



GCSE in Applied Art and Design (Double Award)

Teacher Support and Standardising Spring 2005

June 2005 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 2005. 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

Unit 2: Materials, techniques and technology Exemplar to show a project approach to Unit 2



Fantasy Shoe Brief

Art aspect – Shoe design – Victoria and Albert visit – research. Shoes – materials and techniques. Technology – make display stand or packaging. Well structured investigations into 2D and 3D media and materials, with a range of studies and samples and final outcomes produced.

Evidence of experimentation and development and safe working practices across a range of techniques.

Other work used for reference and development, but comment on work limited to annotation in sketchbooks, with no final evaluations produced.

- 2.1 4 marks
- 2.2 4 marks
- 1.3 3 marks
- 1.4 3 marks
- 1.5 2 marks

Mark: 16/50

Training Set

Unit 1: 2D and 3D visual language

Unit 2: Materials, techniques and technology

Training Set



Training Set

Brief

Brief Title (Craft & Design)		Chester Zoo Brief	
Unit No/s	1 and 2	Underpinning unit/s	3
<p>Aims</p> <ul style="list-style-type: none"> To develop skills in using materials, techniques and technologies associated with mark making and object making techniques Develop the use of formal elements, 2D and 3D visual language and media materials and technology 			
<p>Scenario</p> <p>The managers of Chester Zoo want to create a new series of products to be sold in its gift shop.</p> <p>Brief</p> <p>The managing directors are offering a range of craft and design commissions:</p> <p>You are required to produce a response to one craft and brief and one design brief</p> <p>Craft brief</p> <ul style="list-style-type: none"> Produce a design for a mirror. The mirror should use surface decoration which is influenced by a culture or continent. Any object-making technique may be used. <p>Or</p> <ul style="list-style-type: none"> Produce a design for a vessel. The vessel should use surface decoration which is influenced by a culture or continent. Any object-making technique may be used. <p>Surface Design brief</p> <ul style="list-style-type: none"> Produce a fabric design. The fabric should reflect textures, patterns and colours from the zoo animals. The fabric is to be used for cushions. Any textile technique may be used. <p>Or</p> <ul style="list-style-type: none"> Produce a design for a transfer print. The transfer print is to be used for a circular dinner plate. The design should reflect an animal at the zoo and should cover the whole plate. <p>You will need to:</p> <ul style="list-style-type: none"> Collect information on Chester Zoo; Collect information on other works relevant to the theme; Explore and record a range of media materials and processes including ICT; Explore 2D and 3D visual language (i.e. line, tone, colour, form, shape, texture, pattern and structure); Record your information and investigations in a sketch book/worksheets and via samples and prototypes; Include annotated comments, that explain your understanding of materials and 2D and 3D visual language, using correct technical terms; Include annotated comments on others' use of visual language and materials techniques and technology. <p>Guidance</p> <p>This brief will give you the opportunity to produce evidence for Unit 1: 2D and 3D visual language and Unit 2: Materials, techniques and technology. The brief provides underpinning knowledge for the externally tested Unit 3 - Working to project briefs.</p>			

Training Set

Brief

Brief Title (Design)	Floral Card Design		
Unit No/s	1 and 2	Unit No/s	3
<p>Aims</p> <ul style="list-style-type: none"> • <i>Plan create and develop ideas and prototypes to meet project briefs</i> • <i>Produce completed design work</i> • <i>Present solutions effectively</i> • <i>Evaluate work in relation to the brief</i> 			
<p>Scenario</p> <p>A well known card retailer wants to produce a new range of greetings cards entitled '<i>Floral</i>'.</p> <p>Brief</p> <p>The managing directors wish to commission a new range of greeting cards for a new range entitled '<i>Floral</i>.' The design must have a relief element. The design may be created using any image making technique and no text is required as the cards are to be blank to use for any occasion. Cards may be any appropriate size or shape.</p> <p>You will need to:</p> <ul style="list-style-type: none"> • Collect information on the theme of 'Floral' including others' work; • Explore and record a range of media materials and processes including ICT; • Explore 2D and 3D visual language (i.e. line, tone, colour, form, shape, texture, pattern and structure); • Record your information and investigations in a sketch book/worksheets and via samples and prototypes; • Include annotated comments, that explain your understanding of materials and 2D and 3D visual language, using correct technical terms; • Include annotated comments on others' use of visual language and materials techniques and technology. <p>Guidance</p> <p>This brief will give you the opportunity to produce evidence for Unit 1: 2D and 3D visual language and for Unit 2: Materials, techniques and technology. The brief provides underpinning knowledge for the externally tested Unit 3 - Working to project briefs.</p>			

Training Set

Unit 1: 2D and 3D visual language

The assessment evidence grid states:

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.

