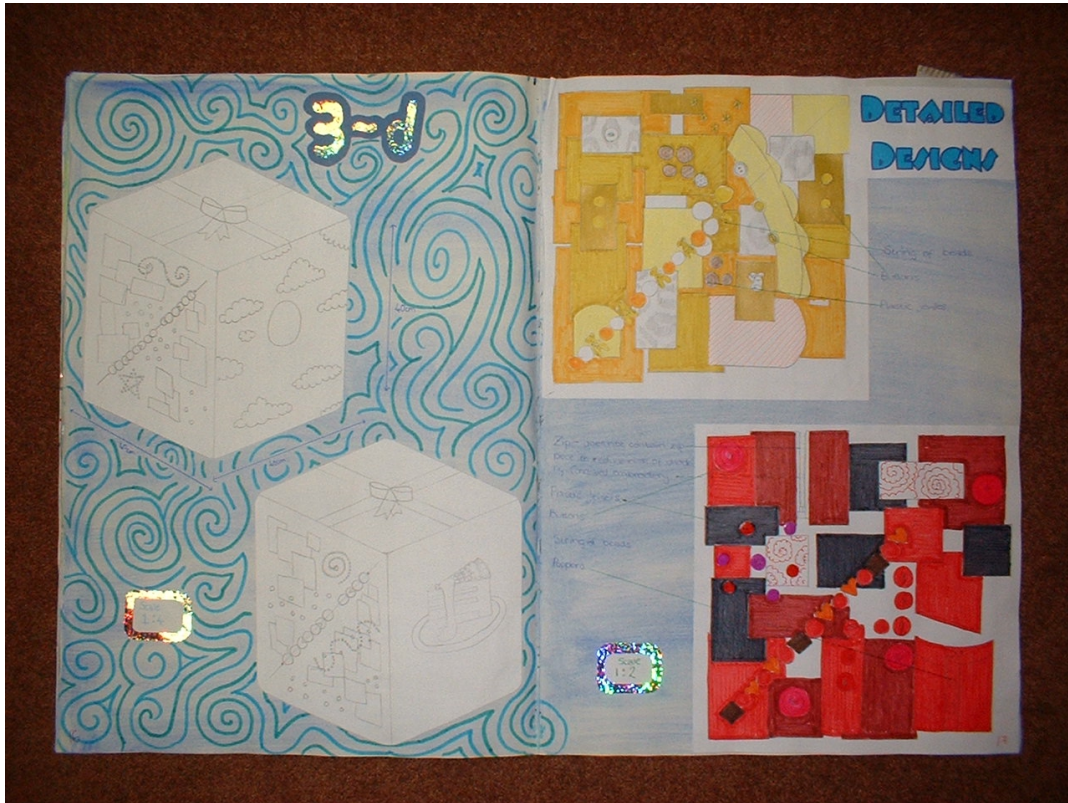




**Exemplar 3**



### Exemplar 3



Candidate name: Exemplar 3

Unit 1: 2D and 3D visual language

GCSE Applied Art and Design (Double Award) 3811

The assessment evidence grid for the Unit is reproduced below from section 8.4 of the specification.  
Detail of what the candidate should provide as evidence is also given from section 8.3 of the specification.  
Enter a mark for each criterion at the appropriate level – the candidate can achieve different levels on different criteria.

In selecting work and designing your portfolio for Unit 1, you should show how well you understand visual language and that you can use:

- a range of 2D and 3D techniques
- formal elements
- sources, including ICT
- different ways of working.

You should also include your research findings about how others have used visual language, and how you used what you found out.

**The candidate has met all of the requirements of assessment evidence given in the banner/strapline, as stated above, with a range of developmental work. Sketchbooks show confident investigation and development of alternative ideas for both projects. There is reference to others' work in the mural project in particular with explanation of techniques and meaning. Work is supported by extensive evaluative comments which review the progress of ideas and outcomes. Evaluations are of a high standard. Safe workshop practice has been demonstrated when working with tools and equipment. Technical skills are of a good standard.**

**The work clearly meets all of the criteria for marks to be awarded at Level 3.**

Exemplar 3

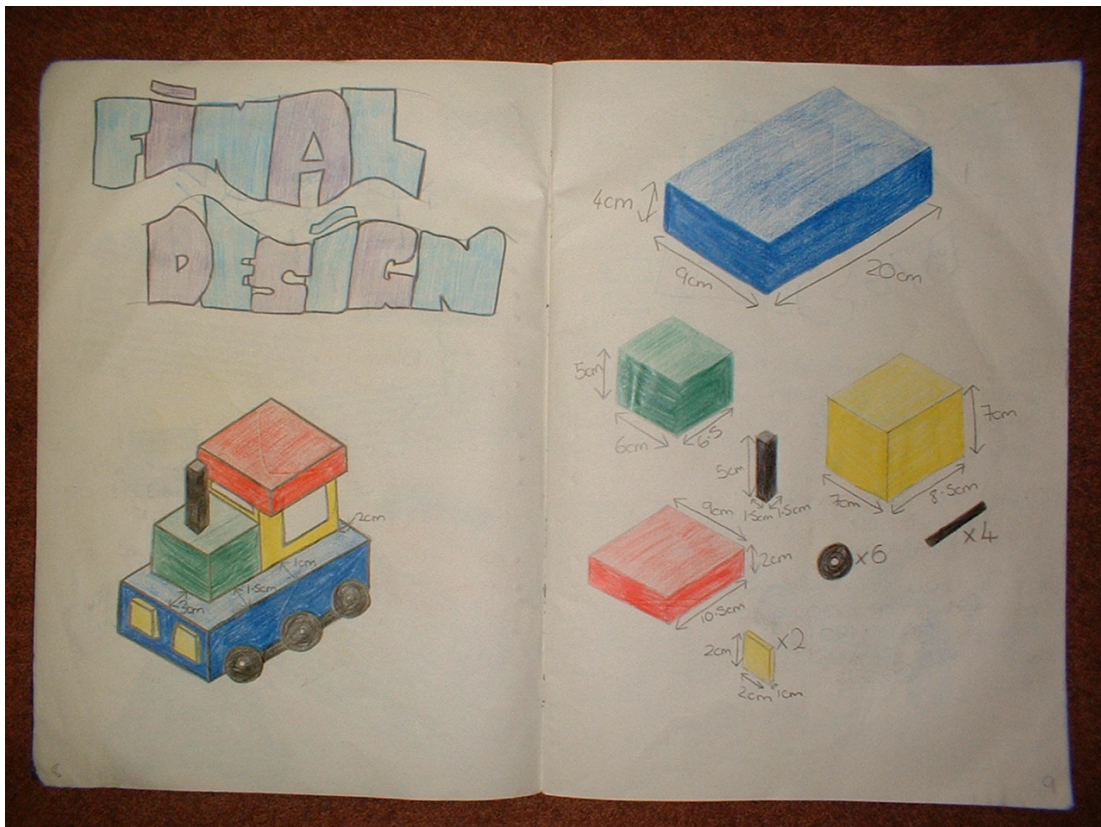
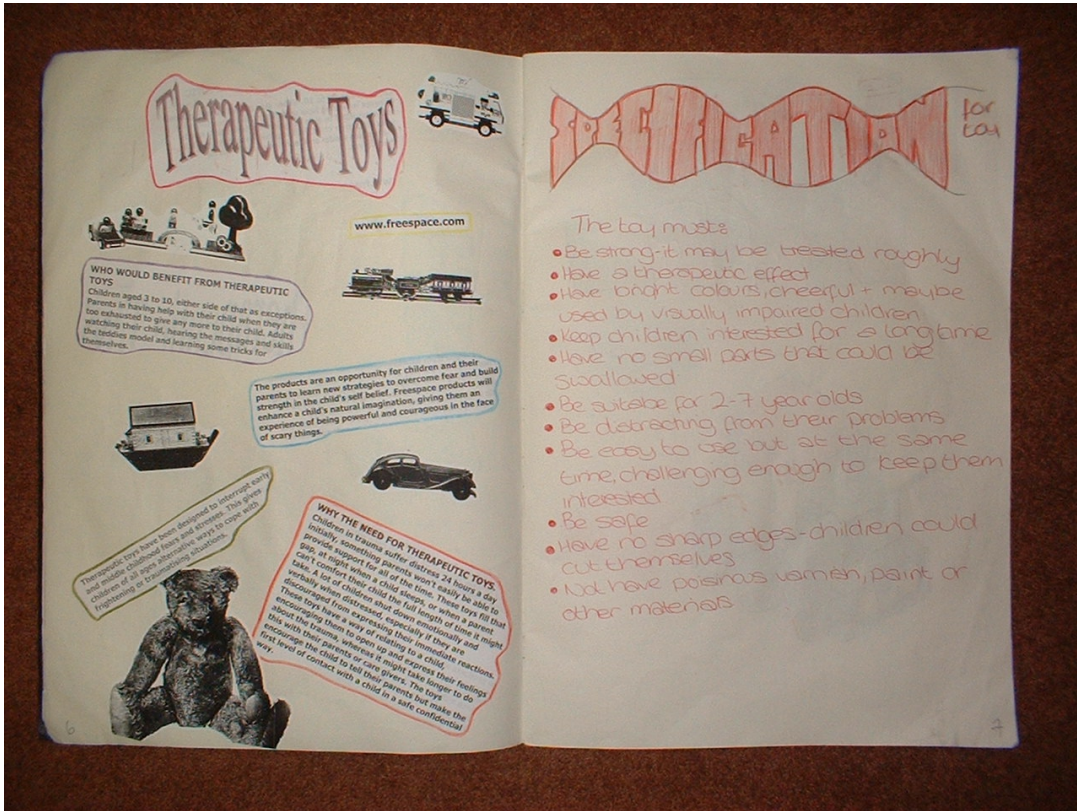
Level 1	Level 2	Level 3	Mark
Use a range of selected primary and secondary sources to explore visual language, keeping a record of information collected (0–3 marks)	Explore ideas and experiment with visual language, select primary and secondary sources and communicate ideas and meanings effectively (4–6 marks)	Use visual language, its codes and conventions combined with a high level of technical skill, understanding and fluency to communicate ideas (7–10 marks)  <b>There is evidence of a high level of technical skill, use of visual language and understanding in the wide range of ideas developed in the two projects undertaken.</b>	9
Recognise and use selected combinations of formal elements, mark-making and object-making techniques competently (0–3 marks)	Show independence in selecting combinations of mark-making and object-making techniques to suit the task and explore possible ways forward (4–6 marks)	Explore combinations and evaluate mark-making and object-making techniques to suit the task and explore possible ways forward to produce the outcome (7–10 marks)  <b>Techniques and methods explored to produce the outcomes are well suited, particularly in the final toy design, and unusual ideas have been suggested.</b>	9
Use drawing or other methods to develop ideas and intentions (0–3 marks)	Investigate how to use image and object-making techniques to develop ideas (4–6 marks)	With a high level of technical skill, investigate how to use image and object-making techniques to develop ideas (7–10 marks)  <b>The sketchbooks show fluent and confident investigation and progression of alternative ideas throughout the projects, to suit the intentions, with a high level of technical skill.</b>	9
Identify and comment on how others use visual language, using technical terms (0–3 marks)	Explain how visual language is used by others to produce specific effects in their work (4–6 marks)	Explain how visual language is used by others to convey messages and meanings (7–10 marks)  <b>Others’ work has been explored throughout the mural project with good explanation of technique and meaning.</b>	8
Comment on how you used visual language in developing your ideas (0–3 marks)	Explain how you have used visual language to refine ideas and to carry work forward (4–6 marks)	Review how you have successfully used visual language to convey messages and meaning in your work (7–10 marks)  <b>Extensive comments throughout the work successfully review the progress of ideas and outcomes, and final evaluations are undertaken to a high level for each project.</b>	9

