



GCSE Applied Art and Design (Double Award)

Teacher Support and Standardising Spring 2006

June 2006 series

Reminder Notes

This document is for use by teachers of AQA's GCSE 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

Training Set

Unit 1: 2D and 3D visual language

Unit 2: Materials, techniques and technology



Training Set

Unit 1: 2D and 3D visual language

Unit 2: Materials, techniques and technology



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Unit 1: 2D and 3D visual language

Unit 2: Materials, techniques and technology



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 represents four vocational briefs (African head-dress, shoes, Chinese wall hanging and mosaic) which collectively clearly meet the banner criteria. The mosaic is a live project brief, working in the community. A good range of sources has been used and a range of 2D and 3D techniques explored. There is evidence of different ways of working in the production of the outcomes, and both mark-making and object-making are undertaken confidently. Research includes how others use visual language and this is used well to develop ideas and outcomes. Resistant materials are used in the African project, i.e. plastic, metal and wood. Non-resistant materials, i.e. textiles are used in the Chinese wall hangings and clay is used in the mosaic project by using existing tiles.

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|-----|--|---------|
| 3.1 | Visual language has been used with a high level of technical skill, understanding and fluency in all projects. | 9 marks |
| 3.2 | In the range of work, alternatives have been explored and modified and good use of materials and creative combinations are seen, especially in the outcomes. | 8 marks |
| 3.3 | Research is used and ideas are investigated and progressed, demonstrating a high level of technical skill. | 8 marks |
| 3.4 | Others' work has been used to inform ideas and forms a strong part of the development of the projects. | 8 marks |
| 3.5 | Review, annotation and evaluation are present throughout the work and are consistently good. | 9 marks |

Total 42/50

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 represents a series of four vocational briefs (African head-dress, shoes, Chinese wall hanging and mosaic) which collectively meet the banner requirements. A good range of 2D media has been explored and projects show the use of both resistant and non-resistant 3D materials. Records of investigations and processes are thorough and consistent and there is evidence of different ways of working in the development and production of the final outcomes. Research into the work of others has been well documented and has been used to develop ideas.

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| 3.1 | Investigation and use of a good range of materials is evident, showing a high level of technical skill with supporting notes on techniques. | 9 marks |
| 3.2 | Innovative work is produced through experimentation and exploration of materials and techniques. | 9 marks |
| 3.3 | Work shows skill and care in application and use of tools and equipment. Safe use and health and safety evidence are included on design and process sheets. | 9 marks |
| 3.4 | Others' work is explored and noted, and has been used to influence own ideas, but this could be more fully noted as for others' use of materials. | 7 marks |
| 3.5 | Review, annotation and extensive evaluations are present for each project, and are consistently good throughout. | 10 marks |

Total 44/50

Exemplar 1

Unit 1: 2D and 3D visual language

Unit 2: Materials, techniques and technology



Exemplar 1

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

This unit of work consists of four projects – natural forms, fantastic creature, identity and portraits. There is a selection of 2D and 3D work in a limited range of media which shows some exploration of ideas and materials, working to a theme but not necessarily in a vocational context. The quality of the work could have been enhanced with a selection of art, craft and design briefs where candidates are set a task in which they have to employ design processes and problem-solving skills with appropriate exploration of media. There is no evidence of use of ICT.

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| 2.1 | Some exploration, at times limited, with visual language using mainly selected secondary sources. | 5 marks |
| 2.2 | Some independence is shown in selecting suitable mark-making and object-making techniques with exploration of possible ways forward. | 5 marks |
| 2.3 | Image and object-making techniques have been investigated to develop ideas and find suitable solutions to the task. | 6 marks |
| 1.4 | Limited evidence of identifying how others have used visual language with some cross-reference of influence in the candidate's own work. | 2 marks |
| 2.5 | Comments on how visual language has been used in developing ideas are mainly descriptive. | 4 marks |

Total 22/50

Exemplar 1

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

This unit of work consists of four projects – natural forms, fantastic creature (3D papier mâché), identity (3D image) and portraits. The candidate has produced some organised investigations and experimented with ideas but exploration of 2D and 3D media, techniques and technology is in a limited range.

