**AQA**

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

**General Certificate of Secondary Education**

# Applied Art and Design (Double Award) 3811

**3810/1 2D and 3D visual language**

**3810/2 Materials, techniques and technology**

# Report on the Examination

*2007 examination - June series*

# 3810/1  2D and 3D visual language

# 3810/2  Materials, techniques and technology

## *General*

Teachers are now familiar with the requirements and special features of this specification and are generally confident in the delivery of courses based on it. The most suitable evidence for assessment was provided through well devised centre set assignments which reflected the vocational requirements of the award.  These assignments resulted in a variety of outcomes, in a wide range of media, with scope for extended investigation.  Most centres have gained experience and confidence in this area and provided some strong, lively and stimulating work. There has been a significant improvement in the use of design briefs with much more emphasis on the vocational context of the award.  It was good to see that the use of 'live' briefs has become more widespread, for example, in the form of community projects, together with the employment of practising artists which emphasised the vocational nature of the course.  In some cases, group projects of this nature led to difficulties in assessing the contribution of individuals.  Teachers need to ensure that assignments allow the required evidence to be generated, that the quality indicators are present in the work when it is assessed, and that final outcomes are supported by development work which is documented and logically presented.

## *Assessment*

The accuracy of assessment varied, with marking outside the standard being mainly too lenient, particularly in the higher levels of the mark range, more accurate in the middle, and at times too severe at the lower mark range. In some cases it was not made clear to the moderator how marks had been allocated.  The assessment requirements were not always fully addressed, especially where centres did not cross reference the coursework units to provide the necessary range of 2D and 3D work.  The mark awarded by the teacher within a particular level should reflect not only that the candidate has achieved the necessary criteria, but also the *quality* of the work produced. At the higher levels of attainment, candidates must demonstrate: an independent approach; exhibit a high order of ability; technical skill; in-depth understanding and innovative responses. This was not always evident in the portfolio work, and there were instances where insufficient regard had been given to the requirements of the assessment evidence grids in the allocation of marks.

## *Administrative Efficiency*

Administration and presentation of work for moderation varied between centres. Most centres facilitated the moderation process by ensuring that the correct paperwork was completed. It is essential that candidates have signed the Candidate Record Forms, and most centres provided these. Discrepancies were seen between the marks supplied to AQA, and those on the Unit Record Sheets.  Often this was a result of errors in addition and care is also needed when transferring marks from the Unit Record Sheets to the Centre Mark Form.  The space for teacher comments on the Unit Record Sheets should be used to provide a justification for the marks awarded; to indicate where evidence can be sourced; and to support candidates' independence, attitude and approach to the working process.

Well organised work is essential and when work is presented effectively and labelled clearly, it aids the moderation process. It is not a requirement to display work for moderation in an

exhibition.  If centres choose to display work on walls, they must ensure that candidates' written comments are clearly visible to the moderator, and that all work is accessible.  It is essential that a quiet room is provided for all moderation.  Most centres provided the entire sample and realised that the work of all of 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 report. There remain general issues that have relevance to many centres which can be summarised as follows:

- the appropriate balance of 2D and 3D work in portfolio units is still an issue – experimentation with a range of *different* 3D media, materials and techniques and with both resistant and non-resistant materials should be encouraged

- there was often a lack of work from direct observation; a greater emphasis should be placed on primary sources, and on drawing, as starting points for work

- centre devised briefs were not always vocational in nature and they should be presented with the work to ensure a clear understanding of the requirements and constraints

- links made to the work of others, especially vocational contextualisation, should directly influence ideas, and show an understanding of how others work, especially in the use of materials – candidates should explain the working methods of others clearly and not simply produce a 'potted history' of their work

- ICT should be evident as a tool for developing and producing creative work and not just as a means to record work or research

- the creative journey should be recorded by annotation and evaluative statements throughout – this does not necessarily need to be in the form of written comments, as tapes, ICT presentations and video evidence are all suitable alternatives to lengthy commentaries.

## Assignments/tasks

Some of the most successful candidates followed well written briefs that reflected the vocational nature of this award.  There was some very good evidence of understanding of both the design process and of planning.  A wide range of 2D media was used, but there were wide variations in the range of 3D materials experienced, with insufficient evidence of the use of both resistant and non-resistant materials. In some cases 3D work was limited to surface application or relief, and did not fully explore 3D object making techniques as described in the specification.  Some candidates worked predominantly in one area, for example textiles, and this resulted in a lack of breadth of coverage of contexts and processes.

It was encouraging to see that a number of centres had built on previous experiences and have begun to address areas of weakness. Some centres provided an appropriate quantity and range of work together with a good range of opportunities for exploration and experimentation with materials and processes in both 2D and 3D contexts.

Several centres had taken advantage of available funding to work with artists in residence, museums and/or vocational centres, and these provided excellent experiences and enabled candidates to produce relevant outcomes. Where strong links existed with design technology departments this often proved to be beneficial to candidates.

ICT, as a tool to develop professional outcomes to design based briefs, was used well in some centres. There was an improvement in the integral use of ICT in the design process, with the production of some very professional outcomes. Some centres lacked the necessary hardware and expertise to use the computer within an art and design context. This resulted in a tendency to include far too much poor quality, downloaded information and images, which had no relevance to the project, or to an understanding of real research or contextual studies.

Some excellent use of sketchbooks was seen to record sources, explore visual language and to develop ideas and intentions. The use of annotation is a significant feature of exploration and research, particularly into the work of others. Successful candidates explained their work and ideas well in relevant, evaluative comments. However, the annotation produced by weaker candidates tended to be descriptive, or in the case of contextual studies, purely a 'potted history'. Some strong links were made with the work of others in final outcomes, but often this was not expanded upon to include how materials, techniques and technology had been used. Little written comment was made about how others' working methods has influenced individual candidates' work. Health and safety issues were not well documented and in some cases these were omitted entirely.

The quality of evaluation, summative and formative, needs to be addressed as this often lacked relevance and analysis. Candidates should be given guidance on both form and content of such comments since it is particularly important that annotation is relevant and has evaluative content. A creative approach to recording evaluation is to be encouraged and presentations and/or ICT can provide alternative evidence that is personalised and relevant.


# Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the Results statistics page of the AQA Website.