Commentary

The selected work in the portfolio represents a number of briefs which collectively clearly meets the banner criteria. A good range of 2D is explored along with formal elements, and 3D is explored using resistant materials.

Sources used include others' work and techniques, which are used to explore media and materials in different ways to create samples and final outcomes in a vocational context.

- | | | |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 3.1 | There is evidence of a high level of technical skill and understanding and a wide range of ideas in different contexts. | 9 marks |
| 3.2 | In the range of work, alternatives have been explored and modified and a good use of materials and creative combinations are seen, especially in 2D work. | 10 marks |
| 3.3 | Research is used and ideas investigated, showing fluency and confidence with high level of technical skill demonstrated. | 9 marks |
| 3.4 | Others' work and techniques have been used to inform ideas. | 8 marks |
| 3.5 | Explanation and review is undertaken through formative and summative annotation. It begins to review, with some success, developed ideas. | 7 marks |

Total 43/50

Training Set

Unit 2: Materials, techniques and technology

The assessment evidence grid states:

In selecting work and designing your portfolio for Unit 2, you should show how well you understand and can use media, materials and techniques. This should include:

- studies in a range of different 2D media and samples, showing the use of both resistant and non-resistant 3D materials;
- records of your investigation into media, materials and associated use of tools, equipment, techniques and technology;
- evidence of different ways of working;
- research findings on how others use media, materials, techniques and technology.

These could be in a range of suitable forms, such as sketchbooks, design sheets, models, maquettes and test pieces.

You must also include your research findings about how others have used media, materials and technology and how you used what you found out.

Commentary

The selected work in the portfolio represents a number of briefs which collectively meet the banner criteria. A good range of different 2D materials is explored but this is a little limited in 3D exploration. Work has been produced in different contexts.

- | | | |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 3.1 | Investigation of a good range of materials is evident showing a high level of technical skill with supporting notes on techniques. | 9 marks |
| 3.2 | Exploration/experimentation is well explored in the development of ideas with some innovative work produced. | 10 marks |
| 3.3 | Work makes some comment on Health and Safety and work produced shows skill in application and use of tools and equipment. | 9 marks |
| 3.4 | Others' work is explored and noted and has been used to influence own ideas (i.e. African art, and textile research), but others' use of materials is not fully noted. | 7 marks |
| 3.5 | Some comment is made on refinements but does not fully discuss how a personal style has been developed through investigation of others' work. | 7 marks |

Total 42/50

Exemplar A

Unit 1: 2D and 3D visual language

Unit 2: Materials, techniques and technology



Exemplar A



Exemplar A

Unit 1: 2D and 3D visual language

The assessment evidence grid states:

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.

Commentary

Some skilful and interesting work with an imbalance between 2D and 3D materials. The ship project shows a vocational link but, as with the shoe project, this is not initially clear. It would be helpful if the brief was clearly presented, some centres use a 'client' concept and candidates are set a task which is problem solving, that usually involves a design process.

2.1	6 marks
2.2	6 marks
2.3	6 marks
2.4	4 marks
2.5	4 marks

Total 26/50

Exemplar A

Unit 2: Materials, techniques and technology

The assessment evidence grid states:

In selecting work and designing your portfolio for Unit 2, you should show how well you understand and can use media, materials and techniques. This should include:

- studies in a range of different 2D media and samples, showing the use of both resistant and non-resistant 3D materials;
- records of your investigation into media, materials and associated use of tools, equipment, techniques and technology;
- evidence of different ways of working;
- research findings on how others use media, materials, techniques and technology.

These could be in a range of suitable forms, such as sketchbooks, design sheets, models, maquettes and test pieces.

You must also include your research findings about how others have used media, materials and technology and how you used what you found out.

Commentary

Evidence is found mainly in the ship project, this was communicated in 2D and 3D visual language. The candidate carried out well organised investigation and experimented with ideas and looked briefly at others' work. However, the vocational element is not initially clear. There is very little annotation and in most of the work it is not clear that the candidate is working to a brief, looking at others' work, and evaluating their own work.