Evaluation tends to be descriptive and lacks reflection and alternative ideas or solutions. A wider variety of media, including more use of resistant and non-resistant 3D materials is essential in order to attain higher marks.

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| 2.1 | Some well-organised investigations into the working properties of 2D and 3D materials in a limited range of studies. | 5 marks |
| 2.2 | A range of 2D and more limited 3D materials, techniques and technology is used in the development of ideas. | 5 marks |
| 2.3 | Skill and control are demonstrated in the production of work although evidence of health and safety issues is minimal. | 4 marks |
| 1.4 | Minimal research into the work of others and how they have used materials, techniques and technology to create specific effects. | 2 marks |
| 2.5 | Evaluation of the work and processes is evident in some areas, particularly in 3D projects, but lacks reflection and alternative solutions. | 4 marks |

Total 20/50

Exemplar 2

Unit 2: Materials, techniques and technology



Exemplar 2

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 work for this unit consists of four projects – a wall hanging, Angel mask, an insect mosaic and Lichtenstein shoes.

The selected work from this candidate shows a lively range of 2D and 3D techniques which meet criteria in Level 2, and in some criteria reach Level 3. There is good experimentation with media and materials leading to interesting surface pattern. The candidate is aware of the constraints in different processes, however, refinement of ideas could be a little more in depth.

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| 3.1 | The candidate has investigated the properties of different materials and considered their appropriateness for use in each brief e.g. angel mask. | 7 marks |
| 3.2 | Media and materials are explored well with test samples and experimentation on work sheets. Materials are used imaginatively for surface decoration. | 7 marks |
| 3.3 | A range of techniques have been used in the construction of the 3D outcomes, however, the shoe has been customised rather than constructed. | 7 marks |
| 2.4 | There is evidence of how others' work has influenced outcomes, however, to reach Level 3 this needs to be in greater depth. | 6 marks |
| 2.5 | Each project has an evaluation which outlines constraints of processes and materials but evaluations do not suggest how work could be changed or improved. | 6 marks |

Total 33/50

Exemplar 3

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

This unit of work consists of six projects – wildlife, kite, teapot, stamps, mobile and packaging.

There is a large amount of work in a variety of media, although mainly 2D work, has been produced exploring a limited number of primary sources and mostly secondary sources. A good range of techniques has been explored, the strongest area being mark-making. There is evidence of annotation but this generally describes process with little evaluation. Comments on other artists are also purely descriptive. More exploration and self-directed investigation with more in-depth explanation of how others use visual language to produce specific effects would help the candidate to attain Level 2.

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| 1.1 | Visual language has been explored through a range of secondary sources but there is little evidence of primary sources. | 3 marks |
| 1.2 | A range of techniques is used, mainly mark-making with small amounts of object-making. Formal elements, in selected combinations, are recognised but with limited exploration. | 3 marks |
| 1.3 | Drawing and other methods are used to develop ideas and intentions. | 3 marks |
| 1.4 | The comments made about other artists are mainly descriptive with limited use of technical terms. | 2 marks |
| 1.5 | There are comments on the use of visual language in the development of ideas but these are basic. | 2 marks |

Total 13/50

Exemplar 3

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

This unit of work consists of six projects – wildlife, kite, teapot, stamps, mobile and packaging.

This candidate has produced a large amount of work in a varied range of 2D studies but evidence of 3D work is minimal. Through the use of worksheets there are indications that the candidate is aware of health and safety issues but does not necessarily fully understand the correct use of tools, equipment and technology. Most of the annotation is descriptive and there is a lack of evaluation of the candidate's own work and of the work of others. The quality of the work could have been enhanced with more exploration of 3D media.

