

Applied Art and Design

Advanced GCE A2 H413/H613

Advanced Subsidiary GCE AS H013/H213

Examiners' Reports

January 2011

H013/H213/R/11J

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This report on the Examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the Examination.

OCR will not enter into any discussion or correspondence in connection with this report.

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Chief Examiner's Report

General Comments

Centres have been very enthusiastic about this award and they have proved their commitment to it, by again, releasing work for OCR's use for Standardisation and Award purposes. However, some centres have been reluctant to release work requested by moderators or they have not dispatched the work to OCR. This causes major problems for the awarding of grades on the grade boundaries. It is an Ofqual and JCQ requirement that selected work is sent to examination boards. This is an essential part of the examination process to enable awarding to take place. Every effort will be made to return work as soon as possible, as OCR is fully aware that work is needed for portfolios for interviews.



Centres have also been very co-operative about arranging visits and exhibiting work. Work was well presented in quiet rooms, put aside for the sole use of the moderator. Nearly all work was displayed according to the OCR instructions, unit by unit, and in rank order, this made the moderation process run more smoothly. However, a few centres greatly extended the practical difficulty and duration of the moderation process by presenting the candidates' whole submission rather than by unit.

Centres and candidates must ensure that the work to be moderated is placed in the correct discrete units, even though the course may have been delivered holistically. Centres are also reminded that they should send in their forecast grades.

The administrative procedures went relatively smoothly, although it is important that Centres realise the importance of sending the correct documentation to moderators prior to their visit – moderators require the following:

- MS1's (Please check that these are correctly filled in and correlate with the Centre Assessment Forms),
- Centre Assessment Forms GCW233 relating to each candidate and unit entered,
- Centre Authentication Forms CCS160 – one to cover AS units entered and a separate one for A2 units. It is important that Centres realise that the moderation process cannot take place unless the moderator has received the Centre Authentication Forms for AS/A2.

Centres should ensure that candidates have labelled all their work with their centre and candidate name and number.

It is very evident that after the moderation process is completed, centres are keen to have feedback about the work displayed. Teachers want to understand more about the moderation process and are encouraged to attend Inset courses. Inset courses for GCE Applied Art and Design will again be offered in 2011/2012, and if there are any queries about Inset, then please check the OCR website: <http://www.ocr.org.uk/training/index.html>

This specification has encouraged candidates to be more confident, ask more questions and be involved with problem solving and lateral thinking. They have also been fully engaged in talking to clients and understanding the implications of a brief. Presentation is a very important part of the vocational aspect of this award and it is vital that candidates are made aware that all work produced should be client-focused or for a target audience. Presentation of work in this session was the best yet; the majority of centres had made improved efforts in displaying candidates' work. It is also encouraging to report that a number of candidates have gained direct entry into University with their Applied work because of the range and depth of their portfolios and their ability to talk confidently about their work.

Centres are reminded that if they encounter any problems with lost, damaged or missing work that they should contact their Examinations Officer immediately

AS Portfolio Units F140, F141 and F144 – F148

Fewer centres submitted candidates for this session. However candidates did not fail to impress with some very exciting and innovative ideas – in F140 and F141 some exceptional work was seen.

In F140 candidates from one centre had produced some very detailed small decorative work combined with some matching decorative ceramic panels. In another centre candidates had been involved in working with natural forms to create table lamps or hanging lights.

In F141 some outstanding work was produced combining large 2D portraiture and equally impressive 3D ceramic heads.

F142 Preparing and working to a brief

Moderation revealed that the project brief outlines had been adapted in a variety of creative ways by candidates, with a range of outcomes being seen. Candidates used the topic to develop their skills in visual communication, with the vocational aspect being at the forefront of the majority of work seen. Initial research and investigation was generally well presented, but artist/designer connections were not always evident in informing intentions. The level of skills seen was varied, often showing an extensive range of investigations.

Successful candidates assessed in the top mark bands were seen to produce a wider range of initial research, and included recordings from both primary and secondary sources, these were often both innovative and original. Practical outcomes highlighted developing personal styles, strong vocational connections were displayed in both preparatory and final work. Less successful candidates assessed in the lower mark bands were seen to have presented limited research which appeared to have a direct impact on the development of their subsequent work. A lack of consistency in practical skills and response to the work of an artist, designer, craftsman also appeared to hinder the success of final outcomes.

