

GCE

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Edexcel Advanced Subsidiary GCE in Applied Art and Design

Sample briefing document for the
Summative Project

Unit 6: Develop Set Ideas

Unit 7: Produce Set Ideas

For first teaching in autumn 2005

October 2004

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Sample assessment materials

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Notes and instructions

Unit combinations

Double Award

The Summative Project combines Unit 6 and Unit 7. Both units are assessed on the basis of this Summative Project. Centres must assess the units using the supplied grids, which are identical to those in the specification.

Single Award

Single Award students take the Summative Project (Unit 6 only). The unit is assessed using the supplied grid, which is identical to the one in the specification.

Entering students for the Summative Project

Centres will need to enter their students for the units being taken in the externally set Summative Project. Students must be entered separately for each unit even though they will be undertaking projects in which two units are combined. Arrangements for making entries for the Summative Project units are as follows.

- Students are to be entered for the following unit using the Test Order Form
 - GCCE Unit 6 (6906): *Develop Set Ideas*
- Students are to be entered for the following unit using the Portfolio Entry Form
 - GCCE Unit 7 (6907): *Produce Set Ideas*

Note: Students must be entered separately for these units, even though they will be undertaking a project in which two units are combined.

What if students have already taken one of the units?

The Summative Project is a combination of two units. If students have already completed the Single Award and they now wish to be entered for the Double Award, centres can enter them for one unit only of the Summative Project (Unit 7).

In these circumstances, centres are advised to consider this as a *re-entry* for the unit they have already taken, with the strong possibility of their students gaining a higher mark for the unit than they obtained when they first took the unit. The higher mark gained for any unit is the one which will count for the total qualification.

There are no longer any restrictions on the number of re-sits allowed for any unit. See JCGQ Notice to Centres Revision of Re-sit Rules, October 2003 (www.jcq.org.uk).

Instructions for the conduct of the Summative Project

Note: This section overrides any generic ICE document that may be issued for this GCE.

- 1 The Summative Project for AS GCE in Applied Art and Design is the *only* vehicle for the assessment of Unit 6 (Develop set ideas) and Unit 7 (Produce Set Ideas).
 - 2 For AS Single Award the Summative Project will be assessed against Unit 6 only. For AS Double Award it is assessed against Units 6 and 7.
 - 3 Apart from this document there will be *no examination paper* for the Summative Project.
 - 4 Assessment will be carried out by centre assessors, whose decisions will be subject to moderation by Edexcel's external moderators. All moderation will be carried out at centre visits, and will take place at the same time as the moderation of the portfolio units, in the summer moderation series.
 - 5 There are no restrictions on the size of work, the type of work or the quantity of work which is produced for this project. Learners may work using any medium, material or technique which is appropriate to the brief.
 - 6 There are no special conditions in which the work has to be carried out, as long as the finished piece is completed in the centre, under staff supervision.
 - 7 Work for the Summative Project should be carried out in any suitable environment, such as workshop, art room, darkroom, etc.
 - 8 A *minimum* of 60 hours should be allowed for the Double Award Summative Project, and, where only Unit 6 is covered, a minimum of 30 hours should be allowed. There are no time restrictions or set hours in which the projects must be carried out. The deadline is that they must be completed and assessed by the **end of the deadline for submission of marks for moderation** (one week earlier in centres for Northern Ireland). They may be started at any time and take as long as is deemed appropriate by teachers and students.
 - 9 Following summative assessment the marks must be entered on the appropriate OPTEMS forms and returned to Edexcel by the published deadline.
 - 10 Preparatory work and finished work, together with research, development, notes, sketchbooks, workbooks and work journals, maquettes, models, trials and tests may all contribute to the project and should be considered holistically as the evidence for these units.
 - 11 Evidence to be assessed against these units must be produced specifically to meet the requirements of the brief. Nevertheless, the same evidence may also be cross-referenced to address other (portfolio) units.
 - 12 Centres should note that these units are moderated in summer only, and that there is no November or January moderation series.
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Theme and scenario

The theme is *Time*.