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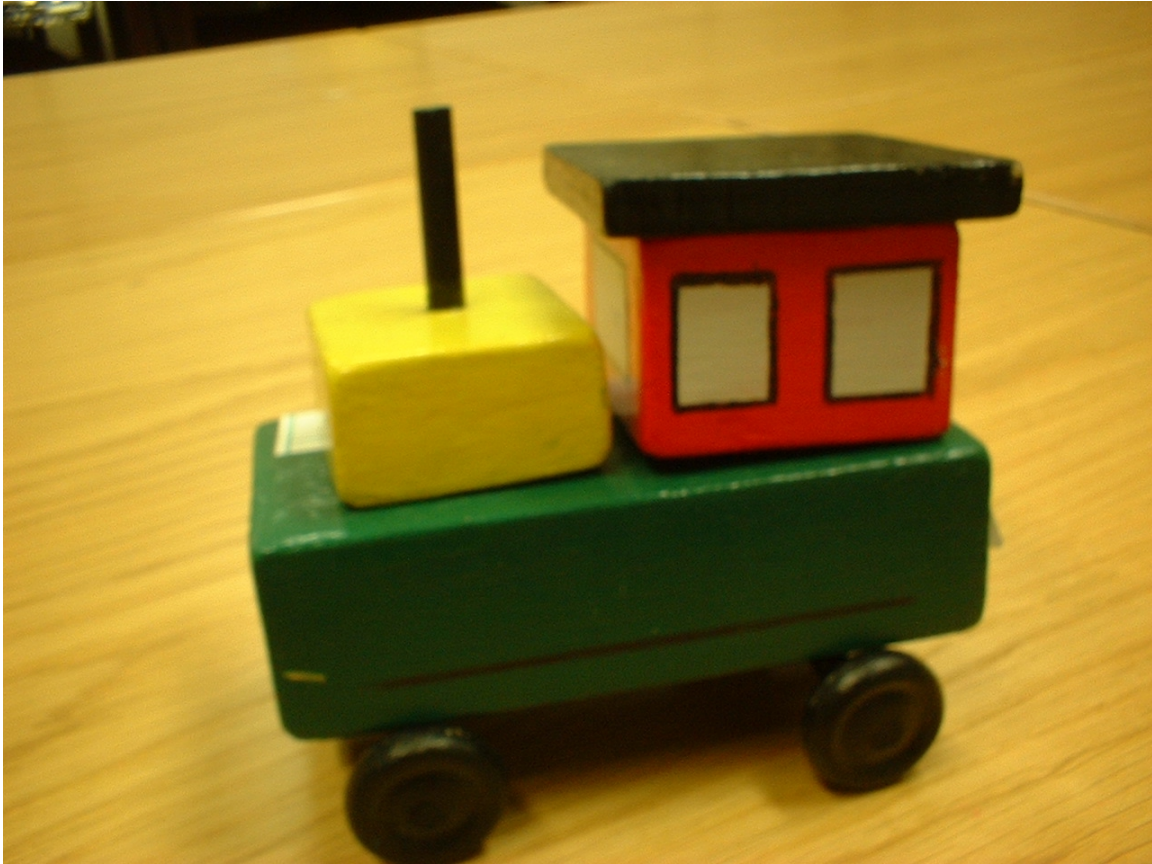
Total /50	44
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Exemplar 4

Unit 1: 2D and 3D visual language



### Exemplar 4



Candidate name: Exemplar 4

Unit 1: 2D and 3D visual language

GCSE Applied Art and Design (Double Award) 3811

The assessment evidence grid for the Unit is reproduced below from section 8.4 of the specification.  
Detail of what the candidate should provide as evidence is also given from section 8.3 of the specification.  
Enter a mark for each criterion at the appropriate level – the candidate can achieve different levels on different criteria.

In selecting work and designing your portfolio for Unit 1, you should show how well you understand visual language and that you can use:

- a range of 2D and 3D techniques
- formal elements
- sources, including ICT
- different ways of working.

You should also include your research findings about how others have used visual language, and how you used what you found out.

**A limited range of 2D and 3D techniques have been explored in the development of the two projects undertaken, with 3D coverage showing basic technical skills.**

**No ICT design work is present. The study of others' work is not well linked to the development of own ideas.**

Exemplar 4

Level 1	Level 2	Level 3	Mark
Use a range of selected primary and secondary sources to explore visual language, keeping a record of information collected (0–3 marks)	Explore ideas and experiment with visual language, select primary and secondary sources and communicate ideas and meanings effectively (4–6 marks)  <b>Ideas selected from primary and secondary sources are used effectively to develop outcomes in both the sketchbooks and final outcomes.</b>	Use visual language, its codes and conventions combined with a high level of technical skill, understanding and fluency to communicate ideas (7–10 marks)	6
Recognise and use selected combinations of formal elements, mark-making and object-making techniques competently (0–3 marks)	Show independence in selecting combinations of mark-making and object-making techniques to suit the task and explore possible ways forward (4–6 marks)  <b>Design ideas show independence and techniques have been selected which suit these and the intended outcomes.</b>	Explore combinations and evaluate mark-making and object-making techniques to suit the task and explore possible ways forward to produce the outcome (7–10 marks)	6
Use drawing or other methods to develop ideas and intentions (0–3 marks)	Investigate how to use image and object-making techniques to develop ideas (4–6 marks)	With a high level of technical skill, investigate how to use image and object-making techniques to develop ideas (7–10 marks)  <b>Skill is shown in the development of the final toy design and the chosen mural. Confident development of ideas and outcomes.</b>	7
Identify and comment on how others use visual language, using technical terms (0–3 marks)	Explain how visual language is used by others to produce specific effects in their work (4–6 marks)  <b>Investigations into others' work have been undertaken and are well explained in the sketchbooks.</b>	Explain how visual language is used by others to convey messages and meanings (7–10 marks)	6
Comment on how you used visual language in developing your ideas (0–3 marks)	Explain how you have used visual language to refine ideas and to carry work forward (4–6 marks)	Review how you have successfully used visual language to convey messages and meaning in your work (7–10 marks)  <b>Extensive annotation, comments and final evaluations are evident throughout the work for both projects which confidently review the work produced.</b>	7

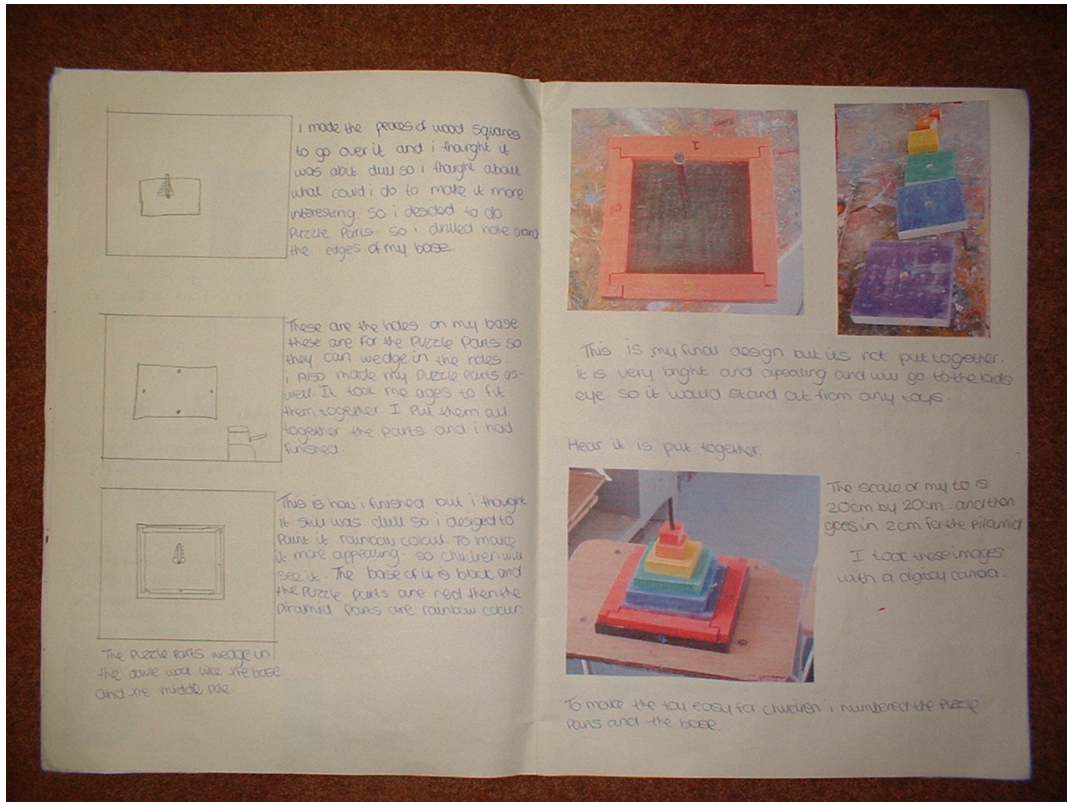
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Total /50	32
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## Exemplar 5

### Unit 1: 2D and 3D visual language



Candidate name: Exemplar 5

Unit 1: 2D and 3D visual language

GCSE Applied Art and Design (Double Award) 3811

The assessment evidence grid for the Unit is reproduced below from section 8.4 of the specification.  
Detail of what the candidate should provide as evidence is also given from section 8.3 of the specification.  
Enter a mark for each criterion at the appropriate level – the candidate can achieve different levels on different criteria.