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|-----|--|---------|
| 1.1 | Limited evidence of exploration of 3D media but a large amount studies of 2D in a range of media. | 2 marks |
| 1.2 | Changes and development in the production of work is rarely evident. Little exploration of a possible range of ideas. | 2 marks |
| 1.3 | Much of the evidence of working safely with the correct use of tools, equipment and technology is in the form or worksheets produced by the teacher. | 3 marks |
| 1.4 | Comments on how others use materials, techniques and technology is mainly descriptive with little understanding of process in the work of others. | 2 marks |
| 1.5 | Little comment on the use of materials, techniques and technology in developing ideas, mainly descriptive. | 2 marks |

Total 11/50

Exemplar 4

Unit 1: 2D and 3D visual language

Unit 2: Materials, techniques and technology



Exemplar 4

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

This unit consists of three project briefs – textiles bedlinen/curtains, programme cover and coffee bean. The unit consists of a broad range of media with a good variety of investigations and experiments. There is clear evidence that the candidate has taken the original image, the coffee bean, and exploited it whilst experimenting in a variety of 2D and 3D outcomes, e.g. ceramic jug and plate.

Clearly the candidate has noted and logged their ideas and thoughts clearly and progression is well documented.

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| 3.1 | Good annotation indicates the candidate's empathy with the brief and understanding of media. The candidate produces good evidence of linking processes and skills, via annotation and visual references. | 7 marks |
| 3.2 | There is a good balance of suggested outcomes through a wide variety of materials. The candidate has indicated and recognised how such materials could be used to fulfil the brief. There is clear evidence that the candidate has exploited materials with ongoing evaluation. | 7 marks |
| 2.3 | Level 2 is achieved due to the candidate not taking the more experimental elements further. Use of ICT to further develop ideas would be beneficial. | 6 marks |
| 2.4 | There could have been greater reference to others' use of visual language. | 4 marks |
| 3.5 | There is a good record of the candidate's progress, successes and failures. The candidate has reflected upon how visual language has assisted their progress. | 7 marks |

Total 31/50

Exemplar 4

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 illustrates, and records through annotation, a good understanding of media and materials and how to manipulate them. Materials are stamped, bent, moulded, and so on, as experimental pieces. A closer linking of materials by hanging, attaching, tying and amalgamating would have achieved a higher mark. The unit would benefit from a wider reference to health and safety, tools, equipment and technology, considering the scope of the materials used. The candidate makes reference to working outside of the centre and planning the use of workshops which is good.

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| 2.1 | The candidate recognises some of the limitations and scope of various media and shows a range of experimental pieces. | 6 marks |
| 2.2 | There is evidence that the candidate has linked ideas to materials. The coffee bean image is featured in 2D and 3D. Materials tend to be seen by the candidate independently rather than being combined. | 7 marks |
| 3.3 | There is evidence of skill and control in the use of vacuum forming, metals, ceramics and a variety of media. | 6 marks |
| 2.4 | The candidate is less successful in acknowledging and recording how others use materials, techniques and technologies. | 5 marks |
| 3.5 | It is clear that the candidate has recorded their reflections in annotation. | 7 marks |

Total 31/50

Exemplar 5

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

This unit consists of five projects – fantastic creature, portrait, Fauvism, necklace and paradise garden. There is a selection of 2D and 3D investigations with some successful outcomes.

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|-----|--|---------|
| 2.1 | A range of investigations showing some effective use of primary and secondary sources on a series of design sheets to enable Level 2 to be attained. | 5 marks |
| 2.2 | Mark-making and object-making techniques have been explored with some success to suit the tasks. | 4 marks |
| 2.3 | Skill and control is evident through the development of ideas within the range of projects. | 4 marks |
| 1.4 | Minimal evidence of written comment on visual language is evident in only the Fauvist project. | 1 mark |
| 1.5 | Minimal comment on design proposals and visual language. | 1 mark |

Total 15/50

Exemplar 5

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 projects for this unit are fantastic creature, portriat, Fauvism, necklace and paradise garden. A range of 2D and 3D experiments and investigations using a variety of media, materials and techniques.