2.1 6 marks

3.2 7 marks

3.3 7 marks

2.6 4 marks

2.7 4 marks

Total 28/50

Exemplar B

Unit 1: 2D and 3D visual language

Unit 2: Materials, techniques and technology



Exemplar B



Exemplar B



Exemplar B

Unit 1: 2D and 3D visual language

The assessment evidence grid states:

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.

Commentary

Five projects completed – Natural forms, Buildings, CD Design, Tools and Rock Star Poster. Also included is French Market work (Unit 3 past exam).

- | | | |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 3.1 | Visual language used shows understanding and skill just edging into level 3, with a range of techniques in 2D and 3D being explained. | 7 marks |
| 3.2 | Combinations of mark making and object making techniques to suit the tasks, some of which are vocational in outcome, have been explored. | 7 marks |
| 3.3 | Some skill is evident in the production of image and object making techniques employed to develop ideas and intentions. | 7 marks |
| 2.4 | Research into the work of other artists and use of visual language is evident in the work, but could be better explained. | 6 marks |
| 2.5 | Evaluations are present for some of the projects undertaken but could be more clearly written to explain ideas and the development undertaken. | 5 marks |

Total 32/50

Exemplar B

Unit 2: Materials, techniques and technology

The assessment evidence grid states:

In selecting work and designing your portfolio for Unit 2, you should show how well you understand and can use media, materials and techniques. This should include:

- studies in a range of different 2D media and samples, showing the use of both resistant and non-resistant 3D materials;
- records of your investigation into media, materials and associated use of tools, equipment, techniques and technology;
- evidence of different ways of working;
- research findings on how others use media, materials, techniques and technology.

These could be in a range of suitable forms, such as sketchbooks, design sheets, models, maquettes and test pieces.

You must also include your research findings about how others have used media, materials and technology and how you used what you found out.

Commentary

Five projects are covered, some are vocational in outcome.

- | | | |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 3.1 | Investigations showing skill and understanding in a range of media, materials and techniques have been undertaken, records are on a series of design sheets, and just edge into level 3 attainment. | 7 marks |
| 2.2 | Media and materials have been used in a range of studies and samples in 2D and 3D to develop ideas and outcomes. | 6 marks |
| 2.3 | Tools, equipment and technology have been used safely in the production of work, and skill and control is demonstrated. | 6 marks |
| 2.4 | Explanation of others' use of materials, techniques and technology is not well evidenced; although some research into others' work has been undertaken. | 4 marks |
| 2.5 | Evaluation and annotation on the work could be improved to explain both ideas and development. | 5 marks |

Total 28/50

Exemplar C



Exemplar C



Exemplar C

Unit 1: 2D and 3D visual language

The assessment evidence grid states:

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.

Commentary

A good exploration of visual language has taken place and there is evidence of 2D mark-making. However, ideas have been communicated effectively and, within a range of projects provided by the centre, the candidate shows evidence of producing independent exploration and investigation to produce a good standard of work.

A more even balance of 2D and 3D visual language is preferred but the candidate has been credited for the work they have done. The candidate has explained how visual language is used by others and has evaluated their own work.

2.1 6 marks

2.2 6 marks

2.3 6 marks

2.4 6 marks

2.5 6 marks

Total 30/50

Exemplar C

Unit 2: Materials, techniques and technology

The assessment evidence grid states:

In selecting work and designing your portfolio for Unit 2, you should show how well you understand and can use media, materials and techniques. This should include:

- studies in a range of different 2D media and samples, showing the use of both resistant and non-resistant 3D materials;
- records of your investigation into media, materials and associated use of tools, equipment, techniques and technology;
- evidence of different ways of working;
- research findings on how others use media, materials, techniques and technology.

These could be in a range of suitable forms, such as sketchbooks, design sheets, models, maquettes and test pieces.

You must also include your research findings about how others have used media, materials and technology and how you used what you found out.

Commentary

Again, there is an absence of 3D work. However, the candidate has carried out well organised investigations, experimented with ideas and there is evidence of safe working practice. There is evidence that the candidate has looked at the work of others, but there is little evidence that this has been used to inform their own work. Evaluations tend to be descriptive and only marginally reflective.

3.1	7 marks
3.2	7 marks
2.3	5 marks
2.4	5 marks
2.5	5 marks

Total 29/50

Exemplar D

Unit 1: 2D and 3D visual language

Unit 2: Materials, techniques and technology



Exemplar D



Exemplar D

Unit 1: 2D and 3D visual language

The assessment evidence grid states:

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.

