



GCSE Applied Art and Design (Double Award)

Teacher Support and Standardising Spring 2008

June 2008 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 2008. 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

The assessment evidence grid states:

In selecting work and designing your portfolio for Unit 1, you should show how well you understand visual language and that you can use:

- a range of 2D and 3D techniques
- formal elements
- sources, including ICT
- different ways of working.

You should also include your research findings about how others have used visual language, and how you used what you found out.

Commentary

A variety of projects have been covered in the coursework. Printing – leading to a calendar of Sheffield images and photographs and animal prints; packaging designs with logos for carrier bags and sweets packaging; 3D projects including Chester zoo plate, animal mirror frame, and fruit sculptures inspired by Claus Oldenburg in a variety of media. There is a good range of 2D and 3D work using a variety of techniques, with exploration of ideas and media, working to strong themes in a vocational context throughout. ICT is well used in the calendar project, and a variety of different ways of working, with a range of media in evidence, and high quality outcomes in each of the projects has been produced.

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|-----|--|----------|
| 3.1 | Exploration using primary and secondary sources has been well used to communicate ideas and shows high level skill, understanding and fluency in the work. | 9 marks |
| 3.2 | Mark-making and object-making techniques to suit the tasks, and explore ways forward, are confident and show independence. | 9 marks |
| 3.3 | A high level of skill and understanding are combined to develop ideas and outcomes. | 10 marks |
| 2.4 | Reference to others' work is found in the plate development, sculpture project and logo development, but some stronger evidence of research and exploration of others' work is needed for level 3. | 6 marks |
| 3.5 | Annotation throughout successfully explains and reviews the work, and conveys meaning to the development and outcomes of the projects. | 9 marks |

Total 43/50

Training Set

Unit 2: Materials, techniques and technology

The assessment evidence grid states:

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

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

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

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

Commentary

The projects completed in the coursework 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, health and safety, and other uses of media, materials and techniques are somewhat lacking and could be enhanced by step by step development and photographs whilst more experimental processes and sampling would be beneficial. However, the range of different materials and techniques used, and different ways of working which were explored lead to successful and high quality final outcomes.

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|-----|--|----------|
| 3.1 | Independent investigations, showing a high level of technical skill and understanding of the range of media, materials and techniques have been undertaken throughout the projects. | 10 marks |
| 3.2 | Explorations of visual/tactile qualities are particularly successful in the 3D projects, where innovative and original work is produced. | 10 marks |
| 3.3 | Innovative work communicates ideas and demonstrates high level of care and skill in a range of work. | 9 marks |
| 2.4 | The working methods of others have influenced ideas and work, especially in the sculpture project, but stronger links, more explanation and development could be made from vocational sources. | 6 marks |
| 3.5 | The annotation throughout successfully explains and reviews the work, but processes and development could be explained more fully. | 9 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.

Commentary

This unit of work consists of two main themes decay/dereliction and the environment resulting in a 'ceramic pot', 'light fitting' and 'human form and distortion' where a textile wall hanging and stamp design were produced. A full range of media and techniques have been used to explore themes within a vocational context. There is a good understanding of materials and samples, and studies that support the design process clearly.

Working with an artist had inspired some new ways of working that are identified in the decay/dereliction and the environment project. Other sources have been disregarded or not used with effect.

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|-----|--|---------|
| 3.1 | Visual language communicates successfully and there is apparent skill and control in the handling of materials. Some sources are not always used with effect. | 8 marks |
| 3.2 | Processes are evaluated and there is evidence of a range of techniques that are used and explored. | 8 marks |
| 3.3 | Ideas are developed well, showing a high level of skill. | 8 marks |
| 2.4 | Consistent relevant links are not always made with the work of others and there is limited analysis into artists' methods and techniques. Annotation is vague and lacks personal reflection. | 5 marks |
| 3.5 | Annotation which can be descriptive occurs throughout the production process and this is clearly supported with visual outcomes. | 7 marks |

Total 36/50

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 project consists of two main themes: Decay, dereliction and the environment for which there were two outcomes, ceramic pot and light fitting and 'human form' textile wall hanging and stamp design. A good range of materials and processes have been explored with some supporting samples and test pieces. Health and safety aspects are acknowledged throughout the work. ICT work is under-developed and is lacking in supportive evidence into methods and skills. Reference has been made into the work of others but the project would have benefited from more analysis and personal reflection. There is evidence of some work with a mosaic artist.

