

Applied Art and Design (Double Award)

General Certificate of Secondary Education **GCSE 1490**

Report on the Units

January 2007

1490/R/07J

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All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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General Certificate of Secondary Education

Art & Design (Double Award) (1490)

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Report on the Units January 2007

Chief Examiner's Report

There is now an established pattern of predominantly 4862 entry for the January session. There is consequently little comment that can be made for portfolio units 4860 and 4861.

Moderators reported no misunderstanding or misinterpretation of the specification requirements. The requirement to produce both 2D **and** 3D objects and evidence has clearly registered with the centres entering for this session. Moderators did not report any instances of entries which did not include some 3D elements. Centres are to be congratulated on their efforts to ensure the specification requirement for candidates to work in both 2D and 3D has been met.

Work was presented in rank order and was clearly labelled. Centres are reminded that when following an holistic approach to the delivery of units 1 and 2, it is important that assessment for each unit can be clearly tracked and that there is separate evidence for each unit. The same piece of work cannot be assessed twice for different units.

Principal Moderator's Report

4860 - 2D & 3D Visual Language

This unit is primarily concerned with the understanding and application of visual language. Candidates had been encouraged to develop this understanding both through their own practice, and through acquaintance with the work of established practitioners.

Most candidates demonstrated some evidence that they had integrated some familiarity with the work of other practitioners into their own process. Acquaintance with practising designers and artists proved valuable for some candidates.

Sound drawing skill was a characteristic of the more successful submissions. Observational drawing usually provided the basis of extended and worthwhile developments.

Vocationality was usually designed into tasks and projects by the centre. Some candidates were able to expand and develop this aspect into relevant scenarios and to provide solutions which were appropriate or fit for purpose. Elsewhere, however, candidates had neglected to explore and capitalise on this aspect and had consequently compromised the vocational element.

Annotation ranged from the informative and reflective to the descriptive and banal. Candidates had clearly been encouraged to collect relevant research material but at times had neglected to organise and analyse that same material. Judicious editing might, in some instances, have contributed to more coherent and persuasive submissions.

Presentation was sometimes neglected and centres should be aware that this is an important ingredient of good communication as well as vocationality.

It is encouraging to note that candidates are increasingly willing to explore the possibilities of ICT. This is an aspect of the designing process which not only

enhances presentation but can also extend the possibilities of a given brief significantly.