Commentary

A large amount of work has been produced, exploring both primary and secondary sources. The candidate has explored a good range of techniques, mainly mark making, and there is evidence of object making in design work. Drawing was used to develop ideas and the comments made about other artists are mainly descriptive.

There are annotations on the work describing the process but there is little evaluation. More exploration and self-directed investigation would lead the candidate to level two as would a more in-depth explanation of how others use visual language to produce specific effects. A final evaluation would aid the candidate in achieving a level 2 mark.

2.1	4 marks
1.2	3 marks
1.3	3 marks
1.4	2 marks
1.5	2 marks

Total 14/50

Exemplar D

Unit 2: Materials, techniques and technology

The assessment evidence grid states:

In selecting work and designing your portfolio for Unit 2, you should show how well you understand and can use media, materials and techniques. This should include:

- studies in a range of different 2D media and samples, showing the use of both resistant and non-resistant 3D materials;
- records of your investigation into media, materials and associated use of tools, equipment, techniques and technology;
- evidence of different ways of working;
- research findings on how others use media, materials, techniques and technology.

These could be in a range of suitable forms, such as sketchbooks, design sheets, models, maquettes and test pieces.

You must also include your research findings about how others have used media, materials and technology and how you used what you found out.

Commentary

The candidate has produced a good range of 2D studies but at most one piece of 3D work. Changes and development of the work is inherent and would appear to be teacher led. There are indications that the candidate is aware of Health and Safety issues and there are descriptions of what others have produced. The candidate does not reflect on either their own work or that of others.

- 1.1 3 marks
- 1.2 3 marks
- 1.3 3 marks
- 1.4 2 marks
- 1.5 2 marks

Total 13/50

Please note there is no Exemplar E

Exemplar F

Unit 1: 2D and 3D visual language

Unit 2: Materials, techniques and technology



Exemplar F

Unit 1: 2D and 3D visual language

The assessment evidence grid states:

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.

Commentary

Five projects have been completed with strong vocationality including the live Mersey Wave project.

- | | | |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 3.1 | Visual language shows a high level of technical skill, understanding and fluency, and communicates intentions and ideas well. | 8 marks |
| 3.2 | Mark making and object making techniques are explored in development and outcomes in projects, using a range of 2D and 3D techniques. | 7 marks |
| 3.3 | A high level of technical skill is evident in the work in careful and imaginative development of successful outcomes. | 8 marks |
| 3.4 | Research into others' work is well carried out, with its influence shown in the development of ideas and style. Annotation and evaluations include reference to others' work. | 7 marks |
| 3.5 | Evaluations and annotation is present throughout the sketchbook, and for most of the projects completed, but this could be stronger in explaining meanings and development of work. | 7 marks |

Total 37/50

Exemplar F

Unit 2: Materials, techniques and technology

The assessment evidence grid states:

In selecting work and designing your portfolio for Unit 2, you should show how well you understand and can use media, materials and techniques. This should include:

- studies in a range of different 2D media and samples, showing the use of both resistant and non-resistant 3D materials;
- records of your investigation into media, materials and associated use of tools, equipment, techniques and technology;
- evidence of different ways of working;
- research findings on how others use media, materials, techniques and technology.

These could be in a range of suitable forms, such as sketchbooks, design sheets, models, maquettes and test pieces.

You must also include your research findings about how others have used media, materials and technology and how you used what you found out.

Commentary

Five projects have been completed with strong vocationality in the projects, especially Mersey Wave Archway.

- | | | |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 3.1 | A high level of technical skill and understanding is evident in the work, development and outcomes, using a range of 2D and 3D work in both resistant and non-resistant materials. (Archway, bag and belt projects, interiors and Holocaust painting). | 8 marks |
| 3.2 | Media and materials are explored and used to develop innovative work in each of the projects undertaken. | 8 marks |
| 3.3 | Innovative development work communicates ideas well and demonstrates a high level of care and skill in the range of techniques used. | 8 marks |
| 2.4 | Working methods of others are used to develop ideas for archway, bag and belt projects but these could be explained in greater depth. | 6 marks |
| 3.5 | Evaluation and review of the projects undertaken is evident, but could be more in-depth and evaluative. | 7 marks |

Total 37/50

Training Set 1 - June 2004 Brief 1 Mural Design

Unit 3: Working to project briefs



Training Set 1 – June 2004 Brief 1 Mural Design**Unit 3: Working to project briefs**

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

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

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.