In selecting work and designing your portfolio for Unit 1, you should show how well you understand visual language and that you can use:

- a range of 2D and 3D techniques
- formal elements
- sources, including ICT
- different ways of working.

You should also include your research findings about how others have used visual language, and how you used what you found out.

**A limited range of 2D media and materials are used in the development of the mural project and basic technical skills in 3D techniques are shown in the toy design. There is no use of ICT in the design work. Others' work has been studied but is not well linked to the development of own ideas.**

Exemplar 5

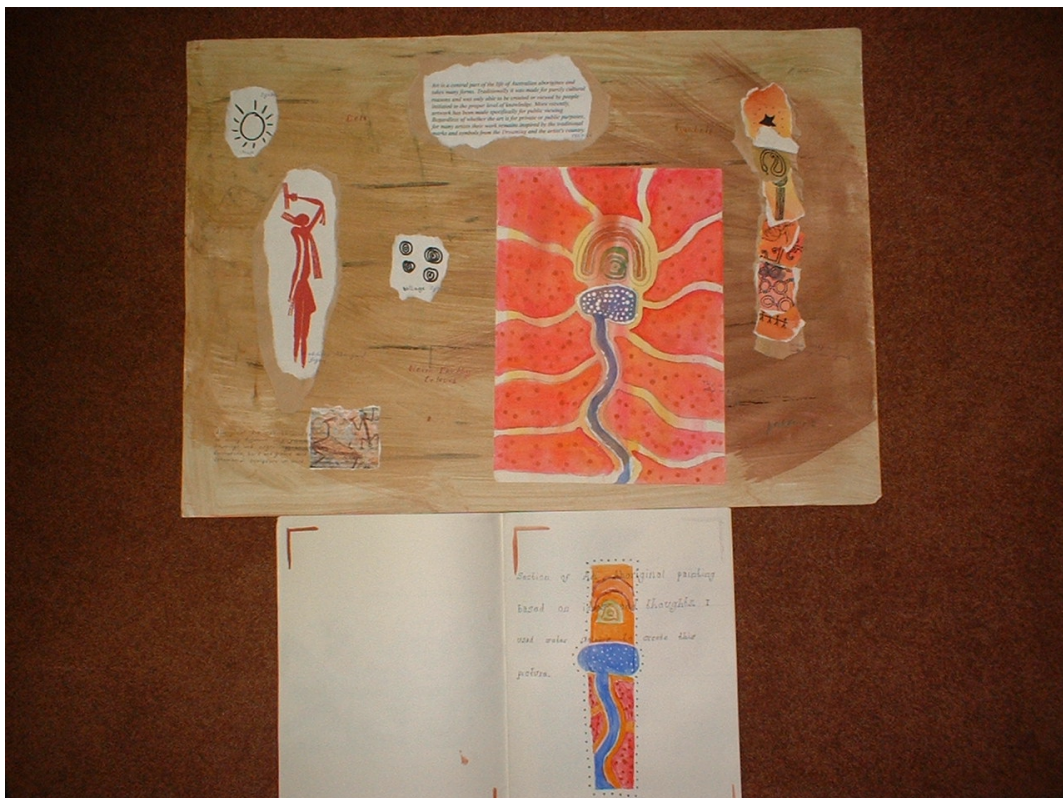
Level 1	Level 2	Level 3	Mark
Use a range of selected primary and secondary sources to explore visual language, keeping a record of information collected (0–3 marks)	Explore ideas and experiment with visual language, select primary and secondary sources and communicate ideas and meanings effectively (4–6 marks)  <b>Visual language has been used to explore ideas, using primary and secondary sources and a range of artists’ styles to inform ideas.</b>	Use visual language, its codes and conventions combined with a high level of technical skill, understanding and fluency to communicate ideas (7–10 marks)	5
Recognise and use selected combinations of formal elements, mark-making and object-making techniques competently (0–3 marks)	Show independence in selecting combinations of mark-making and object-making techniques to suit the task and explore possible ways forward (4–6 marks)  <b>A range of media and object-making techniques have been explored and there is some independence shown in the development of the toy.</b>	Explore combinations and evaluate mark-making and object-making techniques to suit the task and explore possible ways forward to produce the outcome (7–10 marks)	5
Use drawing or other methods to develop ideas and intentions (0–3 marks)	Investigate how to use image and object-making techniques to develop ideas (4–6 marks)  <b>There is investigation into images in the art sketchbook which informs ideas, and development is shown in both projects.</b>	With a high level of technical skill, investigate how to use image and object-making techniques to develop ideas (7–10 marks)	5
Identify and comment on how others use visual language, using technical terms (0–3 marks)	Explain how visual language is used by others to produce specific effects in their work (4–6 marks)  <b>Investigations into others’ work have been undertaken and are well explained in the sketchbooks but not well linked to the development of own ideas.</b>	Explain how visual language is used by others to convey messages and meanings (7–10 marks)	5
Comment on how you used visual language in developing your ideas (0–3 marks)	Explain how you have used visual language to refine ideas and to carry work forward (4–6 marks)  <b>There are comments and annotation throughout the sketchbooks, showing a good understanding of the need to review and refine work.</b>	Review how you have successfully used visual language to convey messages and meaning in your work (7–10 marks)	5

Teacher's signature: ..... Date: .....

Total /50	25
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## Exemplar 6

### Unit 1: 2D and 3D visual language



## Exemplar 6



Candidate name: Exemplar 6

Unit 1: 2D and 3D visual language

GCSE Applied Art and Design (Double Award) 3811

The assessment evidence grid for the Unit is reproduced below from section 8.4 of the specification.  
Detail of what the candidate should provide as evidence is also given from section 8.3 of the specification.  
Enter a mark for each criterion at the appropriate level – the candidate can achieve different levels on different criteria.

In selecting work and designing your portfolio for Unit 1, you should show how well you understand visual language and that you can use:

- a range of 2D and 3D techniques
- formal elements
- sources, including ICT
- different ways of working.

You should also include your research findings about how others have used visual language, and how you used what you found out.

**The selected work for the portfolio meets the banner criteria as given above. A range of 2D wet and dry media and materials are used to explore formal elements using drawing, painting and collage. However, in 3D, metal forming, cutting and construction are used in a more limited way.**

**Sources used include reference to others' work (i.e. aboriginal) and primary sources (working from still life). The work also evidences market research on products, which refers to the brief set, and exploration of gallery shops and facilities. Good use is made of ICT in developing design ideas for the T-shirt print and posters.**

**Media and techniques are explored in different ways to create samples and final outcomes in a relevant, vocational context.**

Exemplar 6

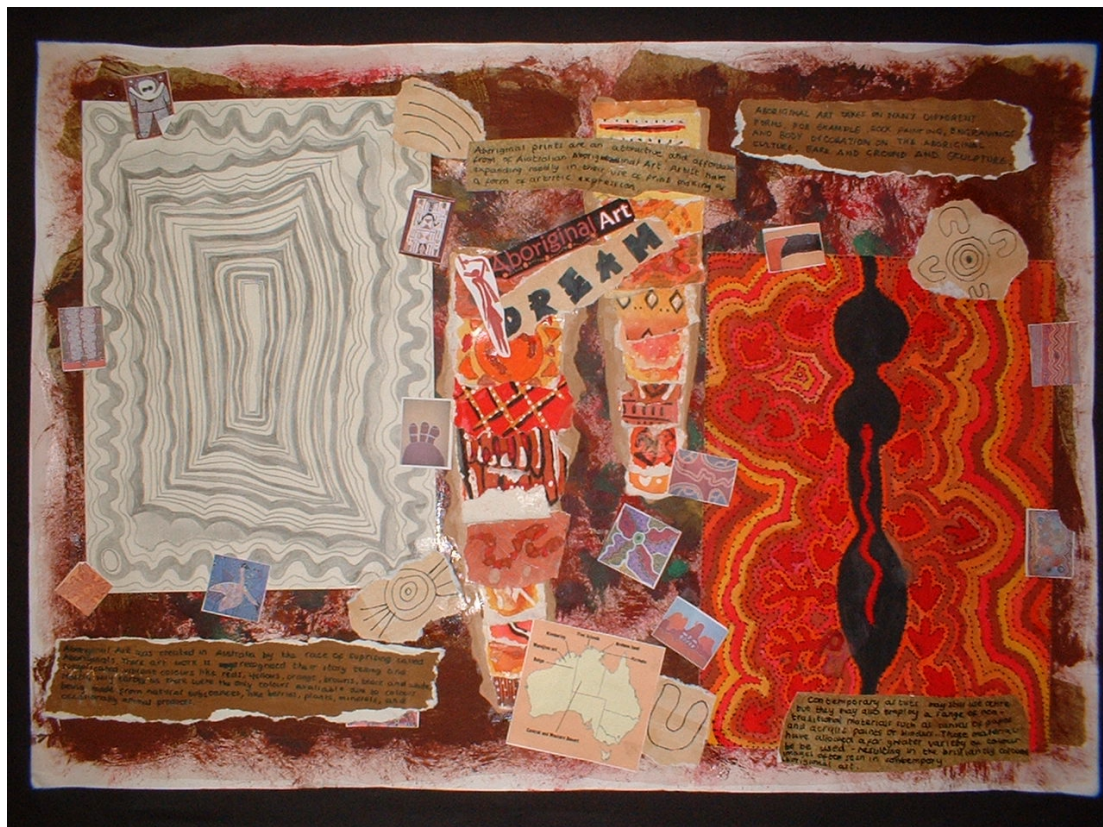
Level 1	Level 2	Level 3	Mark
Use a range of selected primary and secondary sources to explore visual language, keeping a record of information collected (0–3 marks)	Explore ideas and experiment with visual language, select primary and secondary sources and communicate ideas and meanings effectively (4–6 marks)	Use visual language, its codes and conventions combined with a high level of technical skill, understanding and fluency to communicate ideas (7–10 marks) <b>There is evidence of a high level of technical skill, understanding and a wide range of ideas.</b>	7
Recognise and use selected combinations of formal elements, mark-making and object-making techniques competently (0–3 marks)	Show independence in selecting combinations of mark-making and object-making techniques to suit the task and explore possible ways forward (4–6 marks) <b>Independence is shown in developing design sheets and in the flow of ideas taken forward to final outcomes. Techniques are selected which suit these ideas and the intended outcomes.</b>	Explore combinations and evaluate mark-making and object-making techniques to suit the task and explore possible ways forward to produce the outcome (7–10 marks)	6
Use drawing or other methods to develop ideas and intentions (0–3 marks)	Investigate how to use image and object-making techniques to develop ideas (4–6 marks)	With a high level of technical skill, investigate how to use image and object-making techniques to develop ideas (7–10 marks) <b>The samples and developmental sheets show investigation and progression of alternative ideas to suit the intentions with fluent and confident solutions throughout the project.</b>	7
Identify and comment on how others use visual language, using technical terms (0–3 marks)	Explain how visual language is used by others to produce specific effects in their work (4–6 marks) <b>Aboriginal symbols and designs are explored and explained on the sheets and in the sketchbook. Artefacts and products are explored for potential design ideas and the gallery survey identified possibilities.</b>	Explain how visual language is used by others to convey messages and meanings (7–10 marks)	6
Comment on how you used visual language in developing your ideas (0–3 marks)	Explain how you have used visual language to refine ideas and to carry work forward (4–6 marks) <b>Annotation throughout, and a final evaluation, explains the process and decisions, and makes links to ideas, but does not reflect or review the strengths and weaknesses, or how the work might be improved.</b>	Review how you have successfully used visual language to convey messages and meaning in your work (7–10 marks)	6

Teacher's signature: ..... Date: .....