The vocational scenario is as follows.

What is *Time*? The theme of *Time* may be interpreted in a wide variety of ways. Centres and students are free to choose their approach.

For example:

- *Time* may be understood mechanically, as related to the working of clocks and watches, their use and design.
- *Time* may be presented in some way that shows its importance or unimportance.
- *Time* may be expressed in terms of ageing and decay.
- *Time* may be shown in progression and development.
- *Time* may be thought of as history, archaeology, origins, the past or the future.

Some background information

This does not *have* to be used. It is simply background information that may spark off ideas for briefs or solutions.

- We take watches and clocks for granted, and we can easily find out what the time is. Perhaps that means that knowing the hour of the day is more important to us than it used to be when it was not so easy to tell the time – when people knew what time it was by the position of the sun or the moon.
- There have been many methods of measuring time, besides the watches and clocks we know – such as sundials, water clocks, calibrated candles, and so on.
- The measurement of time has changed dramatically in the last few centuries. One of the main driving forces in the development of accurate timepieces was their use in navigation at sea. That is why the National Maritime Museum in Greenwich displays reproductions of John Harrison's (1693-1776) chronometers.
- Since Harrison's day the development of accurate measurers of time has accelerated rapidly, so that now, the atomic clock, first developed by Nottingham-born Louis Essen in 1955 is able to maintain time measurement accurate to one second in 300 years.
- Extremely accurate electronic watches are now inexpensive and common, with many no longer even requiring batteries.
- The spirit of a place can sometimes be seen in a timepiece (eg Big Ben).
- The progress of time may be seen on a small scale, in terms of seconds, minutes and hours, or on a large scale, in terms of ages, dynasties and geological periods.
- Time may be thought of as a cycle (seconds, minutes, hours, days, weeks, months, years – all coming round and round), or it may be thought of as a constant forward movement, never repeating.
- Some dates can be thought of as very significant, such as birthdays, anniversaries and festivals.
- Ideas and suggestions may also be found in works of religion, philosophy and literature (eg The Bible, H G Wells's *The Time Machine*, etc).

Teacher guidance for the Summative Project

What is the Summative Project for?

The Summative Project serves two major purposes. First, it acts as a vehicle for the delivery of the externally assessed units (Unit 6, Unit 7). Second, the Summative Project provides a means by which students may bring together the knowledge, skills and understanding they have acquired throughout the programme into one piece of vocationally focused work which should show their achievement at its best at AS level.

When should the Summative Project be taken?

It is likely that students will achieve their best at a late stage of the programme. Ideally, then, the Summative Project should be the climax of the programme, taking place as near to the end as can reasonably be expected, to be complete and assessed in time for moderation. In two-year programmes, centres may opt to take the Summative Project as the climax of year 1, or in the second year. In either event, the Summative Project should be assessed at the standard of AS GCE. The Summative Project Brief is being provided at an early stage in the year so that centres may, if they wish, deliver the Summative Project earlier, or extend its length, linking the theme with other work which may be done for the portfolio units.

Delivering the Summative Project

The Summative Project is intended to act as a normal assignment, which should be delivered in the centre in the normal way. *Students should not be left to themselves to struggle through the project, but should be taught and advised as with any other unit.* When the briefs are given out they should be carefully explained to the students. It should be emphasised that this is an important and sizeable piece of work, covering two complete units (in the Double Award). Students should be encouraged to undertake proper and relevant research (not simply downloading and copying from the internet and CD-Roms) and carry out ample developmental study. They should not necessarily select their first idea, nor should they simply produce finished work without any developmental background. The use of sources is vital to the proper satisfaction of unit criteria, as is the analysis of others' work and annotations, which show students' understanding of correct terminology.

The Summative Project brief

The outline briefs provided are intended to be as flexible as possible, to provide centres with the opportunity to take ownership of the project and to deliver it to the best advantage of students. *Centres should use the outline briefs as starting points and make them more specific, or vary them in view of their own circumstances.*

Any brief that is written by the centre must enable students to meet the unit content and the Assessment Objectives, and should conform to the theme and scenario. If centres generate their own briefs they should use the structure of the Edexcel briefs as models.

