



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

### **Teacher Support and Standardising Spring 2007**

#### **June 2007 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 2007. 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**



**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**



## 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

Three projects have been covered in the coursework: 'Blue Bottle Art' promoting Leeds City Art Gallery, 'Mad Hatters' leading to hat and fabric designs, and 'Fastenings' with a 3D seating outcome. There is a good range of 2D and 3D work using a range of techniques, with excellent exploration of ideas and media, working to strong themes in a vocational context throughout. A good range of sources including ICT has been used, and a variety of different ways of working with a range of materials is in evidence, to produce high quality development and final outcomes in each of the projects.

- |     |   |          |
|-----|---|----------|
| 3.1 | Exploration using primary and secondary sources has been well used to communicate ideas and shows high level of technical skill, understanding and fluency in the work. | 9 marks  |
| 3.2 | Mark making and object making techniques to suit the tasks, and explore possible ways forward, have been used with confidence and independence.                         | 10 marks |
| 3.3 | A high level of skill, understanding and investigation has been combined to develop ideas and outcomes.   | 10 marks |
| 3.4 | Explanation of others use of visual language is found in Surrealism research and logo development with some reference to influence in the candidate's own work.         | 9 marks  |
| 3.5 | Extensive annotation, explanation and evaluation throughout successfully reviews and refines ideas and is used to carry work forward and to convey meaning in the work. | 10 marks |

**Total 48/50**

## 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 three projects, completed in the coursework: 'Blue Bottle Art', 'Mad Hatters' and 'Fastenings' combine to show a good understanding of media, materials and techniques and include the use of both resistant and non-resistant 3D materials. Records of process, techniques and health/safety as well as others' use of media, materials and techniques is somewhat lacking and could be enhanced by photographs and explanation of processes undertaken. However, there are organised and well recorded experimental processes and a variety of well executed samples and test pieces showing a range of different ways of working, as well as very successful and high quality final outcomes.

- |     |  |          |
|-----|--|----------|
| 3.1 | In depth, independent investigations, showing a high level of technical skill and understanding of the use of a range of media, materials and techniques have been undertaken throughout the projects. | 10 marks |
| 3.2 | Explorations of visual and textile qualities are particularly successful in the hat project and Blue Bottle outcomes where innovative and original work is produced.                                   | 10 marks |
| 3.3 | Innovative work has been produced that communicates ideas and demonstrates a high level of care and skill in a range of techniques but safety aspects are not well recorded.                           | 9 marks  |
| 3.4 | The working methods of others has influenced ideas and work, especially in Surrealism but stronger links and more development could be made from vocational sources.                                   | 8 marks  |
| 3.5 | Extensive annotation, explanation and evaluations are included which explain refinements in the work, and the personal style, but processes could be explained more fully.                             | 9 marks  |

**Total 46/50**



## 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 three projects: a wall mural for a children's play area, Art Nouveau stained glass window and Day of the Dead mask. There is a range of work in two and three dimensions but exploration into materials and their suitability for purpose is underdeveloped. There is little evidence of primary sources supporting the design process and in most cases work is produced from secondary images. The course is strongly teacher led and well structured but candidates could work more independently, expressing their own personal experience through their annotation and visual language. ICT evidence is limited.

- |     |   |         |
|-----|---|---------|
| 2.1 | Some exploration occurs but is underdeveloped. Primary sources are limited and most work is created using secondary references which are not always used with effect. | 5 marks |
| 2.2 | Some independence appears when the candidate is making and experimenting with media when considering possible ways forward.   | 5 marks |
| 2.3 | Image and object making techniques are used successfully when developing ideas, outcomes are generally relevant to the task.  | 6 marks |
| 1.4 | Evidence of a visual nature supports the design process but explanations are limited with little reference to personal diagnosis/reflection.                          | 3 marks |
| 2.5 | There is some development of visual language but it is descriptive in nature.   | 4 marks |

**Total 23/50**



## 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

The work consists of three projects: a wall mural for a children's play area, Art Nouveau stained glass window and Day of the Dead mask. The work is organised and well presented. Techniques for handling and working with different media and materials are evident but lack substance and in-depth investigation. Greater exploration into the properties of the chosen materials would support and enhance the candidate's understanding and learning. Very little reference to health and safety issues occurs throughout the work although the candidate has worked in a safe way demonstrating some skill and control in their use of materials when realising their intentions in a visual and creative way. Processes are not annotated effectively and it is unclear in parts how chosen artists have inspired the design process.