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|-----|---|---------|
| 3.1 | High level of technical skill in some aspects of understanding the potential limitations of media, materials and techniques. | 7 marks |
| 3.2 | Some good explanation of visual qualities of media and materials especially in relief work. There is some innovative work. | 7 marks |
| 3.3 | Innovative development work communicates ideas with some success. Care and control in the use of materials is evident. | 7 marks |
| 2.4 | Explanations into others' work is often descriptive or irrelevant and lacks personal opinion, detailed analysis and often does not link directly to the work. | 5 marks |
| 2.5 | The working process is described using correct terms and evaluation and is consistent throughout the working process. | 6 marks |

Total 32/50

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

The work is a collection of different briefs which are distinctly identified – a mirror design, a shoe project and a backdrop for a stage. Then using ‘The Garden’ as a theme, a series of cards have been designed plus wrapping paper and tags.

Sketchbooks and worksheets are well organised, however, there is a lack of alternative solutions when ideas are developed. Source material is mainly secondary, however, different artists have been selected within the work.

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| 2.1 | There is an investigation into a range of media; but this is mainly based on secondary sources. | 4 marks |
| 2.2 | Some exploration into materials and techniques occurs when developing ideas that meet the design briefs. | 5 marks |
| 2.3 | Image and mark-making techniques are evident and the use of ICT helps to carry ideas forward. | 5 marks |
| 2.4 | There are references to other artists but mainly in order to identify work and not to inform ideas. | 4 marks |
| 2.5 | The use of visual language is evident, however annotation tends to be descriptive. | 4 marks |

Total 22/50

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

The body of work consists of four separately identified briefs: A mirror design, a shoe project, a backdrop for a stage design and a garden project. The outcome for the garden project is a series of cards and wrapping paper.

There is a good range of 2D materials, techniques and technology but this is less evident in the 3D outcomes, apart from the shoe and mirror.

The 3D techniques would have benefited from greater exploration into different media and by including samples of materials and maquettes.

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|-----|--|---------|
| 1.1 | Whilst different 2D processes have been explored, there is a lack of experimentation in 3D work. | 3 marks |
| 2.2 | At times a combination of techniques are used although mainly in the painting and printmaking areas. | 4 marks |
| 2.3 | Health and safety issues have been identified both in sketchbook and worksheets. | 6 marks |
| 2.4 | Annotation provides evidence of others' work, although specific effects are not mentioned in depth. | 4 marks |
| 2.5 | There are suggestions on how to improve work, however, there is little recording of the developmental process. | 4 marks |

Total 21/50

Exemplar 3

Unit 1: 2D and 3D visual language

Unit 2: Materials, techniques and technology



Exemplar 3

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

There are three projects 'Plumage and Skin' which resulted in a customised jacket, 'Leeds City Gallery' which led to two outcomes, some packaging design and a gallery logo; and a 'Wizard of Oz' poster and ticket design.

There is a good range of 2D and 3D work that encompasses a range of techniques. Good vocational purpose underpins each project although briefs in 'Plumage and Skin' and Wizard of Oz are not clearly identified within the work. Several different materials and some ICT have been explored, but processes and methods are not always clearly reviewed or modified.