(Where possible, students should be encouraged to work towards a 'live' brief or with practitioners in order to gain an 'true sense' of a vocational brief).

The unit specifications

It is vital that teachers should read the specifications for units 6 and 7.

Covering *both* units

In Single Award AS GCE Unit 6 only is covered. For the Double Award it is essential that both Unit 6 and Unit 7 are fully addressed in briefs and in assessment:

- Unit 6: Develop Set Ideas – to prototype
- Unit 7: Produce Set Ideas – final outcome

Please be aware of the focus of each unit and ensure that the content and criteria for both are given full weight.

Outline student briefs

To be used as the *basis* for centre briefs. The centre should issue its brief(s) to students at the beginning of the project. It is intended that the brief has a vocational focus and below are some examples of how this may be achieved through the specialist areas.

Students may receive help with the research and development of their work, but not with the finished piece(s) or the presentation and evaluation. Finished work should be carried out in school/college under teacher supervision.

Time

You should research and study the art, craft and design of others that is in some way connected with *Time*. The theme may be understood and interpreted literally (watches, clocks, calendars, etc) or metaphorically (ageing, passage through time, decay, etc). You should study others' work that explores *Time* in both of these ways. It is important that you should gain as full an understanding as possible of the way in which these works convey ideas of *Time*, and that they should include contemporary examples of design and craft, as well as art. You may wish to make similar use of visual meaning in your own work.

Your teacher will help you in the research and selection of appropriate images.

Working in your specialist pathway research, develop and produce an entry for the exhibition.

- **Fine artists** might produce work showing *change and decay*. Or they may wish to explore ways in which time affects us through a painting, print, sculpture etc.
- **Graphic designers** may consider designing promotional material for the theme of *Time*, or developing descriptive visual or information design about the mechanisms, appearances or history of timepieces.
- **3D designers** may design fantastic interactive machines, or fantasy furniture for the theme of *Time*.
- **Fashion designers** may consider garments and accessories for any occasion with a decorative theme related to *Time*.
- **Photographers** may play with ambiguities of *Time* – expressed in movement, narrative, etc.
- **Surface designers** may incorporate symbols of *Time* into a wall-hanging.
- **Multimedia designers** may produce an interactive presentation showing an aspect of *Time*.
- **Design craft specialists** may wish to develop the decorative potential of various materials in relation to storing/displaying collections of timepieces.

Work carried out for this assignment may also contribute assessment evidence to portfolio Units 1, 2, 3, 4 and 5 (where applicable).

Be sure to refer to the checklists on the following page.

Checklists

These checklists should be included in all assignment briefs for the Summative Project.

You *must* carry out the following and make reference to Unit 6 and Unit 7 if you are completing the project for the Double Award.

Unit 6

- Analyse the brief, identifying the problem that needs to be solved.
- Project management: Make a project plan showing how you intend to go about your work and detailing your specialist resources. You should check at key points how well your plan is working, and explain whether you had to modify it as you went along, and why.
- Research and analyse the primary and secondary visual sources you have chosen.
- The research you present should contribute directly to the work you eventually develop and produce. You should make illustrated notes as you carry out your research, but don't just obtain photocopies, information lifted straight from the internet, books, CD-Roms, etc.
- Develop ideas for your work. You should explore a variety of ideas, using drawing, experiments with media and other appropriate methods. You should annotate your developmental studies to explain your ideas and to explain and clarify your methods of working. Explore more than one idea before making your choice. You should improve and refine your ideas and consider a range of alternatives.

All of your research and development should be gathered into a book or portfolio, enabling you to present the complete project in all its aspects. Your work should make use of creative thinking and appropriate visual language.

Unit 7

- Produce one or more finished pieces of work, which should be complete, well presented and as well made as you can make them. If your planned work is too big or difficult to make, the finished pieces may be in the form of models, maquettes, scaled-down paintings or other appropriate representations.
- You should indicate how finished pieces might be produced commercially if they are not hand made craft objects, and how hand made items might be produced to a high standard of finish.
- All your work should be presented appropriately and the presentation should include your evaluation **in relation to the brief** of
 - what went well and what went badly
 - how well your original plan was carried out
 - how the work could be improved, done differently and taken further
 - how the work conveys meanings, messages or information.