4861 - Materials, Techniques and Technology

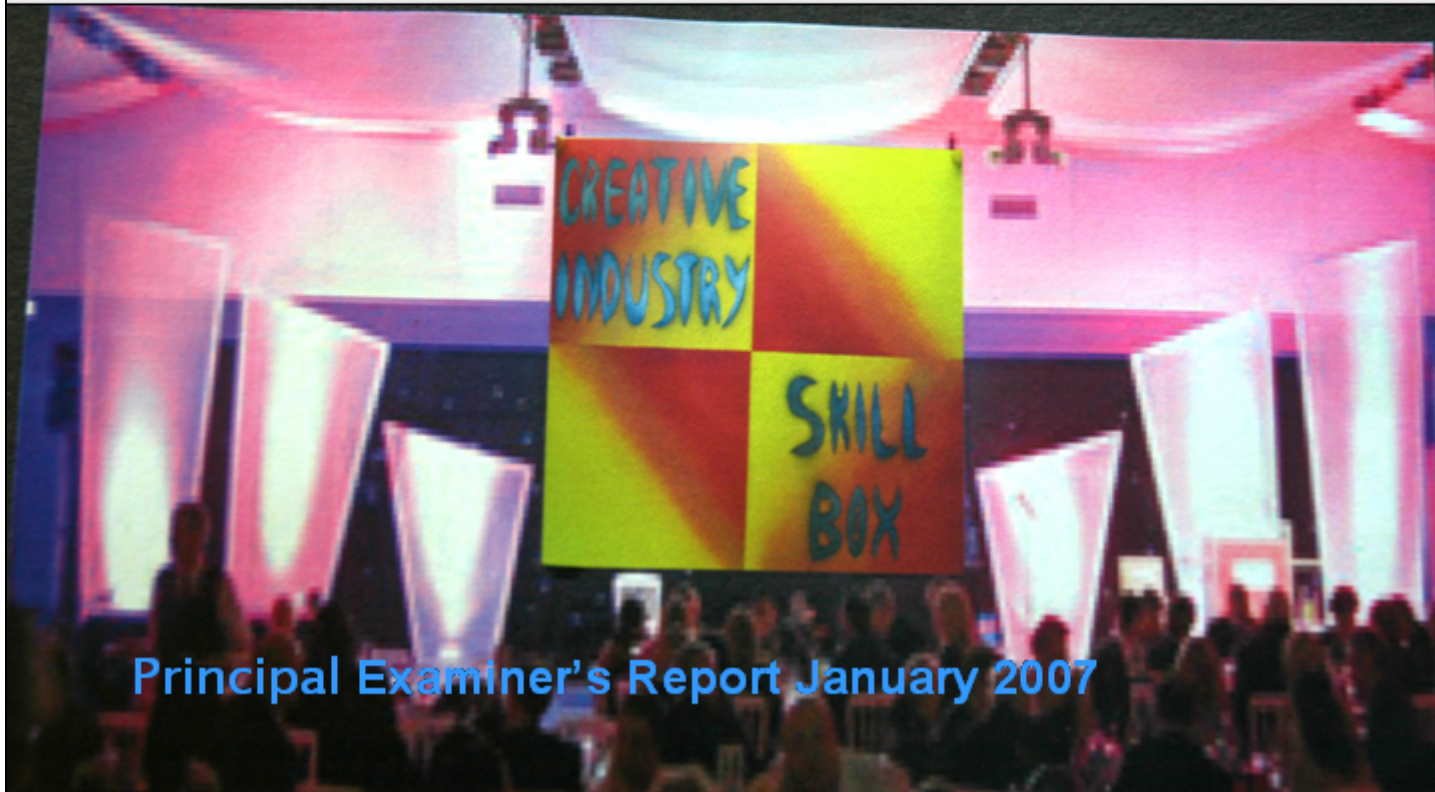
This unit is concerned with the understanding and use of 2D **and** 3D materials. The underpinning skills learnt in this unit support the whole qualification. It is important that sufficient time is given to the delivery of this unit in order to enable candidates to be successful in other units.

Centres are reminded that the qualification 'is suitable for those wanting a broad background in Applied Art and Design. It enables candidates to make valid personal choices on completion of the qualification and to allow progression into art-related areas of employment.' ([www.ocr.org.uk/qualifications/GCSEAppliedArtandDesign \(DoubleAward\).html](http://www.ocr.org.uk/qualifications/GCSEAppliedArtandDesign(DoubleAward).html) - Overview)

The requirements for both the portfolio units are premised on the assumption that a candidate's approach will develop during the course. Centres should allow for that maturing process and be aware that a candidate's best interests might not be served by submitting work for external assessment too early in that development.

Exposure to a broad range of materials and processes over a period of time is invaluable in developing a candidate's knowledge and skill base. Successful submissions invariably demonstrate a degree of confidence, which can only be acquired by repetitive and sustained practice. Similarly, being aware of how other artists and craftspeople engage with and exploit materials can be of enormous benefit to a candidate's developing appreciation of materials and processes.

GCSE Applied Art and Design 1490
Working to a Project Brief: 4862



The feedback from moderators was that candidates appeared to enjoy this paper, producing some interesting and diverse responses to the brief.

Candidates responded well to the vocational approach and worked with a significant degree of independence.

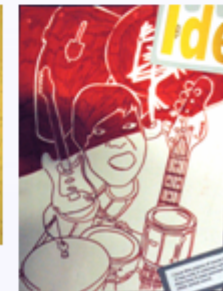
Successful candidates responded well to the opportunity to:



GCSE Applied Art and Design: Working to a Project Brief

Research and explore a wide range of subjects and imagery related to the themes and constraints in the brief.