Commentary

2.1	Some alternatives are offered which are influenced by others' work. Requirements are met, i.e. constraints.	5 marks
2.2	Secondary sources are well used to inform ideas. No primary sources.	4 marks
2.3	Painting technique selected and the final design proposal shows skill and development	5 marks
2.4	Presented logically with a supporting commentary. The final design is effectively presented.	6 marks
2.5	The final evaluation discusses the final proposal effectively.	6 marks

Total 26/50

Training Set 2 – June 2004 Brief 2 Sculpture Design

Unit 3: Working to project briefs



Training Set 2



Training Set 2 – June 2004 Brief 2 Sculpture Design**Unit 3: Working to project briefs**

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

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

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.

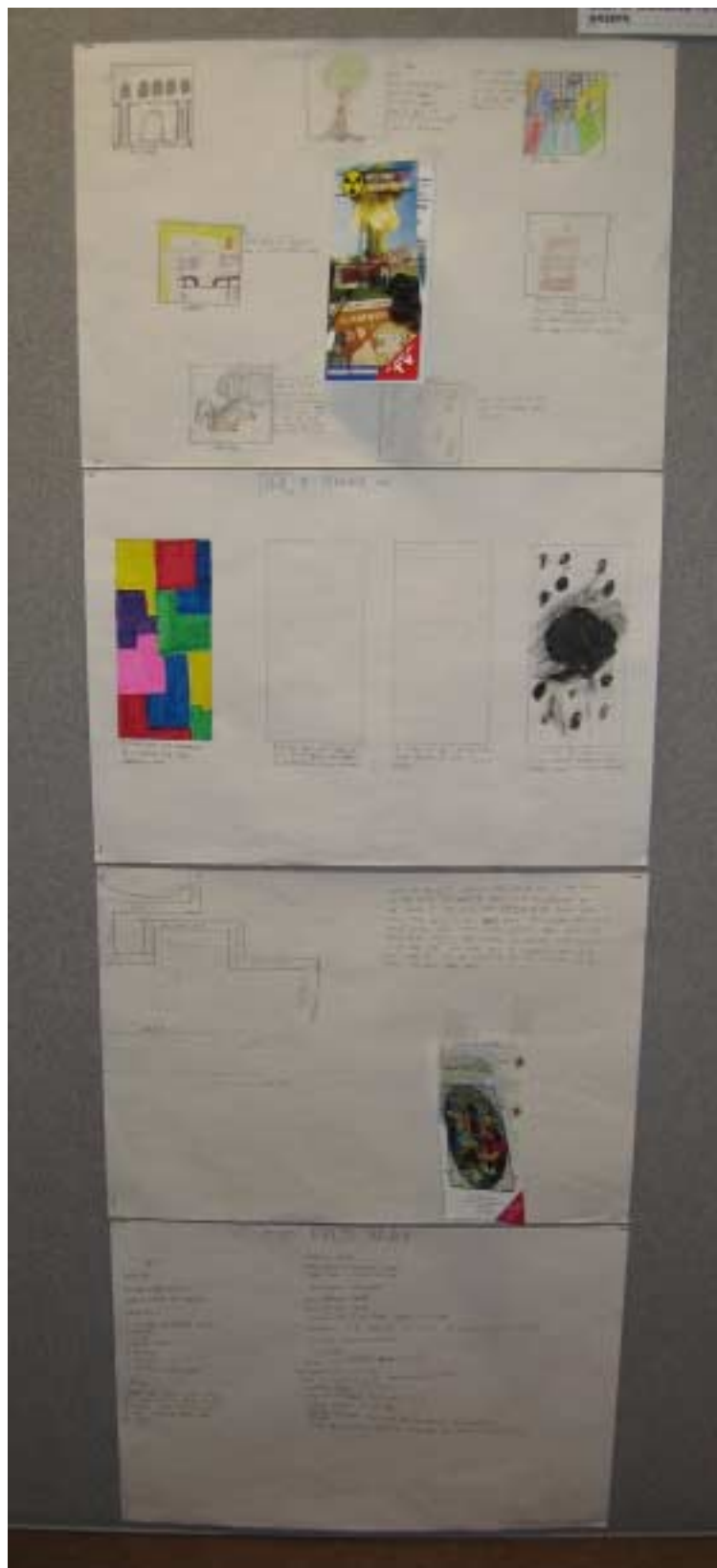
Commentary

2.1	Different ideas are presented which provide a response to the scenario and brief.	4 marks
1.2	Relevant information is collected with reference to contemporary sculpture only.	3 marks
2.3	Effective use of IT is seen in particular to present ideas and visualise the final outcome. 3D model made.	4 marks
2.4	Presentation good. Clearly shows ideas and outcome possibilities.	4 marks
1.5	Evaluation lacks suggestions for improvements and supporting formative commentary.	2 marks