Your evaluation may be in any suitable form. If it is presented orally there should be comprehensive recording in the form of witness statements and/or audio/video tape. Evaluation should include your own and others' judgements on your work.

Before handing in your work you should check that you have carried out all of the above items (tick the boxes).

Assessment

Students' work will be assessed by centre assessor(s) in the centre and will be subject to external moderation, at a visit, on a sampling basis. Assessment must be recorded on the assessment criteria grids (see pages 10 and 11) – one set of grids per student (NB the grids are two pages long). Centres should photocopy these pages on to A3 as a double-page spread. Each student must have their own marking grid(s).

The moderator will need to see the completed assessment criteria grids and the briefs for each student at the moderation visit.

Good visual work takes precedence over written work and should be given full weight in assessment. Merely being able to tick all the boxes is not sufficient to gain a grade if the visual work is inadequate.

The terms shown in **bold type** on the grids are crucial to the correct application of the assessment criteria.

Following summative assessment the marks must be entered on the appropriate OPTEMS forms and returned to Edexcel by the May deadline.

Unit 6 Mark Band 1

Learners will demonstrate some ability to research a limited range of primary and secondary sources in response to the brief. They will use these sources, with guidance, to experiment and develop a limited range of ideas that meet the brief.

Learners will be able to use appropriate technical terms when annotating or describing their work. Learners will demonstrate some ability to develop ideas with thought. Learners will have experimented with and used formal elements, mark-making and/or object-making techniques to suit the task, with direction and guidance. Ideas developed largely meet the brief but may only partly handle the detailed requirements and constraints.

When analysing ideas and explaining how they could be produced, the technical and aesthetic features are not fully worked through when producing work to the prototype stage. There is some limited ability to comment on the influences in their work, though this is often related to obvious features such as subject matter or media.

Unit 6 Mark Band 2

Learners will demonstrate independence in researching a wide range of primary and secondary sources in response to the brief. Research is ordered, purposeful and well presented, in appropriate ways. Learners should be able to express personal views and responses to the work of others.

Learners show consistent skill when developing ideas and there is evidence of a developing personal style through the integrated use of visual language. They demonstrate a degree of technical control to produce aesthetic or expressive ideas. It is evident they can combine information and visual references to originate ideas that show creative potential. Learners can explore, experiment and develop a wide range of ideas that effectively meet the brief. The learner has made a selection of formal elements, mark-making and/or object-making techniques to create effective, personal responses with skill.

Learners will be able to annotate or describe their work using appropriate technical terms and are clearly able to express how their work is influenced by others' work. They can identify potential new directions in their own work and how these may be achieved. They have given a clear explanation of the strengths and weaknesses of own use of visual language when developing ideas and prototypes.

Unit 6 Mark Band 3

Learners will demonstrate a systematic and independent approach to researching an extensive range of primary and secondary sources in response to the brief. They are able to make and articulate informed personal responses to the work of others'.

Learners will make a clear explanation and understanding of how visual language has been used in own and others work.

Learners will show a clearly identifiable and committed personal style. There is a high level of visual enquiry and investigations. The learner demonstrates the ability to creatively use an extensive range of formal elements, mark-making and/or object-making techniques to create effective, imaginative responses, when producing ideas and prototypes.

The development process consists of high-quality work that combines skill and innovation and represents a creative response to the brief.

Learners are able to make and articulate judgements about their work, they use appropriate technical terms, showing a critical insight in the evaluation of the effectiveness of their working methods and justify any change of direction with critical understanding.

Unit 7 Mark Band 1

Learners show a basic ability to plan and use their time effectively with some guidance. They demonstrate the ability to select and use a limited range of specialist materials, techniques and processes with some skill. The limited attention to the technical and aesthetic qualities of the work has limited the creative potential of the final outcome.