Imagery relating to music, fashion and manufacturing/engineering was common, as was food. The opportunity for candidates to produce direct observations was exploited by many students and developed into strong outcomes. Candidates also creatively developed ideas from secondary sources using them in a mature fashion to produce vocationally exciting design proposals.



GCSE Applied Art and Design: Working to a Project Brief

Find and relate to artists, craftspeople and designers who could inform their own visual language when responding to the brief. The most successful candidates produced visual analysis of others' work with short but pertinent annotations. They explored composition and layout and the way artists, craftspeople and designers use techniques and materials for specific purposes.



Candidates who chose irrelevant sources and just copied biographical details in a rote fashion tended to produce work of a less successful nature. There is a tendency to regurgitate facts taken from books and the internet which is actually a waste of the candidate's time. This leads to the issue of the unacknowledged copying of others' written work, passed off as their own. This could be construed as malpractice and should be discouraged at all times.

GCSE Applied Art and Design: Working to a Project Brief

Create a number of ideas which they could extend and develop into a final piece. This candidate chose to develop and produce a maquette for the award trophy, they researched ideas taken from their primary observations of instruments and associated objects. These ideas were developed and extended, through research into relevant artists and current award designs. Three viable solutions were presented and a final ceramic piece was made.



GCSE Applied Art and Design: Working to a Project Brief



Explore and show their own skill when using media and materials.

This candidate demonstrates ability to explore and develop imagery from observational drawing and manipulation of different media and materials to achieve a final piece using reverse appliqué.

It is important that a candidate's choice of materials for their final piece involves techniques that they have used and a developed level of skill which will allow them to achieve in the final outcome.



GCSE Applied Art and Design: Working to a Project Brief

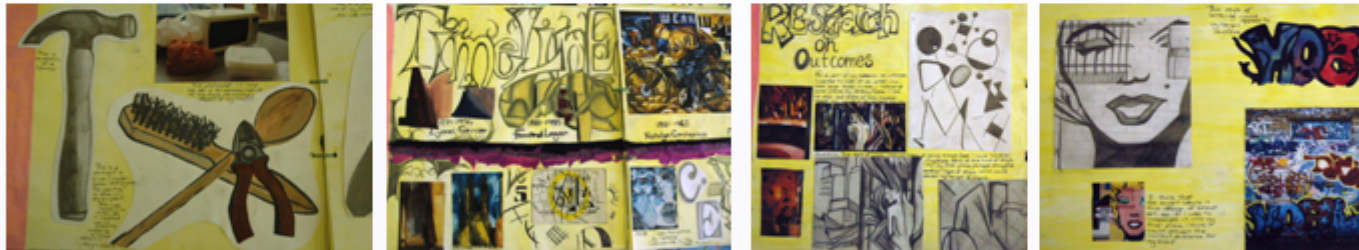
Candidates explored vocational pathways and produced work which addressed a client's needs by looking at the work and working methods of design professionals. They then produced client proposals which showed the work in context (Artists Impressions) using either digital media, collage or traditional drawing media. Some candidates produced scale models and sets. Others produced presentation packs. There is a growing understanding of how to address the vocational aspect of this qualification which is very pleasing.



GCSE Applied Art and Design: Working to a Project Brief

Present their work in way which showed the creative journey the candidate took to arrive and create the final outcome.

Successful candidates present a clear and consistent journey which may have detours and the odd Cul de Sac, but the main stream of the journey is explicitly told, arriving at the final outcome. The work here illustrates a candidate's edited journey showing only the essential points in their story. However it is a clear and consistent process.



Drawing from a range of primary sources.

Researching a range of historical sources which inform their own work.