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|-----|---|---------|
| 2.1 | Investigations have been undertaken through a range of design sheets and maquettes. | 5 marks |
| 2.2 | A variety of experiments are seen leading towards some successful outcomes in 2D and 3D. | 4 marks |
| 2.3 | Skill and control are evident. | 4 marks |
| 1.4 | Very minimal written reference to others use of materials and techniques although there are some visual references and experiments evident. | 1 mark |
| 1.5 | Minimal written annotation/evaluation. | 1 mark |

Total 15/50

Exemplar 6

Unit 1: 2D and 3D visual language

Unit 2: Materials, techniques and technology



Exemplar 6

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

This unit consists of four projects – Gods and Monsters theatre design, Pop Ya Collar design for T-Shirt and ceramic relief sign, and novelty cakes.

There is some sequential development and this results in 2D and 3D outcomes.

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|-----|--|---------|
| 2.1 | There is evidence of an exploration into different ideas and alternative designs are presented on worksheets. | 5 marks |
| 2.2 | The use of source material has informed a range of possible outcomes such as the 3D puppet, however, evidence of 2D mark-making is more limited. | 4 marks |
| 2.3 | Both image and object-making techniques have helped to strengthen ideas. The use of ICT has enhanced the mark awarded. | 5 marks |
| 1.4 | There is evidence in the sketchbook to show the work of others but annotation is limited. | 3 marks |
| 1.5 | Comments on visual language across 2D and 3D projects is only at a basic level. | 3 marks |

Total 20/50

Exemplar 6

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

This unit consists of four projects – Gods and Monsters theatre design, Pop Ya Collar design for T-Shirt and ceramic relief sign, and novelty cakes.

The 3D outcomes show a certain level of skill and control. However, there is a lack of development in sketchbooks and worksheets. Projects lack a final evaluation and experimentation with techniques is limited.

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|-----|---|---------|
| 2.1 | There is some evidence of an understanding of media, especially in the 3D outcomes. | 4 marks |
| 2.2 | Outcomes are produced showing a range and combination of materials, techniques and technology. | 5 marks |
| 2.3 | Outcomes show skill and control in the use of materials and technology in the T-shirt, ceramic relief and puppet. | 5 marks |
| 1.4 | Annotation produced in the sketchbook identifies how others have used visual language, as in the Egypt models page. | 3 marks |
| 1.5 | There are comments on how ideas were developed, however, they are limited in context. | 3 marks |

Total 20/50

Exemplar 7

Unit 1: 2D and 3D visual language

Unit 2: Materials, techniques and technology



Exemplar 7

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

This unit of work includes the following briefs: Cubist Café/menu holder; mini-beast sculpture; Casa Gaudi/Mondrian ceramic sculpture; Highlands Country Print (Lino); Shoe Bags and Giacometti Sculpture.

The work produced meets the criteria for Level 3. There is a good range of both 2D and 3D outcomes, and the 2D work in large sketchbook shows a fluency in mark-making techniques. Ideas have been developed at each stage with suggestions for improvements. Adjustments are documented in a lively and informative sketchbook.

- 3.1 The candidate shows sound evidence to meet criteria in Level 3. There is a fluency in the development of ideas, as in the cubist café brief with good understanding of formal elements. 8 marks
- 3.2 Both 2D and 3D outcomes exhibit sound exploration of techniques. There is evidence of ICT and painting/drawing skills are of a good level and enhance ideas. 7 marks
- 3.3 Ideas are presented in alternative formats and the candidate has fully recognised how to improve and modify existing ideas. 8 marks
- 3.4 There are in-depth studies into the work of others to meet Level 3. For example, different elements of Mondrian's work has informed the final ceramic sculpture. 7 marks
- 3.5 Annotation in the sketchbook is thorough, reflecting on how the candidate has refined ideas for the brief at each stage. 8 marks

Total 38/50

Exemplar 7

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

This unit of work includes the following briefs: Cubist Café/menuholder; mini-beast sculpture; Casa Gaudi/Mondrian ceramic sculpture; Highlands Country Print (Lino); Shoe Bags and Giacometti Sculpture.