Total /50	32
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**Exemplar 7**

**Unit 1: 2D and 3D visual language**





Candidate name: Exemplar 7

Unit 1: 2D and 3D visual language

GCSE Applied Art and Design (Double Award) 3811

The assessment evidence grid for the Unit is reproduced below from section 8.4 of the specification.  
Detail of what the candidate should provide as evidence is also given from section 8.3 of the specification.  
Enter a mark for each criterion at the appropriate level – the candidate can achieve different levels on different criteria.

In selecting work and designing your portfolio for Unit 1, you should show how well you understand visual language and that you can use:

- a range of 2D and 3D techniques
- formal elements
- sources, including ICT
- different ways of working.

You should also include your research findings about how others have used visual language, and how you used what you found out.

**The selected work for the portfolio meets the banner criteria as given above. A range of 2D wet and dry media and materials are used to explore formal elements using drawing, painting and collage. However, in 3D, metal forming, cutting and construction are used in a more limited way.**

**Sources used include reference to others' work (i.e. aboriginal) and primary sources (working from still life). The work also evidences market research on products, which refers to the brief set, and exploration of gallery shops and facilities. Good use is made of ICT in developing design ideas for the T-shirt print and posters.**

**Media and techniques are explored in different ways to create samples and final outcomes in a relevant vocational context.**

Exemplar 7

Level 1	Level 2	Level 3	Mark
Use a range of selected primary and secondary sources to explore visual language, keeping a record of information collected (0–3 marks)	Explore ideas and experiment with visual language, select primary and secondary sources and communicate ideas and meanings effectively (4–6 marks)	Use visual language, its codes and conventions combined with a high level of technical skill, understanding and fluency to communicate ideas (7–10 marks) <b>There is evidence of a high level of technical skill in a wide range of ideas which show fluency and understanding.</b>	9
Recognise and use selected combinations of formal elements, mark-making and object-making techniques competently (0–3 marks)	Show independence in selecting combinations of mark-making and object-making techniques to suit the task and explore possible ways forward (4–6 marks)	Explore combinations and evaluate mark-making and object-making techniques to suit the task and explore possible ways forward to produce the outcome (7–10 marks) <b>In exploring alternatives and modification of design ideas, there are creative combinations of materials and techniques.</b>	8
Use drawing or other methods to develop ideas and intentions (0–3 marks)	Investigate how to use image and object-making techniques to develop ideas (4–6 marks)	With a high level of technical skill, investigate how to use image and object-making techniques to develop ideas (7–10 marks) <b>There is fluency and confidence in the work, with high quality solutions at most stages of the project.</b>	8
Identify and comment on how others use visual language, using technical terms (0–3 marks)	Explain how visual language is used by others to produce specific effects in their work (4–6 marks)	Explain how visual language is used by others to convey messages and meanings (7–10 marks) <b>The investigations into Aboriginal art and symbols has clearly led to a good understanding in the development of outcomes and meanings.</b>	9
Comment on how you used visual language in developing your ideas (0–3 marks)	Explain how you have used visual language to refine ideas and to carry work forward (4–6 marks)	Review how you have successfully used visual language to convey messages and meaning in your work (7–10 marks) <b>Explanation and review of work is undertaken through annotation, and meaningful comment through the sketch-book and design sheets.</b>	8

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Total /50	42
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# Exemplar A

## Unit 3: Working to project briefs

**NICKY AND THOMAS GILES RAYNER**

Water sculpture has been the dominant theme of the 21st century and the 21st century has seen the rise of water sculpture as a major art form. The rise of water sculpture is due to the fact that water is a natural element and it is a natural element that can be used in a variety of ways. Water sculpture is a form of art that is both functional and decorative. It is a form of art that is both functional and decorative. It is a form of art that is both functional and decorative.





**DAVID GOODE**  
BRONZE SCULPTURE





Giles Rayner undoubtedly pushes the boundaries of water sculpture to its 'limits' if there are any! His designs reflect a highly individual approach to the world of garden design. He began to take an interest in water sculpture at City and Guilds in London before he took a degree course in sculpture at Kingston. His creative ability is matched by a detailed knowledge of the sciences and the use of light, making his work look especially spectacular at night.





Born in Oxford in 1966, David Goodall grew up in the small Midlands town of Leamington Spa, just north of Stratford-upon-Avon. At the age of eighteen David trained at the Sir Henry Chicheley School of Sculpture, specializing in portrait and figurative sculpture.

In 1988 David became a portrait sculptor at the London Studio of Madame Tussauds. At twenty-one he was the youngest sculptor ever to have been offered such a position and in his six years with Tussauds, some of his most notable works for Tussauds include Freddie Mercury, Madonna, Richard Gere, David Beckham and Yasser Arafat.

In 1994 David became a freelance sculptor, taking on private commissions and exhibiting his own work. The following year he produced the 'Tombmaker', the first piece in what would later become the garden collection, which was introduced to the public eye at the Chelsea Flower Show of that year.

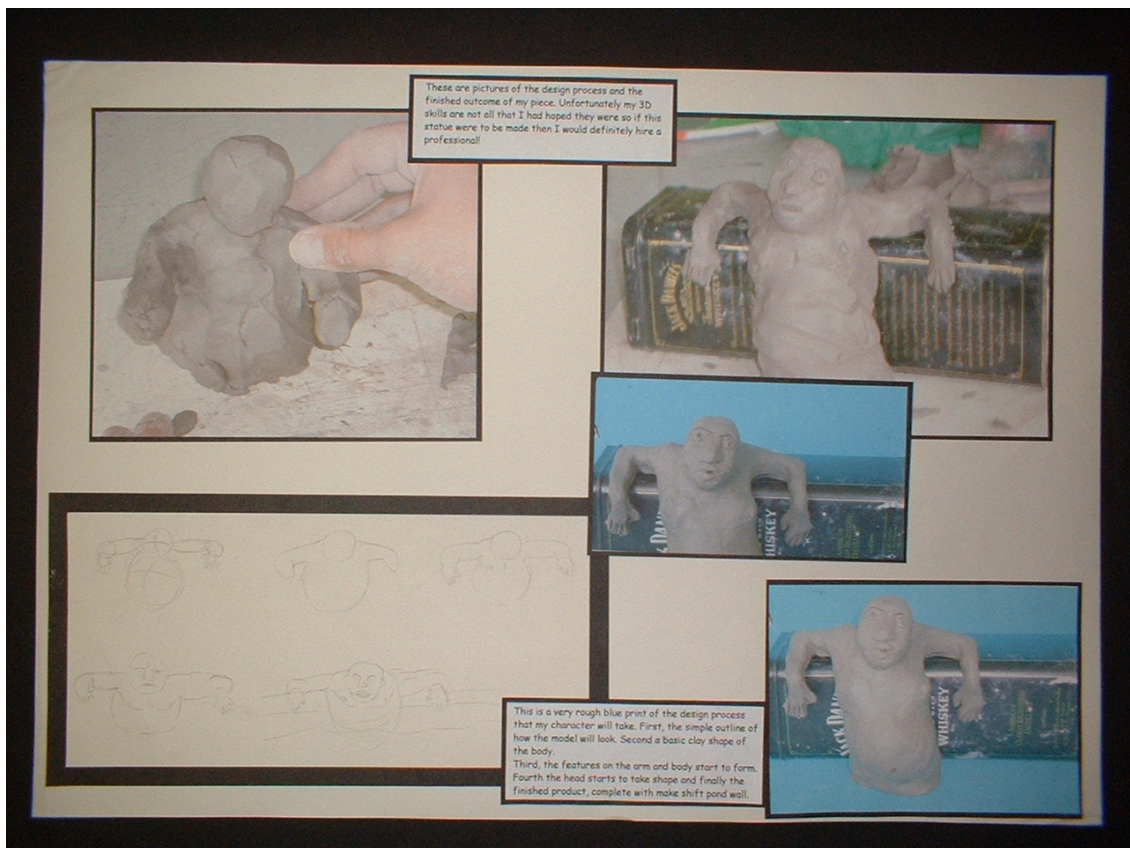
The inspiration for David's work stretches back to a childhood fascination with myths and folklore, and a love of the writings of Tolkien.

All the pieces are cast in bronze, so are most of mine. His small garden figures are very similar in some of the positions they are in. Although, not all of mine are garden but work is really vast.





**Exemplar A**



Candidate name: Exemplar A

Unit 3: Working to project briefs

GCSE Applied Art and Design (Double Award) 3811

The assessment evidence grid for the Unit is reproduced below from section 10.4 of the specification.  
Detail of what the candidate should provide as evidence is also given from section 10.3 of the specification.  
Enter a mark for each criterion at the appropriate level – the candidate can achieve different levels on different criteria.

For the external assessment, you should respond to a set brief. You should produce:

- research and developmental work to meet the brief
- a final piece of work, suitably presented, that meets the requirements of the brief
- a short written evaluation of your final work.

In preparation for the assessment, you will probably work on similar vocationally related project briefs or tasks that will help you to develop an understanding of how to work to a brief.

