

# GCSE 2005

## *January Series*



## Report on the Examination

# **Applied Art and Design**

## *Double Award*

- 
- Working to project briefs

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## Unit 3 – Working to project briefs

### *General*

This was the fourth opportunity for moderation of the externally assessed unit. Centres familiar with the vocational requirements of the award provided the best evidence for assessment where, candidates were well prepared and work reflected the vocational process. In this unit candidates learn to understand and use the creative process to meet a set brief in art, craft or design. Assessment is designed to confirm candidates' understanding of the set brief, the working methods and resources needed to fulfil it. The unit is internally assessed and externally moderated. Moderators look to the assessment evidence grid to ensure that evidence is complete. The grid has two components; the line across the top of the grid which indicates the type of evidence that must be produced, e.g. research and developmental work to meet the brief, and secondly, the columns that give the quality indicators contained within the evidence. Teachers need to ensure that underpinning knowledge and guidance on the practicalities of working to a brief are covered through sufficient similar vocationally related activities, in the form of smaller briefs and assignments. Candidates should be encouraged to adopt a professional approach through planning, recording and evaluating their progress throughout the project.

### *Response to the briefs*

The responses to the briefs based on the theme of leisure centres were generally very good, and some vibrant, confident, ambitious and exciting work was seen. There were a good number of responses to each of the five briefs, and popular choices were the design for a textile banner, in which healthy eating was to be promoted, and the design for a poster to advertise the leisure centre. There was a much greater response to the 3D brief than in previous series. Briefs to design a sculpture for the tropical lagoon, and for signage met with some innovative and well researched responses. In some cases however, insufficient note had been made of the constraints identified in the brief, scale was not evident in the work, and the method of production of the final piece of work had not been given due consideration. A final finished piece to scale is not required, but the work presented must be of a standard and scale suitable to present to clients.

At the research stage, in a few cases, there appeared to have been some difficulty in collecting information from primary as well as from secondary sources. Other candidates visited leisure centres and obtained information, and took photographs. The use of still life groups of sporting equipment in particular, was also popular. The work of others, especially contemporary artists and designers, was not always well recorded in the preparatory work, or used in a meaningful way to develop ideas. There were some centres where ICT and other technological equipment were used very successfully. The internet is beginning to be used more appropriately as a research tool to obtain relevant information. The requirement for the equivalent of two, and not more than four, A1 sheets of preparatory work (or a sketchbook or other suitable form) of research and developmental work was well met by centres. Good sketchbooks often included information and ideas that led to exciting and successful design proposals. In the majority of cases there were a range of design solutions, but sometimes alternatives were limited, and generally this is still a weakness in the design process. Final ideas were often very successful and candidates had clearly enjoyed the process of development and production, although they often failed to identify a suitable scale, health and safety considerations, or materials best suited to the final design.

The first brief was to design a painting or print to be used as a promotional poster to advertise the leisure centre. The most successful candidates explored the theme well and used different artists' styles to inform a variety of different responses. Others struggled to produce convincing images which used no more than five colours. The inclusion of the instruction to, 'reflect the feeling of a

warm welcome and be suitable for all age groups’, was important and some candidates failed to address these aspects of the design, or changed them to suit themselves, which did not meet the requirements of the brief.

The second choice of brief was to design a sculpture for the tropical lagoon which could be functional or decorative. Again, the most successful candidates explored the theme well and used a variety of media and techniques to produce ambitious and exciting work. However, others did not address the requirement that it be waterproof, and some designs had not considered health and safety issues for a child friendly swimming pool. Those candidates who had a clear understanding of the impact and context of the designs produced striking and successful outcomes.

The third brief for signage for the leisure centre was particularly well handled by the candidates who chose it. They researched appropriate promotional and advertising styles, and some lively and interesting work was seen, which was most successful when suitable materials and techniques were explored and used confidently.

The designs for logos for the leisure centre to be used on publicity material met with a good response, although some candidates struggled with the restriction of a maximum of two colours and produced flat and uninspiring designs. Text was not well incorporated into the design and some work lacked a suitably professional finish.

