

# Applied Art and Design

Advanced GCE A2 H413/H613

Advanced Subsidiary GCE AS H013/H213

## OCR Report to Centres

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**January 2012**

**H013/H213/R/12J**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, OCR Nationals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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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# Overview

## General Comments

Centres were very co-operative this series in releasing work for awarding and standardisation purposes and in 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 presented the candidates' whole submission rather than presenting by unit creating undue pressure on the moderation process. 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.

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:

- MS1s: please check that these are correctly filled in and correlate with the Centre Assessment Forms
- Centre Assessment Forms GCW233 is sent for each unit, listing all candidates entered
- Centre Authentication Forms CCS160 – one to cover AS units entered and a separate one for A2 units. Remember, the moderation process cannot take place unless the moderator has received the relevant Centre Authentication Forms.

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

Details of the guidance and support available for teachers can be found on the OCR website. 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 good; 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 to submit forecast grades and 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, F144–F148)**

Fewer centres submitted candidates for this series for these units. Most candidate submissions were made for F140 and F141.

Where candidates had fully engaged with the vocational aspects of these units, they had performed extremely well. Good research and well annotated sketchbooks were seen, although some candidates would benefit from using word processing. Many candidates are using digital cameras to record visits, and to record for drawing purposes. A variety of media, styles and techniques had been used, and it was pleasing to see that some candidates explored and fully developed their ideas, providing some excellent analysis and evaluations.

## **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, high achieving candidates were seen to produce 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. Lower achieving candidates 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, craftsperson 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 series for the delivery of this double award unit. Candidates generally benefit from entering candidates in the June series 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 'The Eat Afresh Group'. 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 series 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)**

Candidates generally 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 written communication was variable, with the most successful candidates writing in a mature meaningful way which allowed them to 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.

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