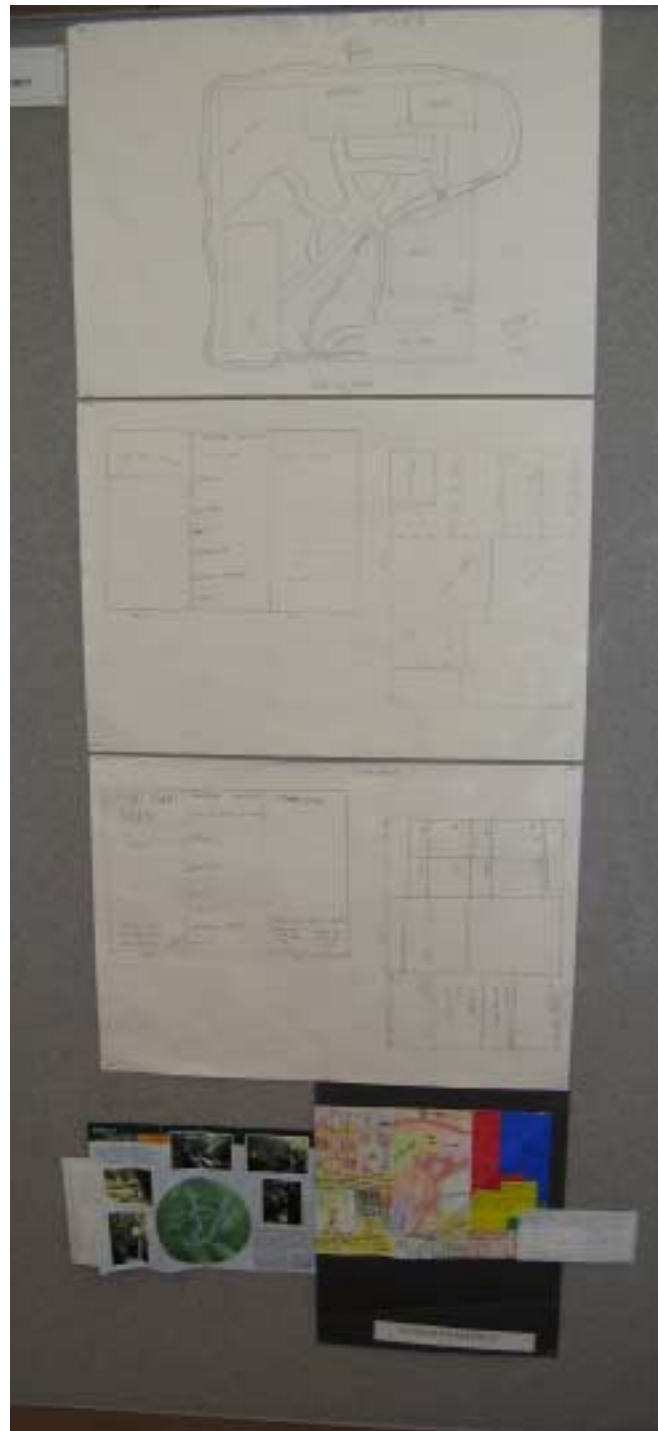
Total 17/50

Exemplar 1 – June 2004 Brief 3 Leaflet

Unit 3: Working to project briefs



Exemplar 1



Exemplar 1 – June 2004 Brief 3 Leaflet

Unit 3: Working to project briefs

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

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

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.

Commentary

Meets all level 1 criteria, with some achieved at level 2. Achieves level 2.1 with more than one idea. Makes effective use of a range of materials and processes. There is a sequential progression through the preparatory work but quality and competence are limited. Lacks evaluation.

2.1	4 marks
2.2	4 marks
2.3	4 marks
1.4	3 marks
1.5	1 mark

Total 16/50

Exemplar 2 – June 2004 Brief 3 Leaflet

Unit 3: Working to project briefs



Exemplar 2



Exemplar 2



Exemplar 2 – June 2004 Brief 3 Leaflet**Unit 3: Working to project briefs**

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

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

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.