**The banner requirements are met in the work presented.**

Exemplar A

Level 1	Level 2	Level 3	Mark
Work to the requirements of the brief, considering the topic or theme, constraints and deadline (0–3 marks)	Create a range of possible ideas in response to the brief, showing potential alternatives that take account of constraints (4–6 marks)	Offer a range of innovative responses to the brief that show an in-depth understanding of the requirements and constraints set by the brief (7–10 marks) <b>A good range of alternative ideas, which address the scenario and theme and the selected brief, showing an innovative response as to how the theme can be used.</b>	7
Collect relevant information to help you understand the requirements of the brief and develop more than one idea (0–3 marks)	Collect and make effective use of primary and secondary source material to inform and develop different ideas, carry forward the most appropriate idea to produce a satisfactory solution (4–6 marks)	Use a range of resources effectively, recording how you overcame unforeseen problems, to develop a final idea that effectively meets the client's requirements (7–10 marks) <b>A good range of primary, and in particular secondary, sources are clearly evidenced. Potential design issues are noted and the solution to the brief is creative.</b>	7
Use media, materials, techniques and technology with care (0–3 marks)	Make effective use of materials, processes and techniques in developing ideas and the final work (4–6 marks)	Show confidence and fluency in your work through the use of media, materials and techniques (7–10 marks) <b>There is confidence and fluency in the range of selected media.</b>	7
Display your work for the client (0–3 marks)	Display your final work effectively in a suitable way (4–6 marks)	Explain to the client how your final work meets the brief and how it has been influenced by similar work by others (7–10 marks) <b>Presentation shows how research, in particular others' work and contemporary design has influenced the final work. Presentation is clear, logical and easily understood.</b>	7
Comment on your solution and explain how it might be improved (0–3 marks)	Use appropriate technical terms to annotate and comment on the strengths and weaknesses of both your ideas and final work (4–6 marks) <b>There is evidence of annotation/commentary throughout with a final evaluation which shows understanding of the requirements of the brief and how ideas were met.</b>	Evaluate your final work indicating changes of direction and how they affected the final outcome (7–10 marks)	6

Teacher's signature: ..... Date: .....

Total /50	34
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**Exemplar B**

**Unit 3: Working to project briefs**





# Exemplar B





**Centre-assessed work**  
**Unit Record Sheet**  
**2003**

**GCSE Applied Art and Design (Double Award) 3811**  
**Unit 3: Working to project briefs**

Centre name: ..... Centre no: 

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Candidate name: Exemplar B..... Candidate no: 

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Teacher's name: ..... Mark: 

20/50
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**Teacher's comments**

This space may be used to provide justification of the mark awarded.  
If the candidate's work has been referred (i.e. to improve the work submitted), details can be provided here.

**Just nudging into Level 2. Limited exploration of the brief and alternatives. Some experimentation with materials/processes with annotation/evaluation throughout. Good range of different final designs.**

**Details of additional assistance given (if any)**

Record here details of any assistance given to this candidate which is beyond that given to the class as a whole and beyond that described in the specification. Continue on a separate sheet if necessary.

*PTO*

Candidate name: Exemplar B

Unit 3: Working to project briefs

GCSE Applied Art and Design (Double Award) 3811

The assessment evidence grid for the Unit is reproduced below from section 10.4 of the specification.  
Detail of what the candidate should provide as evidence is also given from section 10.3 of the specification.  
Enter a mark for each criterion at the appropriate level – the candidate can achieve different levels on different criteria.

For the external assessment, you should respond to a set brief. You should produce:

- research and developmental work to meet the brief
- a final piece of work, suitably presented, that meets the requirements of the brief
- a short written evaluation of your final work.

In preparation for the assessment, you will probably work on similar vocationally related project briefs or tasks that will help you to develop an understanding of how to work to a brief.

**Research and development work meets the banner requirements. The four designs for postcards, based on a water garden called Paradise gardens, are suitably presented and meet the requirements. There are two summative evaluation statements providing sufficient evidence for assessment.**

Exemplar B

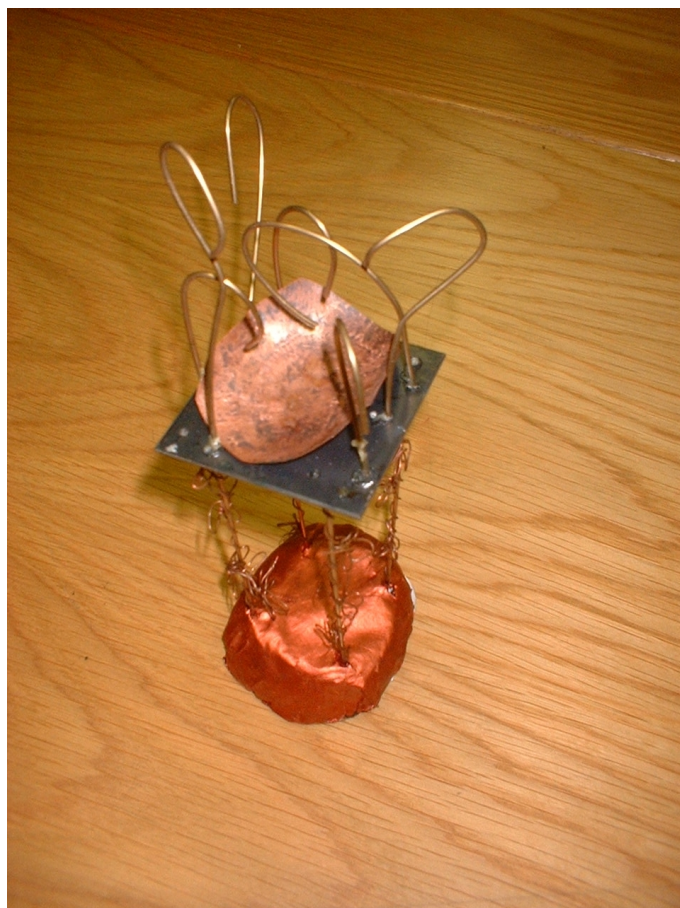
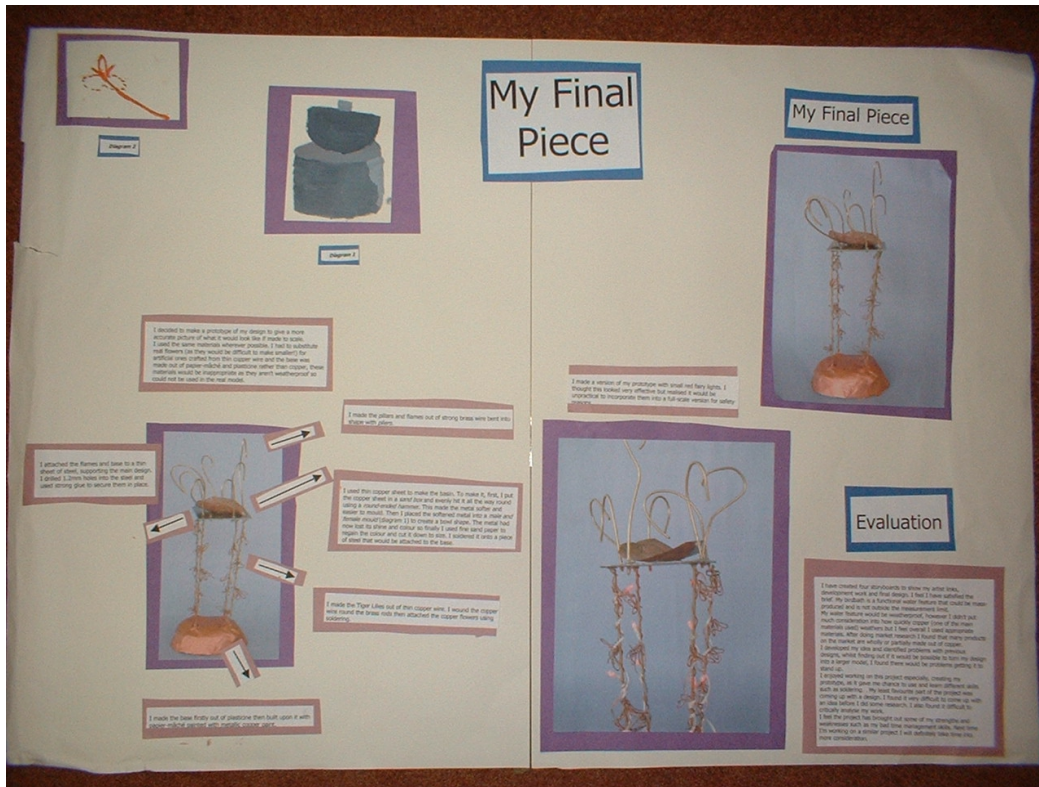
Level 1	Level 2	Level 3	Mark
Work to the requirements of the brief, considering the topic or theme, constraints and deadline (0–3 marks)	<p>Create a range of possible ideas in response to the brief, showing potential alternatives that take account of constraints (4–6 marks)</p> <p><b>The candidate fulfilled the requirements of the brief by producing four different design solutions based on Water Gardens. Recognition of constraints of the brief have been demonstrated through acknowledging size and scale.</b></p>	Offer a range of innovative responses to the brief that show an in-depth understanding of the requirements and constraints set by the brief (7–10 marks)	4
Collect relevant information to help you understand the requirements of the brief and develop more than one idea (0–3 marks)	<p>Collect and make effective use of primary and secondary source material to inform and develop different ideas, carry forward the most appropriate idea to produce a satisfactory solution (4–6 marks)</p> <p><b>The candidate relies primarily on secondary source material. A range of ideas are explored although there is limited understanding of the development of an idea from the source.</b></p>	Use a range of resources effectively, recording how you overcame unforeseen problems, to develop a final idea that effectively meets the client's requirements (7–10 marks)	4
Use media, materials, techniques and technology with care (0–3 marks)	<p>Make effective use of materials, processes and techniques in developing ideas and the final work (4 – 6 marks)</p> <p><b>A range of materials and techniques have been explored, paint, collage, print, mixed media, as stipulated in the brief. Experimentation is limited.</b></p>	Show confidence and fluency in your work through the use of media, materials and techniques (7–10 marks)	4
Display your work for the client (0–3 marks)	<p>Display your final work effectively in a suitable way (4–6 marks)</p> <p><b>The presentation of final design solutions includes annotations which clarify and support understanding of the brief and images which present satisfactory workable ideas.</b></p>	Explain to the client how your final work meets the brief and how it has been influenced by similar work by others (7–10 marks)	4
Comment on your solution and explain how it might be improved (0–3 marks)	<p>Use appropriate technical terms to annotate and comment on the strengths and weaknesses of both your ideas and final work (4–6 marks)</p> <p><b>Annotated comment is evident throughout the work although it tends to be factual statements rather than meaningful appraisal. Two summative evaluation statements provide basic evidence of strengths and weaknesses.</b></p>	Evaluate your final work indicating changes of direction and how they affected the final outcome (7–10 marks)	4

Teacher's signature: ..... Date: .....

