

Paper Reference(s)

**Unit 5303**

**Edexcel GCSE  
(Double Award)**

**Applied Art & Design**

**Teachers' Paper – Summer 2007**

**Externally Set Project**

**Unit 3: Working to Project Briefs**

**For issue from September 2006**

**Please pass this booklet to the teacher responsible for the subject immediately.**

All briefs and assessment documents needed for this project are included in the candidates' paper and should be photocopied as required.

Teachers are advised to study the instructions and advice given, since failure to follow the details is likely to disadvantage candidates preparing for this assessment.

There is no timed element for this project but a **minimum of 30 hours** should be allowed to include preparation, finished work and evaluation.

The project may be taken at any time but must be completed and assessed by the OPTEMS deadline of 15 May 2007.

**Moderation visits will commence from 16 May 2007.**

**Materials required for project**

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Full range of Art, Craft and Design media, materials and equipment.

Printer's Log. No.

**M25947A**



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*Turn over*

## Instructions for the conduct of assessment for Unit 3: Working to Project Briefs

1. Assessment will be carried out by centre assessors, whose decisions will be subject to moderation by Edexcel's external moderators. All moderation will be carried out during the centre visit, and will take place at the same time as the moderation of Unit 1 and Unit 2, in Summer 2007.
2. The brief must be based on the theme and scenario set by Edexcel in the Candidates' Paper. Centres may write their own briefs in order to offer projects that they can deliver within their own framework of resources and expertise, but they must adhere to the unit content and assessment objectives, and **must not adopt a different theme**. The theme in the Candidates' Paper is the only theme admissible as evidence for the Summer 2007 moderation series.
3. There are no restrictions on the size of work, the type of work or the quantity of work which is produced for these projects. Students may work using any medium, material or technique which is appropriate to the brief.
4. There is no special condition in which the work has to be carried out, as long as the final piece is done in the centre, under staff supervision.
5. Work for the brief should be carried out in any suitable environment, such as workshop, art room, darkroom, etc.
6. There are no time restrictions or set hours in which the project must be carried out. The work should be completed marked and marks submitted to Edexcel by the deadline of **15 May 2007**. The project may be started at any time once the brief has been received, nevertheless a **minimum of 30 hours** should be allowed to complete the brief.
7. Following assessment by the centre, the marks must be entered onto the OPTEMS form and returned to Edexcel by **15 May 2007**.
8. Preparatory work and finished work, together with research, development, notes, sketchbooks, workbooks, and work journals, maquettes, models, trials and tests may all contribute to the project and should be considered holistically as evidence for the unit.
9. Evidence to be assessed against this unit must be produced specifically to meet the requirements of the brief. The same evidence may also be cross-referenced to address Unit 1 and Unit 2.

## Working To Project Briefs

- Preparation and Research
- Development and Making
- Display and Evaluation
- Teaching and Support
- Assessment

### Preparation and Research

The period of preparation should be seen as a part of the teaching programme in each centre.

The Candidates' Paper should be given to all the students at the same time. **The paper must be discussed with the students**, encouraging free participation, introducing and considering available and suitable interpretations and alternatives. When students receive their paper they will require a constructive framework to help them tease out its possibilities.

**Whilst the theme is intended to encourage the widest possible range of responses from the students, it should be made clear to all students that the brief must be their starting point for the development of finished work.** The work that the student carries out in the preparatory period represents a bridge between the theme and the eventual finished response, which should **fulfil one of the given briefs**.

Students should begin this project by collecting **both primary and secondary source information** and should be actively encouraged to work from direct observation as part of their investigation. The use of relevant primary source material will encourage students to create an original response to the brief; failure to include this will restrict marks. Primary source material is defined as the students' **own** direct observational studies.

**All other sources are secondary.** Secondary sources should be used to understand, criticise and explain, as well as supply visual information. *Teachers need to ensure that students avoid presenting meaningless unannotated collections of images (from magazines, retail catalogues or websites) that lack any element of personal analysis or interpretation.*

Ideas should be reworked and refined as the project develops. All stages should be recorded appropriately. Work may be annotated as a means of on-going evaluation and explanation.