The candidate has produced a range of 2D/3D work which meets Level 3 criteria. The sketchbook contains working drawings for each brief, with good refinement of ideas. There are good explanations of processes and how these have informed the final outcome. The work of other artists has influenced developmental decisions in each brief.

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| 3.1 | The candidate is able to select appropriate techniques and processes, and is able to make judgements about the limitations of materials. | 8 marks |
| 3.2 | There is an innovative use of media and materials across each brief. | 7 marks |
| 3.3 | Work is developed in a logical progression paying particular attention to the use of tools and equipment as in the lino project. | 8 marks |
| 3.4 | The candidate's work is well informed by artists such as Mondrian and by in-depth exploration into the work of Cubists. | 7 marks |
| 3.5 | Evaluations are comprehensive, highlighting technical refinements/possible changes in development. | 8 marks |

Total 38/50

Exemplar 8

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 unit consists of four projects – Fantastic creatures, portraits, paradise gardens and identity which demonstrate some thorough investigations and a good overall understanding of visual language.

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| 3.1 | A broad range of ideas and experiments in initial research which result in successful outcomes. | 7 marks |
| 3.2 | In-depth investigations using a broad range of 2D and 3D media and materials lead to final pieces/artefacts. | 8 marks |
| 3.3 | There is sufficient evidence of skill in a range of 2D and 3D media and materials to just warrant Level 3. | 7 marks |
| 2.4 | There is some evidence of a commentary regarding artists' use of specific effects e.g. Francis Bacon in the portrait design sheet. | 5 marks |
| 2.5 | Evaluations are evident but lack in-depth review of own use of visual language. | 5 marks |

Total 32/50

Training Set – June 2005 Brief 1 Mural Design

Unit 3: Working to project briefs



Training Set – June 2005 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

The candidate has chosen Brief 1 – ‘Design a mural which will act as a backdrop for the creative corner’. The banner headings have been clearly met with research into art, music, movement and dance. There is appropriate reference to others’ work which is used well to support the design process to produce a design proposal which is fit for purpose. Work is suitably presented with a final written evaluation.

- 2.1 The brief has been understood and research has been used to create a number of possible ideas/alternatives. However, these are limited to a narrow arrangement of figures and a restricted colour palette. A broader range of different alternatives would have increased the mark to level 3. 6 marks
- 3.2 The range of sources, including artists’ work such as Delaunay and Kandinsky and images relating to the theme, is well documented. Secondary sources dominate but are used effectively. 8 marks
- 3.3 There is a confidence and fluency in the developmental work and in the design proposal which is effective and lively. 8 marks
- 3.4 The work is suitably presented and the explanation to support level 3 is on the design/research sheet and final evaluation. 7 marks
- 3.5 There are effective and specific comments which show an understanding of the design process but these could have been more detailed descriptions of influences and changes of direction/decisions made. 7 marks

Total 36/50

Exemplar A – June 2005 Brief 2 Floor Mosaic Design

Unit 3: Working to project briefs



Exemplar A – June 2005 Brief 2 Floor Mosaic 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

The candidate has chosen Brief 2 – ‘Design a floor mosaic that will aid mathematical development’. The banner headings have been met with appropriate research to support and aid the development of ideas and the production of a design proposal which is fit for purpose. The process is well documented and supported by annotation and a final evaluation.