- |     |   |         |
|-----|---|---------|
| 2.1 | There are some well organised studies that investigate a range of media in two and three dimensions but there is scope for greater exploration.                 | 5 marks |
| 2.2 | Some exploration into materials and techniques occurs when developing ideas that meet the design briefs.  | 5 marks |
| 2.3 | Work shows elements of skill and control. The candidate manipulates their chosen materials with some success.   | 5 marks |
| 1.4 | There is minimal research into the working methods and styles of others. Descriptions are basic and personal opinions are vague and lack depth.                 | 3 marks |
| 2.5 | The candidate uses some terms appropriately but vocabulary is at times poor and there is little reflection on the way the work has been produced and developed. | 4 marks |

**Total 22/50**

## Exemplar 2

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

## Unit 2: Materials, techniques and technology



## Exemplar 2

### 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 with seven distinct tasks being completed: 'Natural Choice' (logo and shampoo bottle); 'Leisure Centre' (poster); 'Wallpaper' (border design); Soap box; 'Stamps' and 'Inspired by Nature' (sculpture). A range of 2D and 3D media techniques and technology have been used to explore themes within vocational contexts. There are noticeable improvements in mark making, experimentation and depth of study in some projects compared to others.

- |     |   |         |
|-----|---|---------|
| 1.1 | Investigations are well explored and documented throughout with some significantly stronger drawings and research seen in two projects.                         | 8 marks |
| 1.2 | There is comprehensive evidence of independent experimentation and analysis throughout the range of work.   | 8 marks |
| 1.3 | Ideas have been developed to a progressively high level of skill using a range of media and processes, albeit less evidently in 3D.                             | 8 marks |
| 1.4 | There are some references to other artists' influences on the candidate's own work with connections to specific effects in places (Franz Marc and Henry Moore). | 4 marks |
| 1.5 | All projects are thoroughly annotated and reviewed, explaining well how ideas have been developed and why changes have been made.                               | 6 marks |

**Total 34/50**

## 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

This unit consists of six projects, with seven tasks distinct tasks being completed: 'Natural Choice' (logo and shampoo bottle); 'Leisure Centre' (poster); 'Wallpaper' (border); 'Soap box'; 'Stamps' and 'Inspired by Nature' (sculpture). The candidate has produced well organised investigations for each topic using a range of media, techniques and technology, with some 3D elements explored less fully. There is no evidence of health and safety issues noted. There is however, a significant improvement in the depth of study, skills and control evident in some projects compared to others.

- |     |   |         |
|-----|---|---------|
| 2.1 | Thorough investigations are seen throughout with a progression towards a high level of skill particularly noticeable in graphicacy.   | 8 marks |
| 2.2 | There is clear evidence of experimentation with media, techniques and technology to develop some very successful outcomes.  | 7 marks |
| 2.3 | Skill and control are evident throughout with significant improvement in two projects to achieve some highly creative outcomes.   | 7 marks |
| 2.4 | Specific effects created by others have been commented on in places. However, influences although noted, are not clear.   | 4 marks |
| 2.5 | There is a continuous commentary throughout the unit explaining how the work has been developed and improved. Evaluations show reflection and comparison with alternatives. | 6 marks |

**Total 32/50**

**Unit 1: 2D and 3D visual language**  
**Unit 2: Materials, techniques and technology**





## 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 consists of a Natural Form theme, which results in a ceramic leaf teapot, a batik wallhanging and a selection of prints. There is also an Imaginary Mask project. A range of both 2D and 3D techniques have been explored. However, these are limited and are not supported with explanations of how ideas have been developed.