Students should be encouraged to investigate more than one idea suggested by the brief. Investigations should be discussed with individual students to help clarify their ideas. Technical advice should be offered and teachers should ensure that students' intentions match available resources.

Students must record their safe use of tools, equipment and technology.

Any photograph, reproduction, illustration, photocopy or article used as a source of reference material should be acknowledged and shown with the creative work, or recorded in a list of references. Besides showing the range and depth of a student's approach, documentation of this kind is an important part of the vocational learning process.

The preparatory work should be presented as part of the project at the time of assessment and moderation.

## Development and Making

The finished work should be the student's own unaided work.

The assistance given to students during the making of their finished work should be limited to help with such problems as working space, materials and equipment.

Finished work will consist of one or more visual outcomes. Time, resource and production constraints will determine whether work is developed as a finished piece or a prototype.

Students should complete the requirements of the brief, reflecting what an external client may require of someone working in art, craft or design. It is important that students consider carefully how they will meet these requirements, engaging in on-going discussion with tutors, peers and appropriate external contacts.

## Display and Evaluation

**All developmental and finished work must be presented. This year, whatever final outcome is produced, students will also be expected to present a series of 'postcards' – photographs/photocopies of the finished work, showing it to its best advantage. There is no requirement for the number of 'postcards' but they should be no more than A5 in size.**

**When the project is finished, it should be presented as a self-contained set of work, as if for consideration by a client.** This may be in the form of individual presentations to the peer group, teachers and even a 'real-life' client. It should be recorded appropriately: video, stills photography, audio tape, witness statements by teachers and students' notes for the presentation might all be important forms of evidence.

The 'postcards' should be seen as an essential vocational constraint in the presentation of the project. If the 'postcards' are not presented, this should be reflected in the assessment of strands 3 and 4.

Students should organise their preparatory work so that the process of development is clear. They should apply on-going and summative evaluation to both the quality of their work and to how well it meets the brief. Students should indicate how finished pieces might be produced commercially if they are not 'one-off' items, or how individual items might be produced to a high standard of finish.

## Teaching and Support

The briefs have been chosen to encourage students to give the greatest possible degree of creativity in their responses, together with recognition of vocational considerations. The project should be an opportunity for students to build upon what they already know and can do. It should not be necessary to introduce new skills or use of materials, techniques and technology.

Teachers should guide students as they read and interpret the Candidates' Paper, encouraging increasing depth and breadth of individual response to the brief as the project develops. It is permissible for individual centres to introduce supplementary briefs, to give a greater degree of focus on resources which are readily available.

Teachers are encouraged to draw up their own references to practitioners or contexts as they may be able to give focus to the brief through examples which are relevant and accessible to the students. Research should then become individual and exciting.

Books, periodicals, websites, museums, galleries, collections, exhibitions, studios, workshops and commercial products may offer opportunities for research. The process of reflecting on historical, cultural and contemporary influences of source material will serve to enhance and inform students' enquiries.

Teachers should support students in their selection of resources and references. Students should be encouraged to make connections between their own work and that of art, craft or design professional practitioners.

It is essential that teaching input is well-researched, enabling various approaches to the brief. Students should be encouraged to work with a variety of media, materials and techniques.

## **Assessment**

This unit is to be assessed by teacher-assessors, and will be externally moderated by Edexcel during a centre visit. Summative assessment should be recorded and justified on the supplied assessment grid – one grid per student. Assessors should award marks on the basis of the criteria set out in the mark bands, making reference to the Assessment Guidance on page 40 of the specification.

**Teachers are urged to consult the updated specification for this qualification before carrying out the Unit 3 project. Assessment should be criterion-focused. Close attention to the criteria during delivery will maximise opportunities for student attainment.**



Centre name and number

Student name

**Assessment evidence** (The assessment evidence is subsumed in the mark band descriptions)

You need to produce the following evidence, which would typically be sketchbooks, preparatory work and a finished piece of work suitable for presentation to a client. You should:

- Produce work in response to a brief.
- Meet the constraints of a brief, including time and material constraints.
- Collect primary and secondary source information.
- Use primary and secondary source material to understand and respond to the brief.