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| 2.1 | The constraints are well considered in the initial stages with a number of alternatives and some referencing to modifications which could be made. | 6 marks |
| 2.2 | Sources have been used to inform ideas including primary research via an interview and visits. Ideas are clearly linked to the brief and research. Some reference to others’ work is included. | 6 marks |
| 2.3 | The materials selected have been used effectively to portray the design proposal. | 6 marks |
| 2.4 | Presentation is easy to follow and maps the design process from initial ideas to final design proposal and is supported with annotation. | 6 marks |
| 3.5 | Annotation is used throughout and the final evaluation discusses strengths and weaknesses. | 7 marks |

Total 31/50

Exemplar B – June 2005 Brief 3 Story-time Chair 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

The candidate has chosen Brief 3 – ‘Design a Story-time Chair... The design must reflect letter forms’. The research collected is appropriate and has been considered in the design proposal. The design proposal would benefit from supporting 3D prototypes and referencing to possible materials to be used. Work is supported by some annotation and a descriptive final evaluation.

- | | | |
|-----|---|---------|
| 2.1 | A number of initial alternatives are presented and the constraints acknowledged i.e. design must reflect letter forms. | 4 marks |
| 2.2 | Appropriate sources evidenced and used in final design proposal. Sources all secondary although evaluation indicates visit to source upholstery materials. A satisfactory design proposal was produced. | 4 marks |
| 1.3 | Effective use of 2D media in the design proposal. However, design not realised in 3D or potential materials discussed. | 3 marks |
| 2.4 | Design proposal suitably displayed but referencing to 3D materials and a prototype/s would have supported the design proposal much more effectively. | 4 marks |
| 2.5 | There is some supporting annotation on design work and a final evaluation which is mainly descriptive. Some use of visual language and reference to others’ work. | 4 marks |

Total 19/50

Exemplar C – June 2005 Brief 1 Mural Design

Unit 3: Working to project briefs



Exemplar C – June 2005 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

The candidate has chosen Brief 1 – ‘Design a mural which will act as a back drop for the creative corner’. Banner headings are met although there are some gaps in research with limited supporting comments and a basic final evaluation.

- 2.1 A number of possible ideas are created using the theme of music and art. There are some strong images inspired by the work of Kandinsky in particular. Some ideas are incomplete. 5 marks
- 2.2 There is evidence that the candidate did draw from primary sources (photographs of musical instruments and visit to a nursery) and the work is mainly influenced by Kandinsky to produce a design proposal which is fit for purpose. 5 marks
- 2.3 Materials and processes selected are appropriate to ideas and emphasise the colour and boldness of the designs. Materials are used effectively and skill is shown. 5 marks
- 2.4 The design proposal is effectively presented in a suitable way with limited supporting comments. 5 marks
- 1.5 The final evaluation is basic and the lack of annotation throughout limits the marks awarded. 3 marks

Total 23/50

Exemplar D – June 2005 Brief 5 Fabric Blinds Design

Unit 3: Working to project briefs



Exemplar D – June 2005 Brief 5 Fabric Blinds 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

The candidate has chosen Brief 5 – ‘Design a series of four fabric blinds based on the weather, to develop children’s understanding of the environment.’ The banner headings have been met with appropriate vocational research to aid the development of educational ideas. The process is documented and an appropriate and fit for purpose design proposal is presented with a supporting final evaluation.

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|-----|---|---------|
| 2.1 | A number of possible ideas are documented relating to the scenario and brief selected with the commentary clearly showing an understanding of the constraints. However, alternatives are limited. | 5 marks |
| 2.2 | Good vocational research is used to inform ideas along with reference to artists’ work, which led to an appropriate design solution. | 6 marks |
| 2.3 | Appropriate materials are used to explore the brief selected. | 5 marks |
| 2.4 | Work is well documented in a sketchbook with a supporting prototype presented to support design ideas. The design proposal is fit for purpose. | 6 marks |
| 2.5 | There is annotation/commentary on ideas throughout with a supporting final evaluation. | 6 marks |

Total 28/50

Exemplar E – June 2005 Brief 1 Mural Design

Unit 3: Working to project briefs



Exemplar E – June 2005 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

The candidate has chosen Brief 1 – ‘Design a mural which will act as a back drop for the creative corner.’ The banner headings have been clearly met with research into art, music, movement and dance informing ideas and the design proposal is fit for purpose. Work is suitably presented with research and development laid out clearly in a sketchbook with a design proposal to an appropriate scale. Work is well supported throughout with annotation and a final evaluation.

