

# Examiners' Report Summer 2007

GCE

## GCE O Level Art & Design (7020)

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## Section A General Comments

There was no obvious change this year in the pattern of entry apart from the fact the examiners saw fewer Main Paper 2 Graphics entries. There have all ways been a number of centres where Graphics is well taught, resulting in an excellent range of submissions and this still occurs. We suspect that weaker centres who without a structured course who in the past have chosen this paper have not entered this section.

In 2004 the syllabus was revised and it is apparent to the examiners that where the new syllabus content has been absorbed into the centres own teaching practice then standards of attainment have improved greatly.

There is now much more evidence of in depth personal research into the suggested artists. The candidates who adopted this approach invariably produced work of a more creative and exciting nature. Many candidates gained credit for researching other artists than those suggested. Where the research was based on artists from their own country of origin or cultural background the final work revealed a degree of originality and was of a higher standard.

The candidates responded to the whole range of questions set and the pattern of entries revealed little change apart from fewer Main paper 2 as already mentioned. The one area of weakness shown by many candidates is their lack of understanding of the purpose of the preparatory studies. Preparatory studies **MUST** be submitted with both the Main and the Subsidiary papers to enable the examiners to assess the level of research and understanding prior to the timed test. It is for this reason the candidates are given a 5-6 week period to plan their work.

How their discoveries may have influenced their final work is of great importance. All these preparatory studies should be available to the candidates during the timed test and it is to be hoped that these show a developing sequence of ideas and approaches.

In some cases a completed item of work is then copied in identical format during the timed test. This is of little use in helping the examiners understand the thought processes that may or not have taken place.

The more able candidates and there were many showed an understanding of the value of exciting personal research and how this developed into outstanding individual ideas which were a pleasure to see.

## Section B Individual Questions/Sections

### Main Paper 1

Still the most popular with the majority choosing a painting and drawing approach to this section.

#### Section 1

Human Figure was popular and neither pose proved a problem for candidates who had an understanding of the human form and had produced work of this nature in previous lessons. Where candidates had studied the work of other artists it informed the quality of their work.

Others who failed to submit any preparatory studies invariably had little understanding of what was required and failed to gain a reasonable grade.

### Section 2

Still life and natural forms proved as popular as ever and the responses showed an even distribution from the range of possibilities offered.

A wide range of materials and approaches were seen in this section.

### Section 3

Composition was once again a section that inspired many candidates to produce work of an extremely high standard. The examiners were particularly pleased with the strong personal approach to The Portrait and the depth of research conducted. The very best delved into the thought processes associated with development and changing emotions. Of the artists suggested Frida Khalo and Paula Rego proved to be very inspirational. The research and investigation into their lives and works proved stimulating to those who chose this path.

As was to be expected the theme of Dancing was chosen by many who were able to link the Historical context to that of their own experience and culture.

The concept behind Abstract composition and scientific images linked to the work of the Vorticists or the Italian Futurists stretched the more able and resulted in some sophisticated images.

## Main Paper 2 Graphic Design

There were only a couple of entries for the Print making section but both were of a reasonable standard. Similarly a low response for the Calligraphy section which we may assume is taught less in centres than it was.

Lettering was a section that produced some bold well designed images. Book jackets has proved more popular in the past but of the smaller entry the standards were high.

Packaging has proved not to be a popular section as it is often seen to be more demanding .

Posters were as large bold and exciting as in the past and the entries lived up to expectations. There were some dynamic designs inspired by the theme of Circus.

## Subsidiary Paper 3

Many of the comments made for Paper 1 apply in the same way to Paper 3 except that too many candidates either assume that Preparatory studies are not as important for this paper. When submitted too often they have not been given as much care and attention. Though the time allowed is half that of the main paper the examiners attach as much importance to research in this paper as the main.

For many candidates it might be a wiser option to attempt a smaller piece of work that they know they can complete in the time allowed. It is more important to allow the examiners to assess finished work than to speculate what might have been if time allowed.

## Conclusions

The examiners would like to emphasise that superintendents and candidates who read the instructions and are influenced by the suggestions at the start of each section put themselves in a position where better grades are likely to be gained. It is a disadvantage to candidates when superintendents choose or allow to be chosen uninspiring objects often grouped badly in poor light.

Personal research is expected and the submission of primary source material how ever obtained is crucial in providing evidence of how ideas have progressed to the timed test. All the work should be selected following discussion in order that an A2 sheet is submitted. Staples, heavy card, oversized sheets and superfluous work should not be submitted, it does little to enhance the grade and may well be counterproductive.

# Statistics

## Paper 01

	A	B	C	D	E	U
Upper	100	74	62	51	46	38
Lower	75	63	52	47	39	

## Paper 02

	A	B	C	D	E	U
Upper	100	70	59	48	43	38
Lower	71	60	49	44	39	





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