**Assessor's marking grid**

Marks available	Mark band 1 At this level the student must:	Mark range	Mark band 2 At this level the student must:	Mark range	Mark band 3 At this level the student must:	Mark range	Mark awarded
<b>10 marks</b> (relates to AO1)	<ul style="list-style-type: none"> <li>• collect <b>limited</b> primary and secondary source information</li> <li>• use <b>limited</b> primary and secondary source material to understand and respond to a brief</li> </ul>	1–4	<ul style="list-style-type: none"> <li>• collect <b>extensive</b> relevant primary and secondary source information</li> <li>• use <b>relevant</b> primary and secondary source material to <b>develop ideas</b> when responding to a brief</li> </ul>	5–7	<ul style="list-style-type: none"> <li>• collect <b>extensive, imaginative and relevant</b> secondary source information and <b>well worked</b> primary source information</li> <li>• select <b>relevant</b> primary and secondary source material <b>imaginatively</b>, to <b>develop ideas</b> when responding to a brief</li> </ul>	8–10	
Comments/evidence locations/justification for mark awarded:							
<b>10 marks</b> (relates to AO2)	<ul style="list-style-type: none"> <li>• <b>basically</b> use materials, techniques and technology <b>safely</b> to meet the requirements of a brief in a <b>limited way</b></li> </ul>	1–4	<ul style="list-style-type: none"> <li>• use materials, techniques and technology <b>safely</b> and <b>effectively</b> to meet the requirements of a brief</li> </ul>	5–7	<ul style="list-style-type: none"> <li>• use materials, techniques and technology <b>safely, imaginatively</b> and <b>with a high level of skill</b> to meet the requirements of a brief</li> </ul>	8–10	
Comments/evidence locations/justification for mark awarded:							
<b>17 marks</b> (relates to AO3)	<ul style="list-style-type: none"> <li>• produce <b>limited</b> work in response to a brief</li> <li>• meet the constraints of a brief in a <b>limited way</b></li> </ul>	1–7	<ul style="list-style-type: none"> <li>• produce a <b>range</b> of work in response to a brief <b>effectively</b></li> <li>• meet the constraints of a brief having considered a <b>range</b> of options</li> </ul>	8–12	<ul style="list-style-type: none"> <li>• produce a <b>wide range</b> of work in response to a brief <b>imaginatively</b></li> <li>• meet the constraints of a brief <b>imaginatively</b> having considered a <b>wide range</b> of options</li> </ul>	13–17	
Comments/evidence locations/justification for mark awarded:							
<b>13 marks</b> (relates to AO3)	<ul style="list-style-type: none"> <li>• <b>basically</b> display the work</li> <li>• <b>basically</b> evaluate responses to the brief</li> </ul>	1–5	<ul style="list-style-type: none"> <li>• display the work <b>effectively</b></li> <li>• evaluate responses to the brief <b>effectively</b></li> </ul>	6–9	<ul style="list-style-type: none"> <li>• display the work <b>imaginatively</b></li> <li>• evaluate responses to the brief <b>imaginatively</b></li> </ul>	10–13	
Comments/evidence locations/justification for mark awarded:							

Assessor signature

**Total marks available for this unit**

Date

**Total mark for student for this unit**  
(transcribe this mark on to OPTEMS)

## Authentication Form

**Specification Title** .....

**Specification and unit number** .....

**Centre Name (Block Capitals)** .....

**Centre Number** .....

**Candidate Name (Block Capitals)** .....

**Candidate Number** .....

**Examination series for which candidate entered** .....

### Declaration of Authentication:

**I declare that the work submitted for assessment has been carried out without assistance other than that which is acceptable under the scheme of assessment.**

**Signed (candidate)** .....

**Name (Block capitals)** .....

**Date** .....

**Signed (teacher-assessor)** .....

**Name (Block capitals)** .....

**Date** .....

**Please attach this authentication form to the candidate's submission.  
A mark of 'zero' or 'Absent' must be recorded if a candidate cannot provide  
confirmation of the authenticity of the coursework produced.**