

GCE

Sample Assessment Materials

Edexcel Advanced Subsidiary GCE in Applied Art and Design
(Single Award: 8711)/(Double Award: 8712)

Edexcel Advanced GCE in Applied Art and Design
(Single Award: 9711)/(Double Award: 9712)

Edexcel Advanced GCE with Advanced Subsidiary
(Additional) in Applied Art and Design (9713)

First assessment June 2010

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Contents

Unit 6: Develop Set Ideas

Unit 7: Produce Set Ideas

Sample Assessment Material 3

Unit 11: Develop and Produce Own Ideas

Sample Assessment Material 19

Edexcel GCE

Applied Art and Design

Unit 6: Develop Set Ideas (6906)

Unit 7: Produce Set Ideas (6907)

Sample Assessment Material

Paper Reference

6906/01

6907/01

Briefing document for the Summative Project

Please pass this booklet immediately to the teacher-assessor responsible for the subject

The booklet should be given to the teacher-assessor as soon as it is received in the centre. There are no restrictions or set hours in which the projects must be carried out, but a **minimum of 60 hours** should be allowed for the **Double Award Summative Project**. For the **Single Award**, where only Unit 6 is covered, a **minimum of 30 hours** should be allowed.

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2/2/



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Contents

Teacher information	Page
Teacher guidance	3
Instructions for the conduct of the Summative Project	4
Assessment guidance	5
Administration	6
Candidate information	
Information for candidates	7
The Theme	8
The vocational brief	9
Approaches	10
Project brief outline	11
Documentation	
Candidate checklists	12
Assessment grids – Unit 6: Develop Set Ideas	13
Assessment grids – Unit 7: Produce Set Ideas	15

Teacher guidance

The Summative Project serves two major purposes.

- It is the project for the delivery of the externally set units (Unit 6, Unit 7).
- It enables candidates to bring together the knowledge, skills and understanding they have acquired into one piece of vocationally focused work that shows their best achievement at AS level.

When should the Summative Project be taken?

- The set brief is provided at an early stage in the academic year so that centres may, if they wish, deliver the Summative Project early in the year of delivery.
- Whenever it is taken the Summative Project should be assessed at the standard of AS level GCE, working to the theme for that year.

Delivering the Summative Project

- The Summative Project is intended to act as a normal assignment, **set in a clear and appropriate vocational context** that should be delivered in the centre in the usual way. Candidates should be taught and advised as with any other unit/s.
- The briefing document should be discussed with candidates. It should be emphasised that this is an important and sizeable project (covering two complete units in the Double Award).
- Candidates should carry out preparatory studies using visual language, appropriate combinations of formal elements and skills in working with materials, techniques and processes to develop and communicate their ideas.
- Candidates should work from primary visual research materials and make use of relevant secondary source material to inform and direct their projects. When considering the work of other artists, craftspeople or designers candidates should concentrate on the use of visual language; the way in which media, materials and processes have been used and the meaning of the work rather than historical or chronological background. The mechanical collection and presentation of unconsidered material from the Internet, books, CD-Roms, etc. that does not contribute to the project work should be avoided.
- The evaluation of ideas should include critical analysis, a record of stages where work has been improved or refined and where a range of alternatives has been considered.
- There should be evidence of effective planning and project management. A Project brief outline **must** be completed and presented for each candidate.
- **Full information and guidance on the delivery of Units 6 and 7 is given in the Specification for the qualification. (Advanced Subsidiary GCE in Applied Art and Design – 8711,8712)**

Instructions for the conduct of the Summative Project

Note:

These instructions are for the GCE in Applied Art and Design.

- 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).
- 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.
- Apart from this document there will be **no examination paper** for the Summative Project.
- Assessment will be carried out by teacher-assessors whose decisions will be subject to moderation by an Edexcel external moderator. 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.
- There are no restrictions on the size of work, the type of work or the quantity of work that is produced for this project. Learners may work using any medium, material or technique that is appropriate to the brief.
- There are no special conditions in which the work has to be carried out, as long as the final outcome for Unit 7 is completed in the centre, under staff supervision.
- Work for the Summative Project should be carried out in any suitable environment, such as a workshop, art room, darkroom, etc.
- 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. They must be completed and assessed by the **deadline for submission of marks for moderation**. They may be started at any time and take as long as deemed appropriate by teachers and candidates.
- Following summative assessment by the centre the marks must be entered on the appropriate OPTEMS forms or online using EDI (Electronic Data Input) and returned to Edexcel by the published deadline.
- 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 form the evidence for these units.
- Evidence to be assessed against these units must be produced specifically to meet the requirements of the brief. However, the same evidence may be cross-referenced to address other (portfolio) units.
- **Centres should note that these units are moderated in summer only, and that there is no January moderation series.**

Assessment guidance

- Assessment must be recorded on the assessment grids supplied with this document – one set of grids per candidate.
- Visual work takes precedence over written work and should be given full weight in assessment. Merely ticking the boxes is not sufficient to gain a grade if the visual work is inadequate.
- Following summative assessment by the centre the marks must be entered on the appropriate OPTEMS form or online using EDI and returned to Edexcel by the published deadline.
- The centre must present a completed **Project Brief Outline**, completed **Assessment Grids**, and an **Authentication Form** for each candidate at the moderation visit.
- Centres should photocopy the following documents for each candidate:
 - Project brief outline page 11
 - Candidate checklists page 12
 - Assessment grid for Unit 6 page 13
 - Assessment grid for Unit 7 page 15

Teacher-assessors are directed to the specification, Advanced Subsidiary GCE in Applied Art and Design (8711, 8712) for full information and interpretation, including what candidates should learn, what they should present as evidence and for guidance on the assessment of each unit.

