



General Certificate of Secondary Education

Art and Design (Graphic Design)

Coursework 3203/C

Report on the Examination

2007 examination – June series

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GCSE Art and Design (Graphic Design) 3203

Coursework 3203/C

The majority of centres delivered well-structured courses that enabled candidates across the ability range to meet all of the assessment objectives. Coursework projects tended to be selected on the basis of being different from one another in terms of skills needed, techniques and resources used and outcomes. Therefore Coursework was invariably presented as two, three or four clearly delineated units, each with a final piece. Often, each unit was supported by a sketchbook containing ideas, experiments and cultural references, which reinforced the discreet nature of each unit. Starting points for Coursework units were rarely the result of a visit, workshop or residency, and were most frequently outcome led. The least able candidates took a direct, linear and superficial route towards a product or an outcome. The most able and ambitious candidates took every opportunity to investigate, develop ideas and analyse images, techniques, context and other information before embarking on a final outcome. Similarly, the lowest achievers were those satisfied with examples found from secondary sources to fulfil assessment objectives 1 and 2. Higher attaining candidates had been encouraged to incorporate drawings and photographs from direct observation, and to find examples of suitable, relevant research as part of their investigations. For a subject without a large or accepted canon of practitioners, the internet has enabled candidates of all abilities to discover and analyse the work of designers previously unavailable to them. There was evidence that candidates had been able to discriminate between various genres and styles within the design field and to analyse this information thoughtfully. It was not unusual to encounter work of the highest level which made relevant cultural connections to the work of others with little or no reference to fine art.

The extensive use of digital photography and image manipulation software was much in evidence and was integral to the work of many candidates of all abilities. Standards were high and they improve every year. Standards of presentation were also good – there was an expectation that the subject requires candidates to display their work to best effect. Many teachers made effective use of past question papers to familiarise candidates with the type of questions that they might encounter in their examination.

Mark ranges and award of grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.