Total /50	20
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Exemplar C



Candidate name: Exemplar C

Unit 3: Working to project briefs

The assessment evidence grid for the Unit is reproduced below from section 10.4 of the specification.  
Detail of what the candidate should provide as evidence is also given from section 10.3 of the specification.  
Enter a mark for each criterion at the appropriate level – the candidate can achieve different levels on different criteria.

For the external assessment, you should respond to a set brief. You should produce:

- research and developmental work to meet the brief
- a final piece of work, suitably presented, that meets the requirements of the brief
- a short written evaluation of your final work.

In preparation for the assessment, you will probably work on similar vocationally related project briefs or tasks that will help you to develop an understanding of how to work to a brief.

**The banner requirements are met in the work presented. Research is undertaken but there is limited development of ideas, and a lack of alternatives.**

**The final piece of work is suitably presented, and shows initiative in choice of materials for production.**

**The written evaluation is a good example.**

Exemplar C

Level 1	Level 2	Level 3	Mark
Work to the requirements of the brief, considering the topic or theme, constraints and deadline (0–3 marks)	Create a range of possible ideas in response to the brief, showing potential alternatives that take account of constraints (4–6 marks) <b>The range of possible ideas relating to the selected brief are limited and a range of alternatives is lacking in developing ideas.</b>	Offer a range of innovative responses to the brief that show an in-depth understanding of the requirements and constraints set by the brief (7–10 marks)	4
Collect relevant information to help you understand the requirements of the brief and develop more than one idea (0–3 marks)	Collect and make effective use of primary and secondary source material to inform and develop different ideas, carry forward the most appropriate idea to produce a satisfactory solution (4–6 marks) <b>A range of appropriate source material is used to support the theme and there is evidence of research into the work of others. An appropriate but not fully resolved idea is carried forward.</b>	Use a range of resources effectively, recording how you overcame unforeseen problems, to develop a final idea that effectively meets the client's requirements (7–10 marks)	5
Use media, materials, techniques and technology with care (0–3 marks)	Make effective use of materials, processes and techniques in developing ideas and the final work (4–6 marks)	Show confidence and fluency in your work through the use of media, materials and techniques (7–10 marks) <b>Confidence and skill are shown across a range of selected media. There is evidence of independent working, indicated by the centre on Unit Record Sheet, in getting materials and resources from other departments for final outcomes.</b>	7
Display your work for the client (0–3 marks)	Display your final work effectively in a suitable way (4–6 marks) <b>Work is displayed to show how ideas have been developed and to produce a suitable design proposal.</b>	Explain to the client how your final work meets the brief and how it has been influenced by similar work by others (7–10 marks)	6
Comment on your solution and explain how it might be improved (0–3 marks)	Use appropriate technical terms to annotate and comment on the strengths and weaknesses of both your ideas and final work (4–6 marks) <b>Evidence of commentary and annotation is seen throughout and appropriate technical terms show understanding of the requirements of the brief and how ideas are used to meet these.</b>	Evaluate your final work indicating changes of direction and how they affected the final outcome (7–10 marks)	6

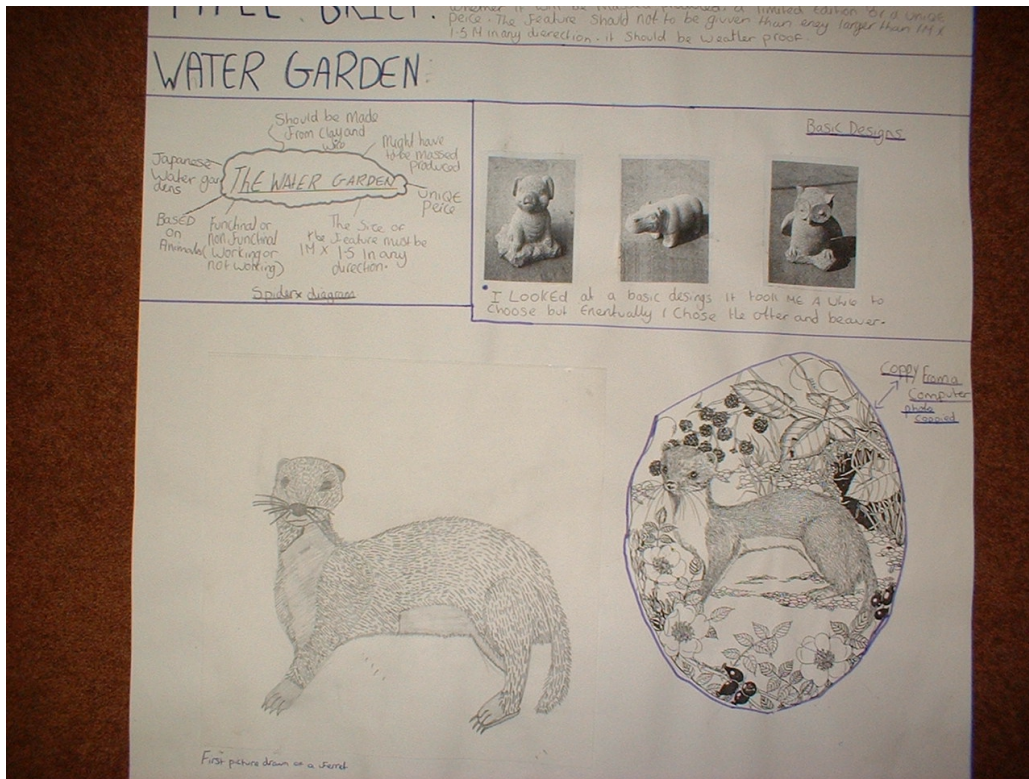
Teacher's signature: ..... Date: .....

Total /50	28
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**Exemplar D**

**Unit 3: Working to project briefs**



## Exemplar D



Candidate name: Exemplar D

Unit 3: Working to project briefs

GCSE Applied Art and Design (Double Award) 3811

The assessment evidence grid for the Unit is reproduced below from section 10.4 of the specification.  
Detail of what the candidate should provide as evidence is also given from section 10.3 of the specification.  
Enter a mark for each criterion at the appropriate level – the candidate can achieve different levels on different criteria.

For the external assessment, you should respond to a set brief. You should produce:

- research and developmental work to meet the brief
- a final piece of work, suitably presented, that meets the requirements of the brief
- a short written evaluation of your final work.

In preparation for the assessment, you will probably work on similar vocationally related project briefs or tasks that will help you to develop an understanding of how to work to a brief.

**There is evidence of limited research and development work related to the brief. There is some commentary on what was done.**

Exemplar D

Level 1	Level 2	Level 3	Mark
Work to the requirements of the brief, considering the topic or theme, constraints and deadline (0–3 marks) <b>Scenario and brief understood and constraints observed.</b>	Create a range of possible ideas in response to the brief, showing potential alternatives that take account of constraints (4–6 marks)	Offer a range of innovative responses to the brief that show an in-depth understanding of the requirements and constraints set by the brief (7–10 marks)	3
Collect relevant information to help you understand the requirements of the brief and develop more than one idea (0–3 marks) <b>Information collected is relevant to the scenario and selected brief, but is limited in its use to develop ideas.</b>	Collect and make effective use of primary and secondary source material to inform and develop different ideas, carry forward the most appropriate idea to produce a satisfactory solution (4–6 marks)	Use a range of resources effectively, recording how you overcame unforeseen problems, to develop a final idea that effectively meets the client's requirements (7–10 marks)	3
Use media, materials, techniques and technology with care (0–3 marks)	Make effective use of materials, processes and techniques in developing ideas and the final work (4–6 marks)  <b>A range of materials has been explored especially in the 3D model to support ideas. Skill is evident.</b>	Show confidence and fluency in your work through the use of media, materials and techniques (7–10 marks)	4
Display your work for the client (0–3 marks) <b>Work is not effectively displayed for the client to communicate ideas in relation to the brief selected and the final proposal.</b>	Display your final work effectively in a suitable way (4–6 marks)	Explain to the client how your final work meets the brief and how it has been influenced by similar work by others (7–10 marks)	3
Comment on your solution and explain how it might be improved (0–3 marks) <b>Annotation is limited and descriptive with limited use of visual language.</b>	Use appropriate technical terms to annotate and comment on the strengths and weaknesses of both your ideas and final work (4–6 marks)	Evaluate your final work indicating changes of direction and how they affected the final outcome (7–10 marks)	3

Teacher's signature: ..... Date: .....

Total /50	16
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**Exemplar E**

**Unit 3: Working to project briefs**





**Centre-assessed work**

# Unit Record Sheet

**2003**

GCSE Applied Art and Design (Double Award) 3811  
Unit 3: Working to project briefs

Centre name: .....

Centre no: 

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Candidate name: Exemplar E

Candidate no: 

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Teacher's name: .....

Mark: 

12/50
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**Teacher's comments**

This space may be used to provide justification of the mark awarded.  
If the candidate's work has been referred (i.e. to improve the work submitted), details can be provided here.

**Weaknesses**

**Development of ideas is lacking; collection of images/materials bears little relevance to the final outcomes.  
Techniques/processes are not appropriate.**

**Strengths**

**A range of ideas presented. Annotation/evaluation quite good**

**Details of additional assistance given (if any)**

Record here details of any assistance given to this candidate which is beyond that given to the class as a whole and beyond that described in the specification. Continue on a separate sheet if necessary.

*PTO*

Candidate name: Exemplar E

Unit 3: Working to project briefs

The assessment evidence grid for the Unit is reproduced below from section 10.4 of the specification.  
Detail of what the candidate should provide as evidence is also given from section 10.3 of the specification.  
Enter a mark for each criterion at the appropriate level – the candidate can achieve different levels on different criteria.

For the external assessment, you should respond to a set brief. You should produce:

- research and developmental work to meet the brief
- a final piece of work, suitably presented, that meets the requirements of the brief
- a short written evaluation of your final work.

In preparation for the assessment, you will probably work on similar vocationally related project briefs or tasks that will help you to develop an understanding of how to work to a brief.