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|-----|---|---------|
| 3.1 | Visual language is well used; there is a high level of technical skill which is realised in some of the intentions and processes. | 9 marks |
| 3.2 | Good sense of independence is evident in the exploration work, which is expressive and reflects the personal experiences and opinions of the candidate. | 9 marks |
| 3.3 | A good level of technical skill enables the candidate to investigate the use of image and object-making techniques to develop ideas. | 8 marks |
| 2.4 | Evidence of a visual nature supports the design process but explanations could be more detailed with increased personal diagnosis. | 6 marks |
| 3.5 | Annotation and evaluation successfully reviews the work and the candidate responds with maturity and a good sense of understanding. | 8 marks |

Total 40/50

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

There are three projects 'Plumage and Skin', 'Leeds City Gallery' and 'Wizard of Oz'. All projects have enabled the candidate to respond successfully and show a good understanding of media, materials and techniques, including 2D and 3D materials. Records of process, techniques and health and safety as well as others' use of media, materials and techniques is somewhat lacking and could be enhanced by photographs, drawn plans and detailed explanations.

Experimental work is a strength and ideas have informed the final outcomes, particularly the customised jacket.

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|-----|--|---------|
| 3.1 | Independent investigation shows a high level of skill and understanding in the use of a range of media, materials and techniques. | 8 marks |
| 3.2 | Exploration into the qualities of materials is good and some innovative work has been developed. | 9 marks |
| 3.3 | Innovative work communicates a good level of skill and care in the use of techniques, equipment and technology. | 8 marks |
| 2.4 | There could be more detailed investigation into the working methods of others and their impact on the design process. | 6 marks |
| 3.5 | Appropriate and well considered technical terms are used in the annotation and evaluation of the work as it develops, explaining personal opinions and style with clarity. | 7 marks |

Total 38/50

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 four main projects: a mermaid design on canvas and a mug, a '5-a-day' design based on healthy eating, a sea horse tile and a Christmas concert poster design. There is also a folder of investigative drawing and printing techniques.

ICT work is generally lacking, except in downloading examples of others' work. Processes are not annotated sufficiently and health and safety issues have not been recorded.

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|-----|--|---------|
| 1.1 | Various drawings investigate the use of visual language, but these have only limited annotation. | 3 marks |
| 1.2 | Although work uses mark-making techniques, the development of ideas are taken forward in a limited way. | 3 marks |
| 1.3 | Drawing, printing and other methods have been used to develop ideas. | 3 marks |
| 1.4 | The work of others has been identified, however, mainly in the form of downloaded images. | 2 marks |
| 1.5 | Evaluation is generally descriptive, however, an attempt is made to state why designs are fit for purpose. | 2 marks |

Total 13/50

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 unit consists of four different projects: a mermaid design on canvas and a mug, a '5-a-day' relief based on healthy eating, a sea theme with completed tile and poster for a Christmas concert.

There has been some attempt at transferring designs onto a 3D mug and also a card relief but investigation into 3D processes is minimal.

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|-----|---|---------|
| 1.1 | There is a good quantity of two-dimensional investigations, but the units lack three-dimensional experimentation. | 3 marks |
| 1.2 | Alternative designs are suggested but lack development. | 3 marks |
| 1.3 | Work has been completed safely, but health and safety issues have not been recorded. | 1 mark |
| 1.4 | There is little explanation into the work of other artists, except the pictures of mermaids and Christmas cards. | 1 mark |
| 1.5 | Comments have been made on use of materials and techniques but tend to be limited. | 1 mark |

Total 9/50

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

Four projects have been completed for this coursework unit: a ceramic vessel based on architecture, a chair project, coastlines and a mock exam based on allotments. There is a good range of 2D and 3D media and techniques and ideas used in the work are well explored. Sources are well used, although the use of ICT is minimal as a design tool, and there is evidence of different ways of working with a range of materials in a confident manner.