The design brief to produce a textile banner for the cafeteria to promote healthy eating met with some very successful responses. Fruit in particular were used to create colourful and full size versions in a variety of textile techniques including printing, batik and appliqué. In some cases, the designs were basic and lacked development, with candidates ignoring the requirement to show both sides of the banner in a double sided design, and size and/or scale were not always adhered to.

The requirement to produce a short written evaluation of the final idea met with generally good responses and well annotated records of initial ideas and developments informed these successful comments. A clear understanding of the design process and the constraints and considerations of the brief was evident in the work of the most successful candidates, with a clear explanation of why their idea was fit for purpose. Weaker candidates often managed to explain their work in a more descriptive format. Here, however, the level of comment was weak and did not review the work and intentions, or show understanding, particularly of the work of others. Candidates should be given guidance on form and content of the evaluation since it is particularly important that annotation is relevant and has evaluative (formative and summative) content.

### ***Assessment***

The accuracy of assessment varied, with marking outside the standard being both lenient and severe throughout the mark range. The actual numerical mark awarded by the assessor within a particular level should reflect not only that the candidate has achieved the necessary criteria, but also the quality of the work undertaken in meeting the criteria. At the higher levels, candidates must demonstrate an independent approach, and exhibit a high order of ability and understanding. There were instances where insufficient regard had been given to the requirements of the assessment evidence grids in the allocation of marks. Overall, the accuracy of assessment in centres is improving as teachers become more familiar with the assessment criteria.

***Administrative efficiency***

Most centres provided the appropriate paperwork as required, although there were instances where record sheets were not completed correctly. The section for teachers' comments to provide justification of the mark awarded was not well used; better explanation here would help visiting moderators judge where marks had been awarded. Most centres provided all of the required sample and realised that the work of all the candidates should be accessible to the moderator if needed.

***Recommendations***

The individual, centre specific issues will have been identified in the visiting moderator's feedback report. There remain general issues that may have relevance to centres which can be summarised as follows:

- ensure that candidates are prepared for the practicalities of working to a brief through the introduction of similar vocationally related activities, briefs and assignments;
- encourage candidates to develop their own ideas and images based on the work of others;
- improve the quality and relevance of annotation and include both formative and summative evaluative comments;
- ensure candidates clarify accurately the requirements of the brief and understand the constraints.

# Mark Ranges and Award of Grades

Unit	Maximum Mark (Raw)	Maximum Mark (Scaled)	Mean Mark (Scaled)	Standard Deviation (Scaled)
Working to project briefs 3810/3	50	50	27.2	10.4

For units which contain only one component, scaled marks are the same as raw marks.

## Unit 3 – Working to project briefs (765 candidates)

	Max. mark	A*	A	B	C	D	E	F	G
Scaled Boundary Mark	50	44	38	31	24	19	15	11	7
Uniform Boundary Mark	100	90	80	70	60	50	40	30	20

## Provisional statistics for the award (0 candidates)

Overall (0 candidates)

	A*	A	B	C	D	E	F	G
Cumulative %	-	-	-	-	-	-	-	-

## Definitions

**Boundary Mark:** the minimum (scaled) mark required by a candidate to qualify for a given grade.

**Mean Mark:** is the sum of all candidates' marks divided by the number of candidates. In order to compare mean marks for different components, the mean mark (scaled) should be expressed as a percentage of the maximum mark (scaled).

**Standard Deviation:** a measure of the spread of candidates' marks. In most components, approximately two-thirds of all candidates lie in a range of plus or minus one standard deviation from the mean, and approximately 95% of all candidate lie in range of plus or minus two standard deviations from the mean. In order to compare the standard deviations for different components, the standard deviation (scaled) should be expressed as a percentage of the maximum mark (scaled).

**Uniform Mark:** a score on a standard scale which indicates a candidate's performance. The lowest uniform mark for grade A\* is always 90% of the maximum uniform mark for the unit, similarly grade A is 80%, grade B is 70%, grade C is 60%, grade D is 50%, grade E is 40%, grade F is 30% and grade G is 20%. A candidate's total scaled mark for each unit is converted to a uniform mark and, when subject grades are awarded in 2004, the uniform marks for the units will be added in order to determine the candidate's overall grade.