**Research and development work meets the banner requirements. The four designs for postcards are suitably presented and meet the requirements. Work review and annotations throughout provide evidence of evaluation.**

Exemplar E

Level 1	Level 2	Level 3	Mark
<p>Work to the requirements of the brief, considering the topic or theme, constraints and deadline (0–3 marks)</p> <p><b>The candidate has worked to the requirements of the brief and produced four different design ideas for postcards based on Wild Gardens and Cats.</b></p>	<p>Create a range of possible ideas in response to the brief, showing potential alternatives that take account of constraints (4–6 marks)</p>	<p>Offer a range of innovative responses to the brief that show an in-depth understanding of the requirements and constraints set by the brief (7–10 marks)</p>	3
<p>Collect relevant information to help you understand the requirements of the brief and develop more than one idea (0–3 marks)</p> <p><b>A range of ideas have been considered and used for final design solutions although this is at a very basic level. The relationship between sources and design development demonstrates a limited understanding of the design process.</b></p>	<p>Collect and make effective use of primary and secondary source material to inform and develop different ideas, carry forward the most appropriate idea to produce a satisfactory solution (4–6 marks)</p>	<p>Use a range of resources effectively, recording how you overcame unforeseen problems, to develop a final idea that effectively meets the client's requirements (7–10 marks)</p>	2
<p>Use media, materials, techniques and technology with care (0–3 marks)</p> <p><b>Media and techniques have been explored at a basic level. Experimentation with collage offers a range of interpretation and primary research of cats and flowers confirms some control over the formal elements.</b></p>	<p>Make effective use of materials, processes and techniques in developing ideas and the final work (4–6 marks)</p>	<p>Show confidence and fluency in your work through the use of media, materials and techniques (7–10 marks)</p>	2
<p>Display your work for the client (0–3 marks)</p> <p><b>Display sheet presents the completion of the required design solutions. There is no reference to meeting some of the constraints of the brief and understanding of the production process and the needs of the client are minimal.</b></p>	<p>Display your final work effectively in a suitable way (4–6 marks)</p>	<p>Explain to the client how your final work meets the brief and how it has been influenced by similar work by others (7–10 marks)</p>	2
<p>Comment on your solution and explain how it might be improved (0–3 marks)</p> <p><b>Annotation, throughout the work, confirms selections have been made which take into account the nature of the brief and acknowledge some recognition of the formal elements.</b></p>	<p>Use appropriate technical terms to annotate and comment on the strengths and weaknesses of both your ideas and final work (4–6 marks)</p>	<p>Evaluate your final work indicating changes of direction and how they affected the final outcome (7–10 marks)</p>	3

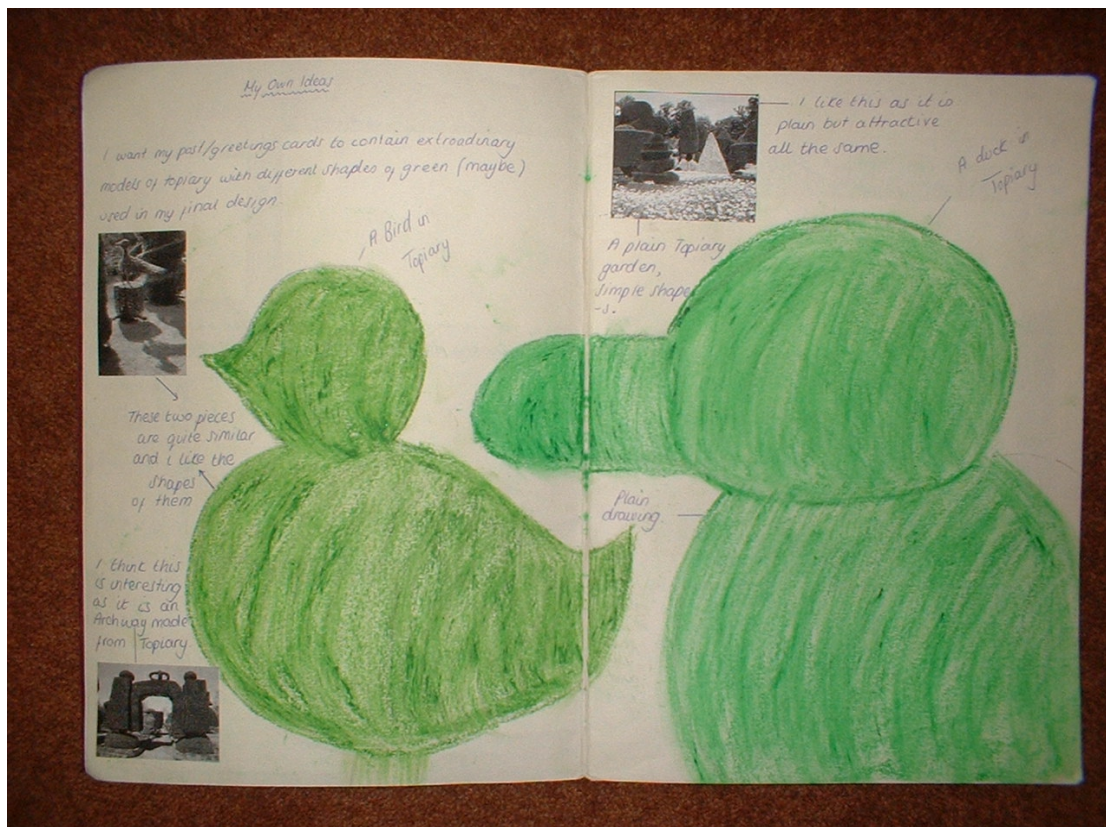
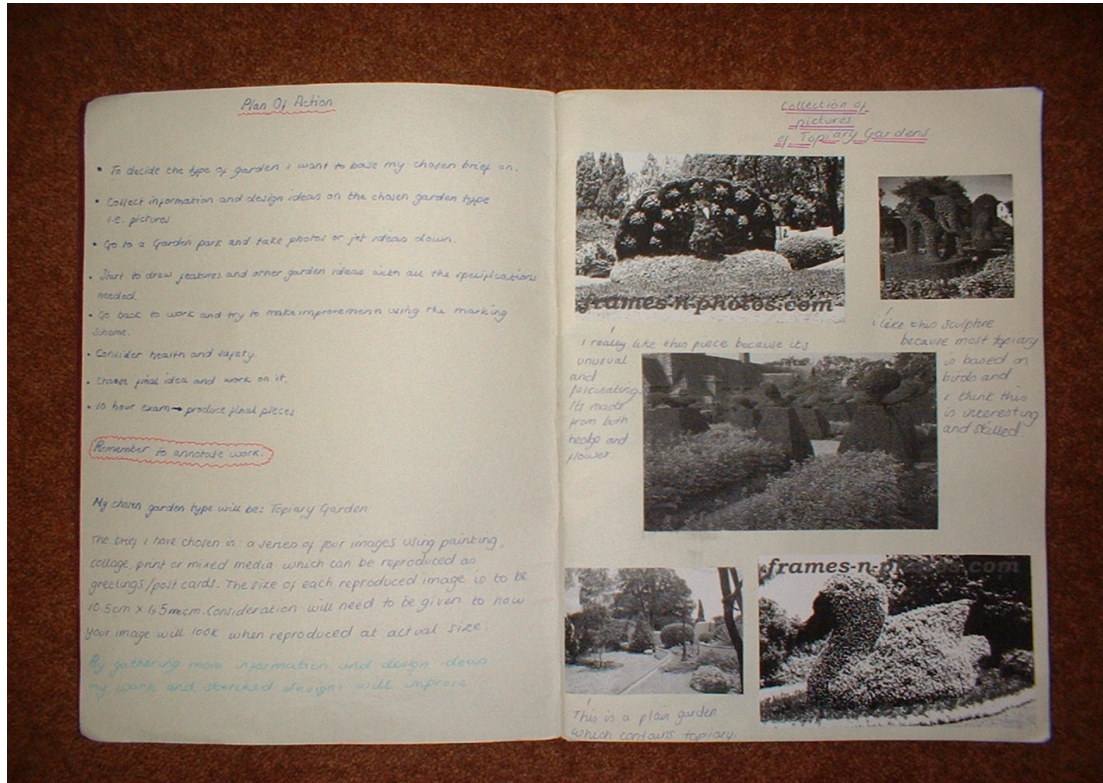
Teacher's signature: ..... Date: .....

Total /50	12
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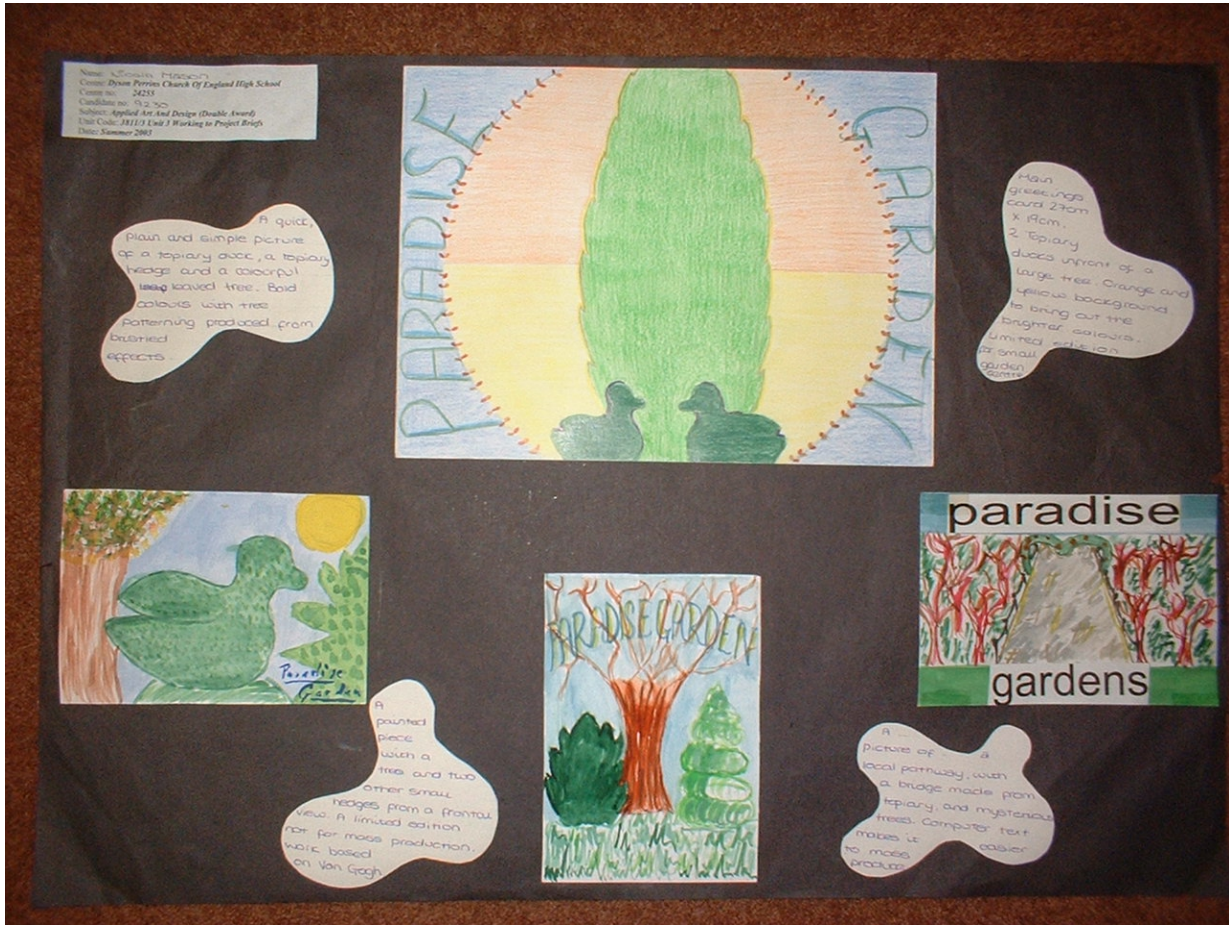


# Exemplar F

## Unit 3: Working to project briefs



**Exemplar F**





**Centre-assessed work**  
**Unit Record Sheet**  
**2003**

**GCSE Applied Art and Design (Double Award) 3811**

**Unit 3: Working to project briefs**

Centre name: ..... Centre no: 

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Candidate name: Exemplar F Candidate no: 

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Teacher's name: ..... Mark: 

19/50
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**Teacher's comments**  
This space may be used to provide justification of the mark awarded.  
If the candidate's work has been referred (i.e. to improve the work submitted), details can be provided here.