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|-----|--|---------|
| 3.1 | Exploration using mainly secondary and some primary sources has been well used to develop ideas and shows understanding in the work. | 7 marks |
| 2.2 | Mark-making and object-making techniques suit the tasks and explore ways forward, showing a confident approach. | 6 marks |
| 2.3 | Image and object-making techniques are used successfully when developing ideas and outcomes, and are relevant to the tasks. | 6 marks |
| 2.4 | There are references to artists' and designers' work and influences are explained when connections are made. | 5 marks |
| 3.5 | All projects are thoroughly annotated and reviewed and final evaluations are thorough and meaningful. | 7 marks |

Total 31/50

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 completed for this coursework unit include work in a range of different 2D and 3D media showing the use of both resistant and non-resistant 3D materials. Work is well organised and generally relevant, and records of process are enhanced by photographs and explanations of the stages of development.

The working methods of others, and stronger links and more developments could be made in the work from vocational sources.

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|-----|--|---------|
| 3.1 | There are well organised studies of the themes in a range of 2D and 3D media with some skill shown. | 7 marks |
| 2.2 | Some exploration of media and materials is evident in the work with thorough development. | 6 marks |
| 2.3 | Skill and control are shown in the development of the projects and records including health and safety, which are well presented. | 6 marks |
| 2.4 | Some reference is made to how other artists produce their work in ceramics and Jacobson chair design, but it is generally descriptive. | 4 marks |
| 3.5 | All projects are thoroughly annotated and reviewed and final evaluations are well written and meaningful. | 7 marks |

Total 30/50

Training Set – June 2007 Brief 1 Billboard Design

Unit 3: Working to project briefs



Training Set – June 2007 Brief 1 Billboard 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 requirements of the brief, to produce an illustration depicting a number of local attractions which can be reproduced for an outdoor portable billboard have been met (the slogan would be added but is not required at this stage). Understanding and some innovation are shown in response to the brief. Primary and secondary images were collected on a visit to London, with good brainstorming and mind-mapping exercises helping to develop ideas. The sketchbook is a lively and appropriate collection of resource materials. A good range of techniques are used and media is confidently handled throughout. Influences include the street art of Banksy and the colour effects and style of Fauvism. The final design proposal is highly effective and fully meets the brief with impact through stunning colour and shape. Evaluation and analysis appears throughout and there is a summary and final evaluation. This is a pertinent and detailed commentary of the ideas, processes and decisions made throughout, which is very well written and detailed.

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|-----|--|----------|
| 3.1 | A good range of ideas and alternative imagery used to clearly meet the requirements and constraints of the brief. | 8 marks |
| 3.2 | Primary photos and drawings done on a visit to London are well used to develop ideas with strong Fauvist and graffiti style influence. | 8 marks |
| 3.3 | Confident use of colour and techniques develop a strong sense of style throughout the work. | 8 marks |
| 3.4 | Very effective presentation of final design proposal with well explained supporting work. | 9 marks |
| 3.5 | Extensive, well written annotation, summary and final outcomes, fully analysed, which explain the whole proposal. | 10 marks |

Total 43/50

Exemplar A – June 2007 Brief 3 Clock or Jewellery Design

Unit 3: Working to project briefs



Exemplar A – June 2007 Brief 3 Clock or Jewellery 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 selected Brief 3 – to design a clock or a piece of jewellery associated with local historical sites or places of local interest. The requirements of the brief have been successfully met.

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|-----|---|---------|
| 3.1 | The candidate has demonstrated good use of visual language, using both primary and secondary sources. | 8 marks |
| 3.2 | Ideas have been moved forward and design selections are considered carefully. | 7 marks |
| 2.3 | The consideration of materials is evident and effectively used. | 6 marks |
| 2.4 | The design proposal is well presented for the client, and is a marketable and effective design. | 6 marks |
| 3.5 | Annotation and evaluation explains the process of developing the final design proposal. | 7 marks |

Total 34/50

Exemplar B – June 2007 Brief 1 Billboard Design

Unit 3: Working to project briefs



Exemplar B – June 2007 Brief 1 Billboard 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 the brief to design an illustration depicting a number of local attractions, which can be reproduced for an outdoor portable billboard.

