

Paper Reference(s)

Unit 5303
Edexcel GCSE
(Double Award)
Applied Art and Design
Teachers' Paper – 2008
Externally Set Project
Unit 3: Working to Project Briefs

For issue from September 2007

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 2008.

MODERATION VISITS WILL COMMENCE FROM 16 MAY 2008.

Materials required for project

Full range of art, craft and design media, materials and equipment.

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Turn over

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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 2008.
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 2008 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. Candidates 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 2008**. 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 2008**.
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
- Finished Work
- Evaluation and Presentation
- Teaching and Support
- Assessment

Preparation and Research

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

The Candidates' Paper should be given to all the candidates together. **The paper must be discussed with the candidates**, encouraging free participation, introducing and considering available and suitable interpretations and alternatives. When candidates receive their papers they will require a constructive framework, to help them tease out possibilities and define boundaries for time planning and vocational constraints.

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

Candidates 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 candidates to create an original response to the brief; failure to include this will restrict marks. Primary source material is defined as the candidates' **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 candidates 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 ongoing evaluation and explanation.

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

Candidates 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 candidate's approach, documentation of this kind is an important part of the vocational learning process.

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

Finished Work

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

Assistance given to candidates in making 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. The brief, time, resource and production constraints will determine whether work is developed as a finished piece or a prototype.

Candidates 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 candidates consider carefully how they will meet these requirements, engaging in ongoing discussion with tutors, peers and appropriate external contacts.

Evaluation and Presentation

Candidates should organise their preparatory work so that the process of development is clear. They should apply ongoing and summative evaluation to both the quality of their work and to how well it meets the brief. Candidates 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.

When the project is finished, it must 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, still photography, audio tape, witness statements by teachers and candidates' notes for the presentation might all be important forms of evidence.

Developmental and finished work must all be presented along with the A2 presentation sheet described in the Candidates' Paper.

Teaching and Support

The briefs have been chosen to encourage candidates to give the greatest possible degree of creativity in their responses, together with recognition of vocational considerations. The project should be an opportunity for candidates 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 candidates 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 elaborate on the set brief and give a greater degree of focus on resources which are readily available to the centre.

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 to their candidates. Research should then become individual and exciting.

Teachers should help candidates in their selection of resources and references. 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 candidates' enquiries.

It is essential that teaching input is well-researched, enabling various approaches to the brief. Candidates 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 candidate. Teacher-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. Assessors are reminded that this qualification is set at levels 1 and 2 of the National Qualifications Framework.

Teachers are urged to consult the current specification for this qualification and check the Edexcel website before carrying out the Unit 3 project. Assessment should be highly criterion-focused. Close attention to the criteria during delivery will maximise opportunities for candidate attainment.

Edexcel GCSE in Applied Art & Design (Double Award)

Unit assessment record and portfolio index

Student:

Centre:

Unit 3: Working to project briefs

This unit is assessed only on the basis of the Edexcel external project brief

List of main contributions from this project to Unit 1:

List of main contributions from this project to Unit 2:

Instructions for use

- Enlarge this page to A3 on the photocopier.
- Photocopy the enlarged assessment grid on the other side.
- Fold it in half, with this page on the outside.
- This forms a four-page booklet, providing an assessment record for the unit and a portfolio index, that enables internal standardisers and external moderators to locate evidence claimed to substantiate the assessment criteria for the unit.

Feedback to student:

Signed (tutor):	Signed (student):	Date :

Feedback to student:

Signed (tutor):	Signed (student):	Date :

Feedback to student:

Signed (tutor):	Signed (student):	Date :

Feedback to student:

Signed (tutor):	Signed (student):	Date :

Witness statements:

Edexcel GCSE in Applied Art & Design (Double Award) Unit 3: Working to project briefs

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

Assessor signature

Total marks available for this unit

50

Date

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

Authentication Form

Examinations to be held during 2008

Specification Number

Specification Title

Centre Number	Centre Name
Candidate Number	Candidate Name

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-examiner)

Name (Block capitals)

Date

I give permission for Edexcel to use my Art and Design coursework and work from the externally-set assignment 2008.

Student signature:

Print name:

Please attach this form to the candidate's submission