**Strengths**  
**Well organised, and explained, research and development, presentation good.**

**Weaknesses**  
**Final designs weak, materials/processes not exploited (only crayon and paint). Van Gogh influence not exploited.**

**Details of additional assistance given (if any)**  
Record here details of any assistance given to this candidate which is beyond that given to the class as a whole and beyond that described in the specification. Continue on a separate sheet if necessary.

*PTO*

Candidate name: Exemplar F

Unit 3: Working to project briefs

The assessment evidence grid for the Unit is reproduced below from section 10.4 of the specification.  
Detail of what the candidate should provide as evidence is also given from section 10.3 of the specification.  
Enter a mark for each criterion at the appropriate level – the candidate can achieve different levels on different criteria.

For the external assessment, you should respond to a set brief. You should produce:

- research and developmental work to meet the brief
- a final piece of work, suitably presented, that meets the requirements of the brief
- a short written evaluation of your final work.

In preparation for the assessment, you will probably work on similar vocationally related project briefs or tasks that will help you to develop an understanding of how to work to a brief.

**Research and developmental work meets the requirements of the brief.**

**Four designs for postcards are suitably presented for the final piece of work. There is written evaluation in the work review produced and other evaluative comments.**

Exemplar F

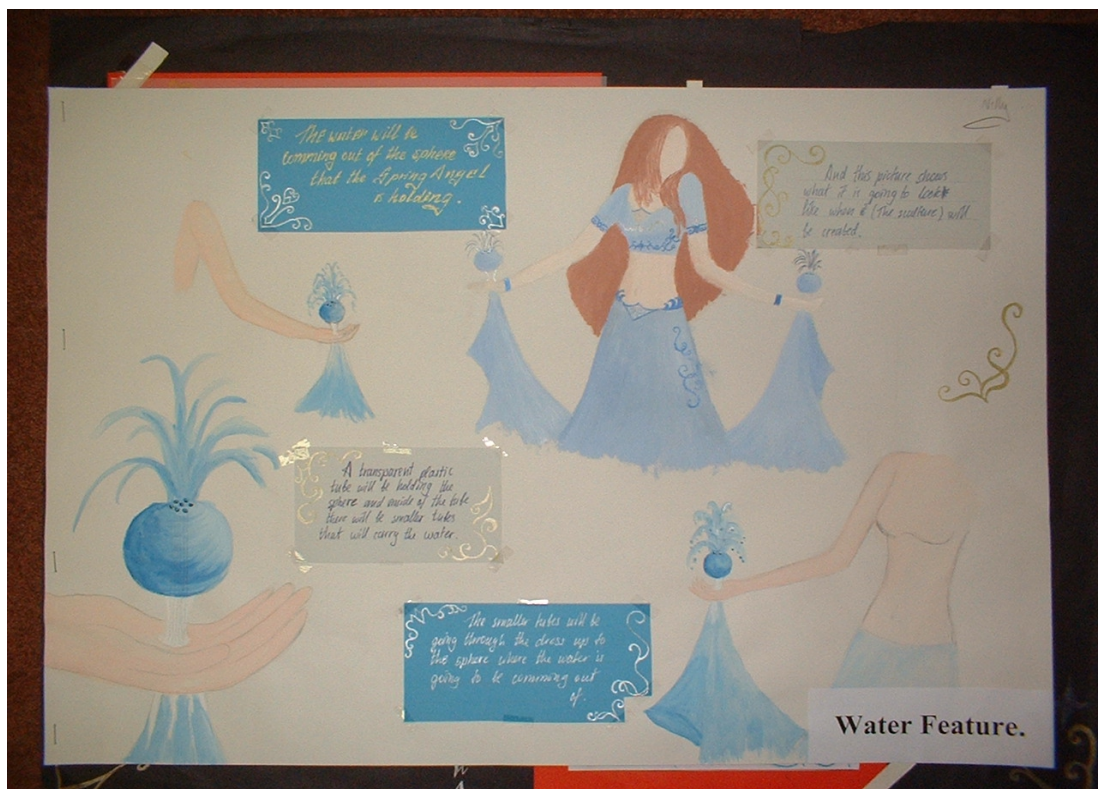
Level 1	Level 2	Level 3	Mark
Work to the requirements of the brief, considering the topic or theme, constraints and deadline (0-3 marks)	Create a range of possible ideas in response to the brief, showing potential alternatives that take account of constraints (4-6 marks)  <b>Requirements of the brief were met through the production of four different design solutions based on Topiary. Constraints have been acknowledged through size, scale and awareness of production techniques.</b>	Offer a range of innovative responses to the brief that show an in-depth understanding of the requirements and constraints set by the brief (7-10 marks)	4
Collect relevant information to help you understand the requirements of the brief and develop more than one idea (0-3 marks)	Collect and make effective use of primary and secondary source material to inform and develop different ideas, carry forward the most appropriate idea to produce a satisfactory solution (4 - 6 marks)  <b>A varied range of source material is evident although it is predominantly secondary and not all is relevant to the chosen topic, Topiary. Evidence of others' work is apparent and has been used to a limited extent to inform design ideas although this does not include the final design solution.</b>	Use a range of resources effectively, recording how you overcame unforeseen problems, to develop a final idea that effectively meets the client's requirements (7-10 marks)	4
Use media, materials, techniques and technology with care (0-3 marks)  <b>A limited range of media has been used and explored. Some consideration of different methods of applying paint has been evidenced. Drawing and painting skills are evidenced at a basic level.</b>	Make effective use of materials, processes and techniques in developing ideas and the final work (4-6 marks)	Show confidence and fluency in your work through the use of media, materials and techniques (7-10 marks)	3
Display your work for the client (0-3 marks)	Display your final work effectively in a suitable way (4-6 marks)  <b>The final design solutions are neatly presented and substantiated with descriptive commentary that makes reference to the original requirements of the brief.</b>	Explain to the client how your final work meets the brief and how it has been influenced by similar work by others (7-10 marks)	4
Comment on your solution and explain how it might be improved (0-3 marks)	Use appropriate technical terms to annotate and comment on the strengths and weaknesses of both your ideas and final work (4 - 6 marks)  <b>Annotated comments demonstrate some understanding of progression through the design process and confirms satisfactory knowledge and understanding of the topic researched and some formal art terms. Visual language is at a basic skills level.</b>	Evaluate your final work indicating changes of direction and how they affected the final outcome (7-10 marks)	4

Teacher's signature: ..... Date: .....

Total /50	19
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## Exemplar G

### Unit 3: Working to project briefs



Exemplar G



## Exemplar G





Candidate name: Exemplar G

Unit 3: Working to project briefs

GCSE Applied Art and Design (Double Award) 3811

The assessment evidence grid for the Unit is reproduced below from section 10.4 of the specification.  
Detail of what the candidate should provide as evidence is also given from section 10.3 of the specification.  
Enter a mark for each criterion at the appropriate level – the candidate can achieve different levels on different criteria.

For the external assessment, you should respond to a set brief. You should produce:

- research and developmental work to meet the brief
- a final piece of work, suitably presented, that meets the requirements of the brief
- a short written evaluation of your final work.

In preparation for the assessment, you will probably work on similar vocationally related project briefs or tasks that will help you to develop an understanding of how to work to a brief.

**The banner requirements are clearly met in the work presented for Unit 3, Working to project briefs.**

Exemplar G

Level 1	Level 2	Level 3	Mark
Work to the requirements of the brief, considering the topic or theme, constraints and deadline (0–3 marks)	Create a range of possible ideas in response to the brief, showing potential alternatives that take account of constraints (4–6 marks) <b>The range of possible ideas relating to the selected brief are limited and alternatives are lacking in developing ideas.</b>	Offer a range of innovative responses to the brief that show an in-depth understanding of the requirements and constraints set by the brief (7–10 marks)	4
Collect relevant information to help you understand the requirements of the brief and develop more than one idea (0–3 marks)	Collect and make effective use of primary and secondary source material to inform and develop different ideas, carry forward the most appropriate idea to produce a satisfactory solution (4–6 marks) <b>Reference to primary and secondary source material is made and there is evidenced research of others' work. An unusual solution is carried forward, and skills are satisfactory.</b>	Use a range of resources effectively, recording how you overcame unforeseen problems, to develop a final idea that effectively meets the client's requirements (7–10 marks)	5
Use media, materials, techniques and technology with care (0–3 marks)	Make effective use of materials, processes and techniques in developing ideas and the final work (4–6 marks) <b>Materials, processes and techniques are used to explore and support ideas, and the final outcome shows evidence of 3D skills.</b>	Show confidence and fluency in your work through the use of media, materials and techniques (7–10 marks)	6
Display your work for the client (0–3 marks)	Display your final work effectively in a suitable way (4–6 marks) <b>Work is displayed effectively and shows how ideas have been developed and explored to produce a suitable design proposal.</b>	Explain to the client how your final work meets the brief and how it has been influenced by similar work by others (7–10 marks)	6
Comment on your solution and explain how it might be improved (0–3 marks)	Use appropriate technical terms to annotate and comment on the strengths and weaknesses of both your ideas and final work (4–6 marks) <b>There is evidence of commentary throughout which shows some understanding of the requirements of the brief and how the ideas, and the final outcome, meet them.</b>	Evaluate your final work indicating changes of direction and how they affected the final outcome (7–10 marks)	6

Teacher's signature: ..... Date: .....

Total /50	27
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