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|-----|---|---------|
| 2.1 | The candidate has understood the requirements of the brief, although the scale is not all accurate. | 4 marks |
| 1.2 | Mainly secondary sources have been used to inform alternative ideas. | 3 marks |
| 1.3 | Selected materials and effects have been used in the final design proposal. | 3 marks |
| 2.4 | The work has been displayed effectively for the client. | 4 marks |
| 2.5 | There is an appropriate evaluation which comments on the design process. | 4 marks |

Total 18/50

Exemplar C – June 2007 Brief 5 T-shirt 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 design a T-shirt motif inspired by colours, shapes and patterns from places of local interest using printed or one-off textile techniques inside a circle.

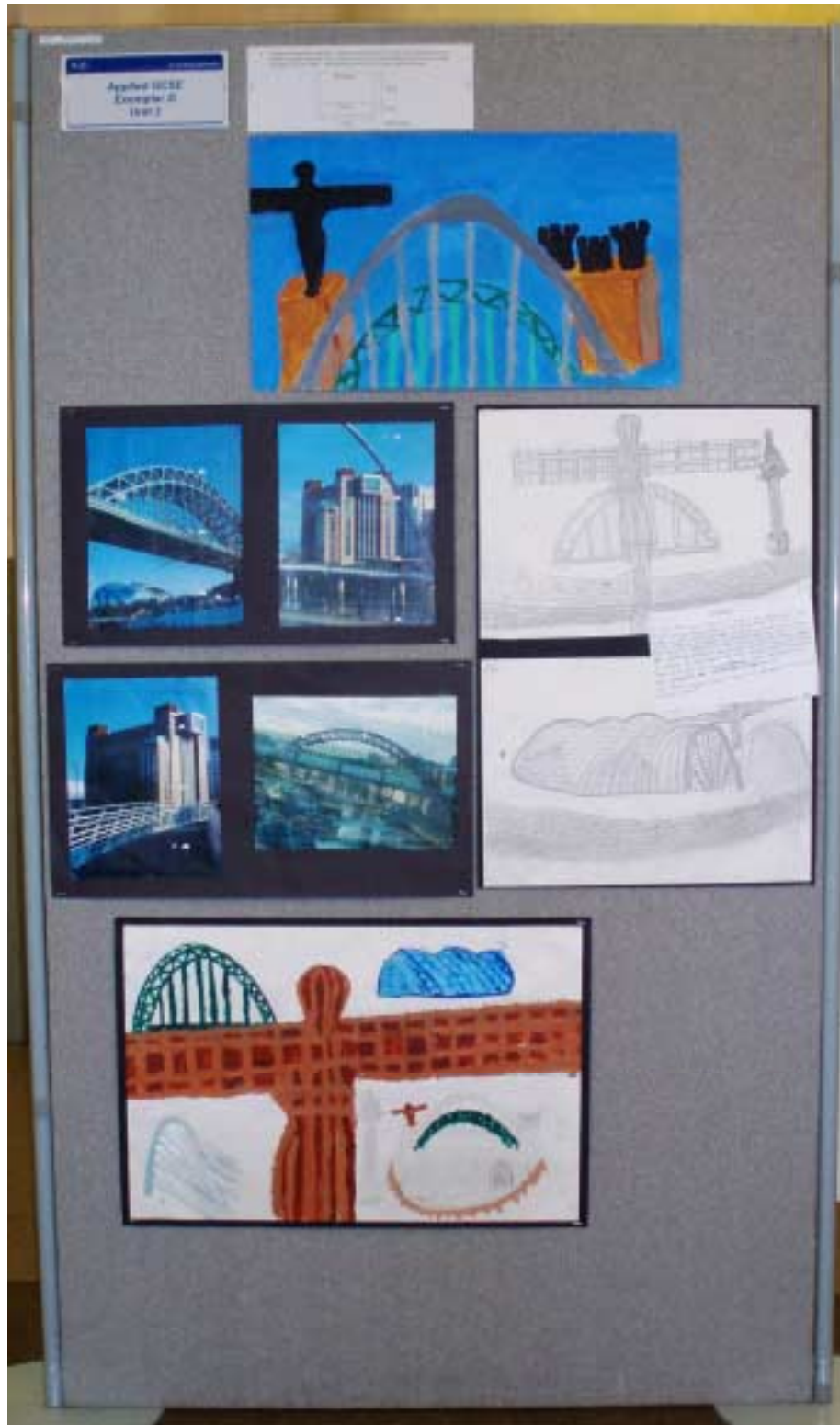
Silhouette images derived from a local skateboard park have been stencilled on and embellished with beads in a circular design.