- |     |  |         |
|-----|--|---------|
| 1.1 | Both primary and secondary sources have been used as starting points for projects. There is little record of formal elements used.   | 3 marks |
| 1.2 | Mark making techniques are basic and there is little development in the experimentation of media. Ideas are taken forward in only a limited way.   | 3 marks |
| 1.3 | Although there are a range of outcomes, investigation into different ways of working is lacking. The use of ICT is confined to downloaded images.  | 3 marks |
| 1.4 | Research has been carried out on various cultures and artists but lacks comments on how it has been used to inform the candidate's own work, except in the mask project, where the work of Stan Welsh is commented on. | 2 marks |
| 1.5 | Comments about work are mainly descriptive and the use of visual language is limited. Combinations of ideas and materials are at a basic level.  | 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

The three project themes undertaken have combined to include studies in a range of different media and techniques, including batik, ceramics, mod roc and 2D, but there is a lack of experimentation with 3D resistant materials. Records of investigation into media and use of tools and equipment are basic, but there is evidence of different ways of working and some research findings on how others use materials and techniques, especially in ceramics and batik. Evaluation is minimal, but there is some evidence of understanding of process in the mask evaluation. Health and safety issues have not been recorded.

- |     |   |         |
|-----|---|---------|
| 1.1 | Some organised investigations using 2D and 3D materials in a limited range of studies.  | 3 marks |
| 1.2 | A range of 2D and limited 3D materials and techniques are used in the development of ideas and final outcomes.                  | 3 marks |
| 1.3 | Some skill and control are shown in the production of work, although health and safety issues are not recorded well.            | 3 marks |
| 1.4 | Research into the work of others has been undertaken and is used in the ceramics project to inform ideas.                       | 3 marks |
| 1.5 | One evaluation of masks is included but the work lacks reflection and alternative solutions. Development is not well explained. | 2 marks |

**Total 14/50**

## 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 of work consists of six projects: an art gallery poster design; a sculpture (from recycled material); a CD cover design for a museum exhibition on adornment; a ceramic sculpture, textile print and poster design, all on a botanical theme for Kew Gardens. A varied selection of 2D and 3D media and processes with successful, pleasing outcomes. Good use of formal elements and integral use of ICT in two projects. Strong visual evidence of understanding of processes but the quality of work could have been enhanced with annotated drawings, formative evaluation and more detailed research into methods of other artists.

- |     |   |         |
|-----|---|---------|
| 3.1 | High level of technical skill shown in a wide range of media showing understanding and fluency.   | 9 marks |
| 3.2 | Some exploration of combinations and evaluating mark making and object making techniques with successful outcomes.                                  | 8 marks |
| 3.3 | High level of technical skill shown in a variety of image and object making techniques.   | 8 marks |
| 3.4 | Some explanation how other artists produce specific effects in their work.  | 6 marks |
| 3.5 | Good visual evidence of reviewing success using visual language but there is a lack of formative evaluation and annotation tends to be descriptive. | 7 marks |

**Total 38/50**

## 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

This unit of work consists of six projects: an art gallery poster design; a sculpture (from recycled material); a CD cover design for a museum exhibition on adornment; a ceramic sculpture, textile print and poster design, all on a botanical theme for Kew Gardens. A range of 2D and 3D media has been used but the work could have been enhanced with further exploration of a wider variety of 3D media and stronger evidence of process in the form of samples, test pieces and annotated working drawings.