Commentary

- | | | |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 3.1 | A range of alternative layout and brochure ideas are presented showing an in-depth understanding and an innovative response to the brief. Constraints met. | 9 marks |
| 3.2 | A range of resources are used, including IT, but not relying on it for a slick presentation. Some primary and secondary sources are used. There is an effective design proposal which is well presented. | 9 marks |
| 3.3 | Confidence and fluency are shown throughout, there is well explained annotation and media and materials are well used. | 10 marks |
| 3.4 | The final idea is presented effectively and the final evaluation explains the development and outcome. Logo and brochure research is well used. | 9 marks |
| 3.5 | Evaluation is well written and detailed in reviewing both work and process. | 10 marks |

Total 47/50

Exemplar 3 – June 2004 Brief 1 Mural Design

Unit 3: Working to project briefs



Exemplar 3 – June 2004 Brief 1 Mural Design

Unit 3: Working to project briefs



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

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

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.

Commentary

Consistently meets the level 2 assessment criteria. Evaluation is well considered and uses vocational and technical terms, taking into account all the constraints of the brief, i.e. health and safety, material, weatherproofing etc.

2.1	4 marks
2.2	4 marks
2.3	5 marks
2.4	4 marks
2.5	5 marks

Total 22/50

Exemplar 4 – June 2004 Brief 3 Leaflet

Unit 3: Working to project briefs



Exemplar 4 – June 2004 Brief 3 Leaflet

Unit 3: Working to project briefs

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

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

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.

Commentary

There is a range of ideas in evidence, but the source material is elusive in places. There is a lack of primary sources, but effective use has been made of materials and processes showing confidence and fluency (3.3). The influence of others' work is shown (3.4). Original artwork is produced showing proficiency in the use of IT.

2.1	6 marks
2.2	5 marks
3.3	8 marks
3.4	7 marks
2.5	6 marks

Total 32/50

Exemplar 5 – June 2004 Brief 2 Sculpture Design

Unit 3: Working to project briefs



Exemplar 5 – June 2004 Brief 2 Sculpture Design

Unit 3: Working to project briefs

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

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

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.

Commentary

- | | | |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 1.1 | The candidate has worked to the requirements of the brief, considering the theme of mini-beasts. Constraints are mentioned in the initial stage of development but are not evident in the final outcome – size, scale, materials, techniques used etc. | 2 marks |
| 1.2 | There is some drawing of relevant images with more than one idea in these but not real alternatives. | 2 marks |
| 1.3 | Painting and drawing techniques are used. There is no indication of how the final outcome would be produced or what it would be made of. | 2 marks |
| 1.4 | The final painting is well displayed; shows potential for sculpture only. | 2 marks |
| 1.5 | No evaluation. There is some annotation in the sketchbook but this is not evaluative. | 0 marks |

Total 8/50

Exemplar 6 – June 2004 Brief 5 Parasol Design

Unit 3: Working to project briefs



Exemplar 6



Exemplar 6 – June 2004 Brief 5 Parasol Design**Unit 3: Working to project briefs**

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

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

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.