2.1	Three initial ideas are investigated fully and presented.	6 marks
3.2	An abundance of primary and secondary resources are displayed to inform the client.	7 marks
2.3	ICT is used successfully to develop stencil motifs.	6 marks
2.4	Work is well presented and documented to explain the development of the proposal.	6 marks
2.5	Plenty of annotation to support the development of the proposal. However, a final evaluation is missing.	6 marks

Total 31/50

Exemplar D – June 2007 Brief 1 Billboard Design

Unit 3: Working to project briefs



Exemplar D – June 2007 Brief 1 Billboard 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: An illustrated design depicting a number of local attractions which can be reproduced for an outdoor portable billboard using any suitable medium. A painting has been produced as a result.

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|-----|--|---------|
| 1.1 | The candidate has almost met the requirements of the brief. | 2 marks |
| 1.2 | Some relevant information has been collected and used. | 2 marks |
| 1.3 | The selected materials have been used with some effect in developing a proposal. | 3 marks |
| 1.4 | A suitable proposal has been presented. | 2 marks |
| 1.5 | There is a limited explanation of the proposal. | 2 marks |

Total 11/50

Exemplar E – June 2007 Brief 3 Clock or Jewellery Design

Unit 3: Working to project briefs



Exemplar E – June 2007 Brief 3 Clock or Jewellery 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: to design a clock or a piece of jewellery associated with local historical sites or places of local interest. The designs are based on shapes, pattern and texture connected to the historic village of Clovelly in Devon. The candidate used cobbles, ladders and fishing boat propellers, and presented the jewellery on a driftwood display, which enhances the proposal.

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|-----|--|---------|
| 3.1 | Innovative responses to the brief have been made with a range of jewellery ideas which meet the brief. | 8 marks |
| 2.2 | A primary visit to Clovelly resulted in limited research being collected, not all 'architectural' in nature, but appropriate imagery is still developed. | 6 marks |
| 3.3 | Confident and fluent work with process and techniques well explained throughout and materials are handled well. | 9 marks |
| 3.4 | Effective presentation of the final designs and supporting work. | 8 marks |
| 3.4 | Work is well supported with annotation throughout the sketchbook and a well written final evaluation. | 7 marks |

Total 38/50

Exemplar F – June 2007 Brief 4 Carrier Bag Logo Design

Unit 3: Working to project briefs



Exemplar F – June 2007 Brief 4 Carrier Bag Logo 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 answered the brief to design a logo for a carrier bag. It is required to have a promotional slogan, 'Get out and about, visit local attractions' and include an image of a local attraction. However, the slogan has been omitted from the design, so the brief requirements have not fully been met.

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| 2.1 | There is a range of possible ideas with accompanying annotation. | 4 marks |
| 2.2 | Primary and secondary sources have been used to carry forward a satisfactory design proposal. | 5 marks |
| 2.3 | The range of media is limited but there is some investigation into techniques. | 4 marks |
| 2.4 | Work is displayed for the client. | 5 marks |
| 2.5 | Ideas are well explained through annotation in the sketchbook, but no final evaluation was produced. | 4 marks |

Total 22/50