GCSE Applied Art and Design: Working to a Project Brief

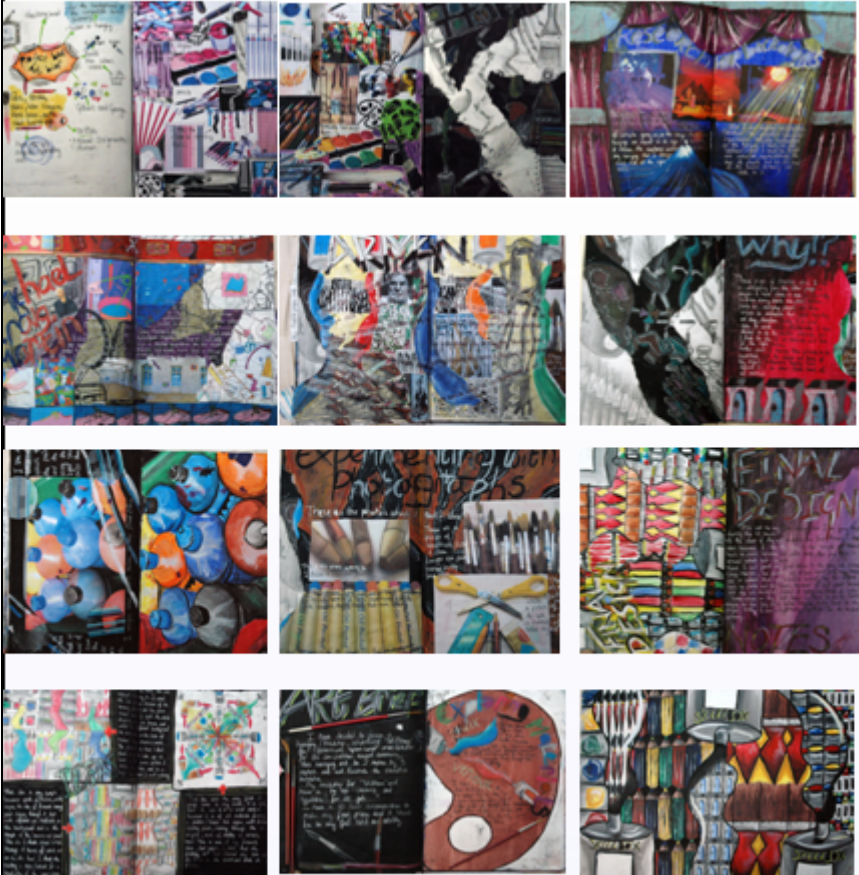
Develop their research and develop ideas in a consistent form allowing new ideas to evolve and selecting the final idea for development into a single finished outcome.

GCSE Applied Art and Design: Working to a Project Brief



In the final exam the candidate produces three panels for the presentation, painted in Acrylic. Although they show skill in the use of this media it does not match the skill and flair in the development work where the candidate shows a confident, independent approach when using familiar media. The size and complexity of the design presents a challenge to complete successfully in ten hours. Use of media that was more familiar and executed on a slightly smaller scale, presented to the client digitally would have been more successful.

GCSE Applied Art and Design: Working to a Project Brief



Show critical analysis and understanding of their own creative process. The candidate has chosen to work in an A4 sketch book so the work and progress is presented sequentially and shows the candidate's thought processes and understanding both visually and through the annotation of the visual process. It is important to note that annotation is secondary to visual expression of understanding and not instead of. Annotation supports and illuminates visual ideas acting as signposts and an aide-memoire to the candidate.

GCSE Applied Art and Design: Working to a Project Brief

ART BRIEF:

The art brief was popular. The screen or hanging option allowed candidates to find a broad range of imagery and subjects to explore. candidates developed their ideas using both primary and secondary images to achieve a visual synthesis. Weaker candidates were content to produce literal transcriptions of secondary images.

The responses were created using a wide variety of materials and techniques showing a good level of skill.

It is important that the candidates realize they do not have to produce the actual piece of work. The question asks for a "Final design and scale version", This means a piece of finished art work which could be presented to a client as a design proposal. This allows the candidate to show off skills they have acquired and honed during the research and development part of the exam. It also allows them to gain more marks for vocational practice.

GCSE Applied Art and Design: Working to a Project Brief

CRAFT BRIEF:

Printmaking offered candidates a chance to use the craft option.

Successful candidates were the ones that focused on the techniques of printmaking as well as the development of a suitable and appropriate image.