The learner was able to make some value judgement about their work and can describe the practicalities of their work, but this is often related to obvious features, rather than focussing on areas for improvement.

Unit 7 Mark Band 2

Learners show independence and thought when planning and reviewing their work and working methods. They show some degree of consistency and technical control across the use of specialist materials, techniques and processes to produce an outcome, which shows an awareness of the technical and aesthetic factors. They demonstrate a developing personal style when producing their outcome. In particular they identify potential new directions in their work and make accurate predictions about how this might be achieved.

Unit 7 Mark Band 3

Learners show a systematic approach to planning and reviewing their work. They are able to make and articulate informed personal and value judgements about their work and working methods. They demonstrate a clearly identifiable and committed personal style. There is a high level of visual enquiry and they match skill with high technical ability to produce creative work. They take a reflective and self-critical approach to work resulting in the ability to produce an effective outcome.

Learners are able to make and articulate judgements about their work, which are justified and explained. They demonstrate a fluent command of visual and critical understanding. In the evaluation they give a convincing and thoughtful insight of the effectiveness of working methods and final outcome.

Assessment criteria – Unit 6: Develop Set Ideas

	Mark Band 1	Mark Band 2	Mark Band 3	Mark awarded
a (AO1)	Evidence of basic ability to select record, research and comment on the work of others use of formal elements. Evidence of a basic ability to record and respond to a limited range of primary and secondary visual research, appropriate to intentions. (0–6)	Evidence of competent ability to select record, research and comment on the work of others use of formal elements. Evidence of a competent ability to record and respond to a range of primary and secondary visual research, appropriate to intentions. (7–9)	Evidence of confident ability to select record, research and comment on the work of others use of formal elements. Evidence of a confident ability to record and respond to a wide range of primary and secondary visual research, appropriate to intentions. (10–12)	12
b (AO2)	Evidence of a basic ability to develop a limited range of annotated visual ideas using combinations of formal elements. (0–12)	Evidence of a competent ability to develop a range of expressive annotated visual ideas using combinations of formal elements. (13–18)	Evidence of a confident ability to develop a wide range of imaginative annotated visual ideas using combinations of formal elements. (19–24)	24
c (AO3)	Evidence of a limited ability to develop basic visual ideas to prototype, using some skill in materials, techniques and processes safely. (0–6)	Evidence of a competent ability to develop expressive visual ideas to prototype, using skills in materials, techniques and processes safely. (7–9)	Evidence of a confident ability to develop expressive and imaginative visual ideas to prototype, using skills in materials, techniques and processes safely. (10–12)	12
d (AO3)	Evidence of a limited ability to record ongoing annotations and evaluate the development of ideas with some skill . (0–6)	Evidence of a competent ability to record ongoing annotations and evaluate the development of ideas with skill . (7–9)	Evidence of a confident ability to record ongoing annotations and evaluate the development of ideas in depth . (10–12)	12
Total marks				60

Assessment criteria – Unit 7: Produce Set Ideas

	Mark Band 1	Mark Band 2	Mark Band 3	Mark awarded
a (AO1)	Evidence of basic planning and project management. (0–12)	Evidence of competent planning and project management. (13–18)	Evidence of confident planning and project management. (19–24)	24
b (AO2)	Evidence of the use of limited range of specialist materials, techniques and processes to produce a final outcome with some skill . (0–12)	Evidence of the use of a range of specialist materials, techniques and processes to produce a final outcome with skill . (13–18)	Evidence of the use of a wide range of specialist materials, techniques and processes to produce a final outcome with a high level of skill . (19–24)	24
c (AO3)	Evidence of a basic evaluation with a limited ability to analyse the effectiveness of the technical and aesthetic factors within the final outcome. (0–6)	Evidence of a competent evaluation with a clear ability to analyse the effectiveness of the technical and aesthetic factors within the final outcome. (7–9)	Evidence of a confident evaluation with a coherent ability to analyse the effectiveness of the technical and aesthetic factors within the final outcome. (10–12)	12
Total marks				60

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