- |     |   |         |
|-----|---|---------|
| 3.1 | High level of technical skill in most aspects of understanding the potential and limitations of media, materials and techniques.                                      | 9 marks |
| 3.2 | Good exploration of visual qualities of media and materials especially in 2D work. Innovative outcomes.   | 8 marks |
| 3.3 | Innovative developmental work that successfully communicates ideas and shows high level of skill in range of techniques equipment and technology and good use of ICT. | 9 marks |
| 3.4 | Adequate evidence of how others use materials, techniques and technology.   | 6 marks |
| 3.5 | Summative evaluation is good but further evidence of documenting process is lacking.  | 6 marks |

**Total 38/50**



## Exemplar 5

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

**Unit 2:** Materials, techniques and technology



## 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 of work consists of four projects: a printed t-shirt; fantasy shoe design; 3D object (box) and a mural painting for a children's nursery. The candidate has shown evidence of research into the given vocational briefs and is able to develop ideas using a range of appropriate techniques. There is a real life brief to design a panel for a mural in a children's nursery and a good vocational focus in a visit to the school from a footwear company.

- |     |   |         |
|-----|---|---------|
| 2.1 | There is an over reliance on secondary sources but the candidate has used primary sources in the shoe project.  | 5 marks |
| 2.2 | There is evidence of selecting suitable mark making and object making techniques and a range of alternatives are shown in the 2D mural project and 3D shoe development. | 5 marks |
| 2.3 | Although the use of ICT is confined to downloading images there is an understanding of different processes, eg the screenprinting method for the t-shirt.               | 5 marks |
| 2.4 | Different sources are identified but do not always inform how they have influenced the candidate's own designs.   | 5 mark  |
| 2.5 | Visual language is evident in some areas, such as the box worksheet. However, annotation is lacking for example in the t-shirt project.                                 | 5 mark  |

**Total 25/50**

## 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

Each project has resulted in an exploration of different materials, techniques and technology. In the shoe project, the final design has been constructed in clay, and the candidate has then developed a box on a similar theme. In the mural project there is good consideration of health and safety issues, appropriate for a children's nursery.

- |     |  |         |
|-----|--|---------|
| 2.1 | There is evidence of both 2D and 3D media. However, at times alternatives are limited, such as in the t-shirt.                     | 4 marks |
| 2.2 | 2D ideas are experimented with in the sketchbooks and worksheets but 3D experimentation is more limited.                           | 5 marks |
| 2.3 | Health and safety issues are well documented in the sketchbook for the mural design.   | 4 marks |
| 2.4 | The candidate has not fully explained how the work of others has directly influenced their own work.                               | 5 marks |
| 2.5 | Technical terms are correctly used, and an attempt has been made on the box worksheet to suggest where improvements could be made. | 5 marks |

**Total 23/50**

## Training Set – June 2006 Brief 5 Artefact Design

### Unit 3: Working to project briefs



**Training Set – June 2006 Brief 5 Artefact 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 – to produce an artefact using textile processes for a functional/non functional piece. The candidate has produced a cushion using a range of textile techniques/processes with emphasis on texture and pattern.

- |     |  |          |
|-----|--|----------|
| 3.1 | Some ideas and potential alternatives have been presented.   | 7 marks  |
| 3.2 | Primary drawings and photographs are used along with secondary sources to inform and develop ideas.          | 7 marks  |
| 3.3 | Textile materials and processes are well handled and effectively used in the final design proposal.          | 9 marks  |
| 3.4 | Work is well documented throughout, with clear influences.   | 9 marks  |
| 3.5 | Extensive well written annotation and final evaluation to support the development and final design proposal. | 10 marks |

**Total 42/50**



## Exemplar A – June 2006 Brief 4 Calendar Design

### Unit 3: Working to project briefs



**Exemplar A – June 2006 Brief 4 Calendar 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 4 – to design an A4 single sided portrait calendar, with a prominent logo with text and the 12 months of the year. The candidate has successfully produced and met the requirements of the brief.

2.1	Clearly met the requirements with some alternatives for logo, design and layout.	5 marks
2.2	Primary photos used to develop image ideas, with some reference to others' work, ie painting styles.	4 marks
2.3	Effective use of ICT in developing the final design proposal.	5 marks
2.4	Effective presentation of the final design proposal and supporting work.	6 marks
1.5	Very limited annotation and a basic evaluation to support the final design proposal	3 marks

**Total 23/50**

## Unit 3: Working to project briefs



**Exemplar B – June 200 Brief 1 Poster 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 – to produce an illustration for a poster using any media. The candidate has produced a mixed media image.