The most popular print method was relief lino prints usually backed up with experiments with press print material.

Successful candidates who responded to the soft toy option, produced work which showed wit and a good level of skill.

DESIGN BRIEF:

The design option showed candidates have a good understanding of the design process. Logos which were worked up from primary observations were the more successful and the application of logo design as vehicle livery gave candidates a good vocational opportunity.

The uniform option proved very popular producing a variety of solutions. There was a heavy reliance on secondary sources and uncritical mood boards consisting of magazine imagery cut out and pasted down.

Assessment objectives

Assessment Objective One (AO1) 25 marks. *Apply and reflect upon knowledge, skills and understanding of the specified skills content.*

This deals with all aspects of visual communication through the use of formal elements and understanding how visual language is acquired. For the most part candidates are generally familiar with a limited range of formal elements. The stronger candidates demonstrate an understanding of what, when, and how to use them, either to communicate emotions and ideas, or to analyse the work of others.

GCSE Applied Art and Design: Working to a Project Brief

Assessment Objective Two (AO2) 25 marks. *Apply and reflect upon knowledge, skills and understanding specified in the materials and media content.*

This deals with how a candidate chooses materials and media to develop ideas in the most appropriate way. candidates who achieve well in this objective have been given opportunity to develop skill and understanding in a wide range of media/materials. This allows them to choose the relevant media/materials to explore their use in the making and development of the brief and its solution. They will also explore the constraints of media/materials and possibly how production can constrain a final product's form thus developing a vocational awareness in the use of media and materials.

For example candidates who are familiar with working to a brief at points throughout the course will automatically develop an *awareness of vocational practice*. but if they take their final art work and present it in context to the client, reflect upon the constraints of the brief and show how they resolved the technical and creative problems they will be on track to achieve a *highly developed awareness of vocational issues*

GCSE Applied Art and Design: Working to a Project Brief

Assessment Objective Three (AO3) 50 marks. *Respond to given briefs and carry out project work in which they work within vocationally-related contexts; gather, record and analyse relevant information and evidence; make reasoned judgements and present solutions; and evaluate their practice.*

It is important that the candidate knows how valuable this assessment objective is. It deals with how candidates research plan and develop ideas and images from the very start of the project to the final resolution of the brief. It looks at what type of sources a candidate may choose and its relevance to the chosen research path. candidates must explore both primary and secondary sources.

For example;

Success is often seen where candidates have identified a valid starting point or source. This is usually found through primary sources. Observation and recording these through a variety of media and techniques gives candidates a range of imagery and an intimate understanding of the imagery generated through recording.

Secondary sources are as important, They offer a supplement to the primary observation and should extend it, acting as a catalyst in the developmental work and more importantly placing the starting point in a vocational context, linking the candidate's research into the work of other practitioners with their own practice.

GCSE Applied Art and Design: Working to a Project Brief

**General Certificate of Secondary Education
Applied Art & Design (Double Award) 1490
January 2007 Assessment Series**

Unit Threshold Marks

Unit		Maximum Mark	A*	A	B	C	D	E	F	G	U
4860	Raw	100	94	84	74	65	55	45	35	25	0
	UMS	100	90	80	70	60	50	40	30	20	0
4861	Raw	100	94	84	74	65	55	45	35	25	0
	UMS	100	90	80	70	60	50	40	30	20	0
4862	Raw	100	94	85	75	65	54	43	32	21	0
	UMS	100	90	80	70	60	50	40	30	20	0

Entry Information

Unit	Total Entry
4860	91
4861	40
4862	516

Specification Aggregation Results

GRADE	A*A*	AA	BB	CC	DD	EE	FF	GG	UU
UMS	270	240	210	180	150	120	90	60	0
Cum %	0.0	0.0	0.0	2.5	2.5	5.0	12.5	25.0	100

47 candidates were entered for aggregation this session

For a description of how UMS marks are calculated see;
www.ocr.org.uk/OCR/WebSite/docroot/understand/ums.jsp

Statistics are correct at the time of publication

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