- 2.1 A number of possible ideas relating to the selected brief are evidenced showing that the constraints have been met. However, these are limited and the design proposal is a direct copy of an initial idea. 6 marks
- 3.2 A range of sources have been used to inform ideas and these are well documented in a sketchbook. These are predominately secondary sources, with some supporting primary sources. 8 marks
- 3.3 The design proposal shows skill and confidence in the choice of materials. 8 marks
- 3.4 The work is suitably presented and is well supported by annotation throughout, showing the thought process clearly. 8 marks
- 3.5 There is annotation throughout, with supporting notes regarding health and safety. The comments show an understanding of the process, but there could have been more detailed descriptions of changes and decisions made. 7 marks

Total 37/50

Exemplar F – June 2005 Brief 2 Floor Mosaic Design

Unit 3: Working to project briefs



Exemplar F – June 2005 Brief 2 Floor Mosaic 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

Candidate has chosen Brief 2 – ‘Design a floor mosaic that will aid mathematical development.’ A number of elements are incomplete or not fully resolved.

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|-----|---|---------|
| 1.1 | Requirements of the brief are met. Some ideas are not to an appropriate scale. | 2 marks |
| 1.2 | There is some limited, relevant research which was used in a limited way to develop the design proposal. | 2 marks |
| 1.3 | Different media are used in the design process but there is no reference to materials to be used for the final production of the design proposal. | 3 marks |
| 1.4 | Work is presented but there is no indication of scale or of materials or weatherproofing. | 1 mark |
| 1.5 | There is no commentary but there is a final evaluation which is minimal and descriptive. | 1 mark |

Total 9/50

Exemplar G – June 2005 Brief 2 Floor Mosaic Design

Unit 3: Working to project briefs



Exemplar G – June 2005 Brief 3 Floor Mosaic 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

The candidate has chosen Brief 2 – ‘Design a floor mosaic that will aid mathematical development’. The design proposal is effective but is not fully supported by sufficient appropriate research or supporting commentary.

- 2.1 A number of ideas are evident in response to the brief. The design proposal is lively and colourful and the requirements of the brief, i.e. numbers, pattern making and shape are met. The size constraint is understood. 4 marks
- 1.2 The collection of relevant information is very limited with copied information on mosaics being the only evidence. Therefore the work shows limited informed ideas. 1 mark
- 2.3 There is effective use of the mosaic technique and this has created a successful design proposal. 4 marks
- 2.4 The design proposal shows clearly the use of mosaic technique and illustrates the qualities to the client but there is limited commentary on the design sheets to support ideas. 3 marks
- 1.5 There is limited annotation throughout but some credit-worthy comments are made about the glaze on the tiles and there is reference to health and safety. 2 marks

Total 14/50

Exemplar H – June 2005 Brief 5 Fabric Blinds Design

Unit 3: Working to project briefs



Exemplar H – June 2005 Brief 5 Fabric Blinds 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

The candidate has chosen Brief 5 – ‘Design a series of four fabric blinds based on the weather, to develop children’s understanding of the environment’. A number of elements are incomplete or are not fully resolved.

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|-----|--|---------|
| 1.1 | The brief and scenario are understood and constraints are observed but there are limited alternatives presented. (The Seasons are used rather than weather.) | 3 marks |
| 1.2 | Information collected is relevant but is limited in its use to develop ideas. | 2 marks |
| 1.3 | There is limited use of materials and the design proposal is incomplete with no reference to materials to be used for the production of the blinds. | 2 marks |
| 1.4 | The design proposal is presented but incomplete with no reference to the use of materials. | 2 marks |
| 1.5 | There is some commentary on worksheets which indicate initial ideas. No final evaluation presented. | 2 marks |

Total 11/50