Centres are reminded that a professional, client friendly presentation of research and development materials that clearly relates to a brief's summative outcome substantially reinforces submissions.

F143 The Creative Process

Very few centres use the January entry date for the delivery of this double award unit. Candidates generally benefit from the June entry as the additional time available allows them to thoroughly develop and realise the requirements of 'The Creative Process' unit.

All candidates are given a set of scenarios and project briefs for this examined unit.

The scenario and brief outlines for this year are based on providing art and design ideas and outcomes for an 'Industrial Heritage Centre'. The vocational and applied focus of this unit is at the core of the set paper, stimulating candidates to respond in professional ways using the creative process. Preliminary work, including relevant research, investigation, exploration and analysis should be recorded and presented appropriately at given stages by the client/teacher. There is no set time limit for the preliminary or final work, but the candidates must meet deadlines set by the client/teacher.

F149 Professional practice and progression

The centres moderated in the January session appeared clear and confident in the delivery of this unit. Teaching experience gained over many sessions has allowed centres to thoroughly grasp the importance of this A2 examined unit and its value to the qualification overall. In most instances the statement of intent was visible and thoughtfully prepared. It was seen that this produced a focused pathway of research that led forward to the eventual creative project. Candidates were found to sometimes select a creative project that related to their own particular skills and favoured specialisms. When this occurred the final outcomes tended to be of a high standard. Presentation continued to be the weakest element seen as part of candidate submissions. Lack of care in the preparation and final presentation in many cases did not show a candidate's work to its best advantage. Quality of presentation has implications for a candidate's progression forward into higher education and perhaps ultimately into future professional practice.

A2 Portfolio Units F150 – F157

January 2011 was another successful session for many candidates entered for A2 Portfolio Units.

All centres had work available in quiet areas and excellent effort had been made to present samples of work in an accessible form for moderation.

Generally, work was well presented with teachers and candidates taking a great deal of time and trouble to ensure exhibitions were of the highest standard. Unit Recording Sheets were completed satisfactorily. Where teacher comments had been made they were pertinent and worthwhile, providing helpful information

Candidates presented their work on mounted sheets, in sketch books, plastic sleeved folders or a combination of methods with the final outcome being submitted separately, reflecting the need to present work in a professional manner to a client. Whilst there is not a prescribed form of presentation, development of research and ideas needs to show effective planning and good quality skills in a vocational context. The quality of the written word was variable, with the most successful candidate's being mature and used to enhance meaning, develop and clarify ideas

The best submissions showed extensive research and investigations into both historical and contemporary imagery, with candidates achieving a clear differentiation in quality and depth between AS and A2. This was particularly evident in the skill levels shown in planning and the final outcome.

Assessment Objective 1: Applying knowledge and understanding of others' practice:

The most successful candidates presented high quality work, professionally, showing it was vocationally fit for purpose. Less successful candidates presented haphazard research, which was superficial and lacked development. Reference material was gathered, but did not provide inspiration for the production of well planned or high quality outcomes, nor did it show implicit links to possible uses and locations necessary in this vocational qualification. More evidence and clarity of intentions with planning should be evident within the work.

Centres that had ensured good coverage of this Assessment Objective generally scored higher across the mark range.

Assessment Objective 2: Applying skills, techniques and understanding:

The most successful candidates developed a personal style, modifying and refining ideas as the work progressed and presented sophisticated high quality outcomes. Good practice was seen in various forms and in a rich variety of media and processes. Less successful candidates, who failed to explore ideas thoroughly and used a limited range of practical investigations, would have benefited from more focused work on applying skills and techniques.

The application of skills varied immensely between centres and this was the Assessment Objective which tended to be over marked. Some centres gave too much credit when awarding marks for this Assessment Objective, when the evidence for quality skills was lacking and difficult to see. Some candidates documented their work as it progressed through the use of photographs.

Assessment Objective 3: Analysis, synthesis and evaluation:

ICT featured in many units of work and was common as a means developing ideas and of presenting final outcomes. In some centres this led to some very creative and professional outcomes.

The most successful candidates had concluded with a visualisation of their own design in a vocational context. This ensured ongoing analysis and evaluation as an integral part of their work, leading to logical and well thought out final outcome.

The initial launch of the Unit made a significant difference to the success of its outcome. Clear briefs, which incorporated some constraints, provided a good foundation and encouraged candidates to focus on the task. Some original and interesting work was produced by candidates who had choice in developing work to suit their strengths and their own specialisms.

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