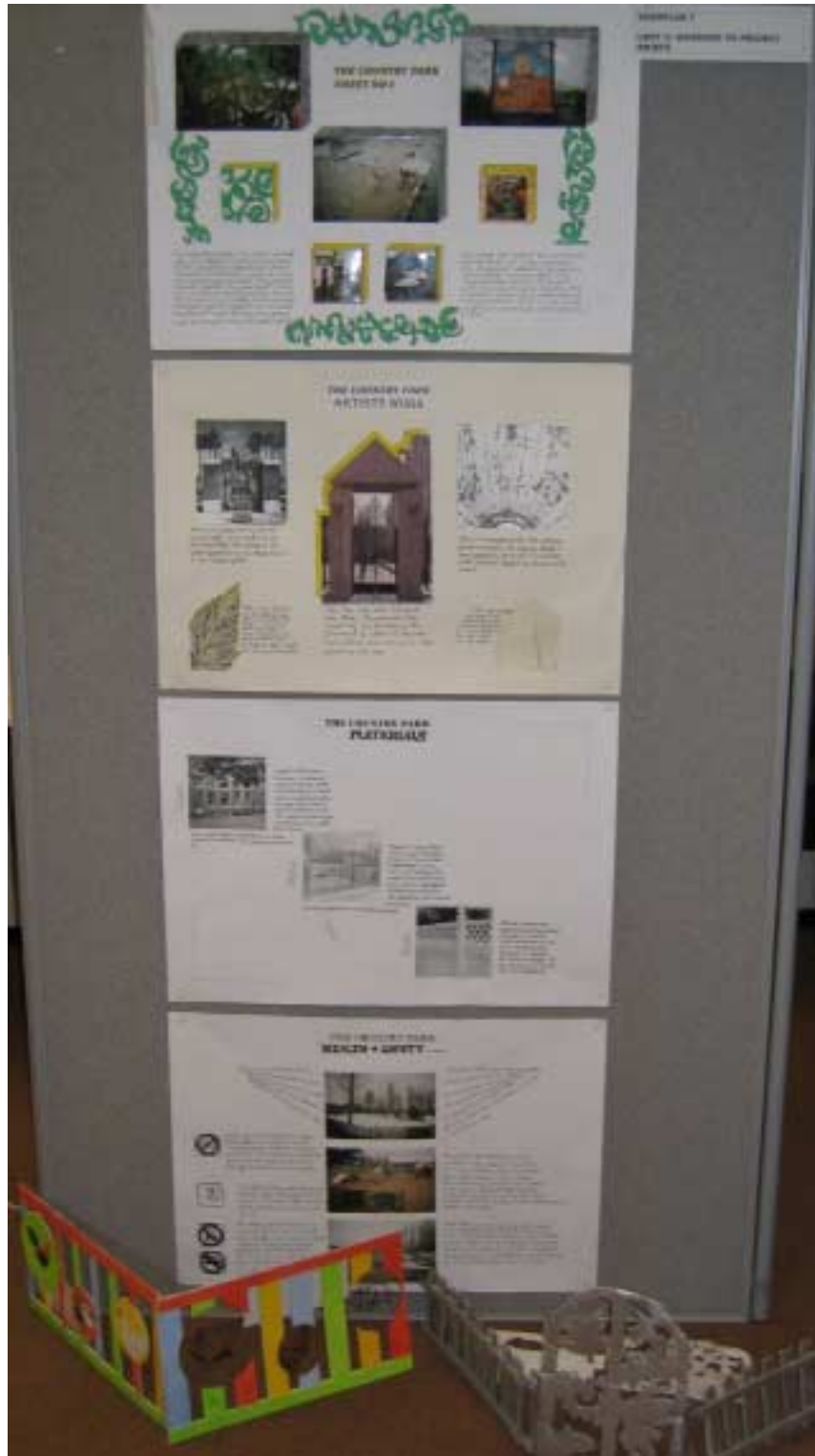
Commentary

2.1	Presents a range of ideas and alternatives.	5 marks
2.2	Limited primary source material but has a satisfactory design proposal.	4 marks
3.3	Very effective use of materials and processes.	7 marks
2.3	Effective display of the final design.	6 marks
2.4	No consideration is given to the constraints of the brief, i.e. fabric, weatherproofing, construction (textile techniques). Lacks evaluation.	4 marks

Total 26/50

Exemplar 7 – June 2004 Brief 4 Fencing Design

Unit 3: Working to project briefs



Exemplar 7 – June 2004 Brief 4 Fencing Design

Unit 3: Working to project briefs

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

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

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.

Commentary

Meets all level 1 criteria.

Level 2.1, 2.2 and 2.3 are just met.

Research and the practical constraints of the brief are explored, especially the safety aspects, but artwork is minimal and very weak. Ideas for development are very limited and there is no meaningful evaluation for the client.

2.1	4 marks
2.2	4 marks
2.3	4 marks
1.4	3 marks
1.5	3 marks

Total 18/50

Exemplar 8 – June 2004 Brief 5 Parasol

Unit 3: Working to project briefs



Exemplar 8 – June 2004 Brief 5 Parasol Design

Unit 3: Working to project briefs

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

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

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.

Commentary

- | | | |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 2.1 | Four alternative designs are presented on an A2 sheet. Constraints are met in part, although understanding is not in-depth. | 6 marks |
| 3.2 | Research is on country parks, sculptures, Art Nouveau, Photoshop designs, patchwork, butterflies, umbrellas and Chinese designs. Problems are explained on A2 sheet, in the letter and in evaluation. | 7 marks |
| 3.3 | There is confidence and fluency in Batik design and in techniques employed to develop the design. | 8 marks |
| 3.4 | The letter explains influences and work is displayed effectively on the A2 sheet and in the final outcome. | 7 marks |
| 3.5 | Evaluation and letter explains work well. | 7 marks |

Total 35/50