- |     |   |         |
|-----|---|---------|
| 2.1 | Possible ideas and potential alternatives are recorded in the sketch book.                                      | 6 marks |
| 3.2 | Effective use of primary and secondary source material which is well used to produce the final design proposal. | 8 marks |
| 3.3 | There is some confidence and fluency shown in the development and use of media, materials and techniques.       | 8 marks |
| 3.4 | Work is well documented throughout with clear influences on technique   | 9 marks |
| 3.5 | Work is well supported with annotation throughout the sketchbook and a well written final evaluation.           | 8 marks |

**Total 39/50**

## Exemplar C – June 2006 Brief 5 Artefact Design

### Unit 3: Working to project briefs





**Exemplar C – June 2006 Brief 5 Artefact 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 – to produce an artefact using textile processes for a functional/non functional piece. The candidate has produced an apron with allotment produce to hold tools.

- |     |  |         |
|-----|--|---------|
| 2.1 | The candidate has understood the requirements of the brief and has produced a number of alternative ideas.                 | 6 marks |
| 1.2 | Lacks primary research and drawing but secondary sources are appropriate and used in the development of alternative ideas. | 3 marks |
| 2.3 | Textile materials are effectively used in the final design proposal in particular.   | 6 marks |
| 2.4 | The design proposal is effectively presented and meets the requirement of the brief.                                       | 5 marks |
| 1.5 | Limited annotation and evaluation to support the process/final design proposal.  | 3 marks |

**Total 23/50**

## Unit 3: Working to project briefs



**Exemplar D – June 2006 Brief 4 Calendar 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 4 – to design an A4 single sided portrait calendar, with a prominent logo with text and the 12 months of the year.

- |     |  |         |
|-----|--|---------|
| 2.1 | The candidate has understood the requirements of the brief and has produced a number of alternative ideas. | 6 marks |
| 2.2 | Primary and secondary drawings have been used to develop ideas.  | 6 marks |
| 3.3 | Some confidence and fluency is shown in the work.  | 7 marks |
| 3.4 | The design proposal is effectively presented and meets the requirements of the brief.                      | 7 marks |
| 2.5 | Annotation and evaluation explains the process of developing the final design proposal.                    | 6 marks |

**Total 32/50**

**Exemplar E – June 2006 Brief 1 Poster Design****Unit 3: Working to project briefs**

**Exemplar E – June 2006 Brief 1 Poster 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 – to produce an image/illustration for a poster using any suitable media. The candidate has produced an image suitable for a poster to advertise the exhibition

1.1	The candidate has met the requirements of the brief.	3 marks
1.2	Some relevant information is collected and used.	2 marks
2.3	The selected materials have been effectively used in the final design proposal.	4 marks
1.4	The final design proposal meets the requirements.	2 marks
1.5	There is very limited explanation of ideas.	1 marks

**Total 12/50**

## Exemplar F – June 2006 Brief 5 Artefact Design

### Unit 3: Working to project briefs





**Exemplar F – June 2006 Brief 5 Artefact 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 5 – to design an artefact using a ceramic process which may be functional/non-functional. The candidate has produced a ceramic teapot with an emphasis on texture.

- |     |   |         |
|-----|---|---------|
| 2.1 | The candidate has understood the requirements of the brief with modifications of the initial idea.          | 4 marks |
| 2.2 | Information has been collected and source material has been used to produce a satisfactory design proposal. | 5 marks |
| 2.3 | The final outcome effectively uses ceramic processes and techniques.  | 6 marks |
| 2.4 | The design proposal is well documented and presents an effective solution.                                  | 6 marks |
| 2.5 | Annotation and evaluation explains the process of the development of the final design proposal.             | 5 marks |

**Total 26/50**