Teacher-assessors are directed to the Mark Band Descriptors for each unit, these can be found in the specification.

These documents can also be found on the Edexcel website at www.edexcel.com

Administration

AS Double Award

The Summative Project combines Unit 6 and Unit 7. Both units are assessed on the basis of this externally set and internally assessed Summative Project.

Centres must assess the units using Edexcel assessment grids supplied.

AS Single Award

Single Award candidates must take the AS Summative Project Unit 6 only.

Centres must assess the unit using the Unit 6 assessment grid supplied.

Entering candidates for the AS Summative Project

Centres must enter their candidates for the units being taken in the externally set Summative Project.

Candidates must be entered separately for these units even though they may produce work that provides evidence across the two units.

Internal standardisation

Internal standardisation of marks must be carried out where there is more than one teacher-assessor or more than one teaching group.

External moderation

The centre assessment will be subject to external moderation by Edexcel. Moderation will be carried out during centre visits and will take place at the same time as moderation of the portfolio units in the summer term.

There is no moderation series in January.

Coursework units can be improved upon and resubmitted for assessment and moderation.

The theme for the externally assessed Summative Project changes each year.

Candidates wishing to resit Units 6 and 7 must work to the theme and briefing document for the Summative Project for the year in which they will submit work for assessment and moderation.

Further details regarding procedures are available in the Edexcel Information Manual.

Edexcel GCE

Applied Art and Design

Unit 6: Develop Set Ideas

Unit 7: Produce Set Ideas

Sample Assessment Material

Paper Reference

6906/01
6907/01

Centres should make a copy of this document available to each candidate

Candidate information for the Summative Project

Candidate name:	Candidate number:

The theme is Environment

You should explore a range of alternative ideas and interpretations related to the theme of Environment.

Environment

- External conditions or surroundings, especially those in which people live and work.
- External factors that tend to influence the development or behaviour of plants or animals.

Ideas and background to the theme: Environment

When exploring the theme you might consider responding to the visual, aesthetic or atmospheric qualities of specific environments or more social, political and moral concerns with environmental issues.

- The built environment: contemporary or historical architecture, interiors, industry, commercial outlets, streets, housing, etc. Style or design in the environment.
- Work places and workers: shops, factories, offices, schools, scrap yards, old folks' homes etc.
- Social and domestic environments: families, people living in communities, places of entertainment.
- The design of personal spaces: protection, sanctuary, relaxation, work or study.
- The design of public spaces: function, fitness for purpose.
- The natural environment: coastlines, woods, moors, rivers.
- Recreational spaces: parks, country parks, nature reserves, national parks, 'designed' natural spaces, gardens, allotments.
- Investigations into the way that people or animals adapt to their environments: ecology, habitats, camouflage, behaviour, protection, making homes.
- Restricted environments: cages, zoological gardens, aquaria.
- Global environment: pollution, energy issues, global warming.

Remember that whatever sources you use or ideas you explore your work should communicate or convey a clear response to the theme of Environment.

You must link your response to the theme to an appropriate client and approach.

Your work must be set in a vocational context.

NB Ensure that if you are working in a specific commercial or public environment that you obtain any necessary permission and that you ensure that you adhere to any health and safety regulations.

The Vocational brief

The Summative Project must conform to the vocational character of the qualification.

You must work to a brief that has realistic constraints and gives you the opportunity to provide evidence for the assessment criteria.

Select one of the 'clients' listed below to simulate a vocational brief.

Each 'client' is commissioning work from young artists, craftspeople and designers on the theme of Environment for future projects.

Clients – Select one client from this list

Arts in the Regions

An organisation that promotes competitive commissions for artists, craftspeople and designers who wish to place their work in public or commercial settings. It specialises in site-specific projects in urban and rural landscapes and interesting or demanding interior spaces.

One90 Design

A progressive design studio that undertakes a wide range of visual communication and advertising design for print, film/video and electronic media. Among its clients are publishers, television companies, industrial and commercial enterprises and public sector organisations.

Innovate Re-generate

A partnership that specialises in architectural, engineering and design projects. Its expertise ranges from providing 'bespoke designs' for individual clients to regeneration and development schemes for corporations and local authorities.

Invent and Design

A design group that produces innovative and stylish products exploiting traditional and experimental uses of materials and new technologies. They work for industrial and commercial customers and make 'tailor made' objects and design solutions for individual clients.

Design Co-operative

A group of designers whose work is targeted at functional and/or decorative products for individuals and interiors (fashion and accessories, body adornment, objects and spaces for commercial, industrial/business and domestic interiors) that convey a sense of style and panache.

Crafts Guild

An organisation that promotes excellence and originality in traditional and contemporary crafts sourced from the UK and around the world. It has a network of galleries and retail outlets that reflect local, regional and international developments in art, design and craft.

Approaches

Your work **may** be concerned with one of the following:

- Independent concern with the subject matter, media, materials and processes; the use of 2D and/or 3D visual language or the expression of personal feelings or opinions.
Possible outcomes: painting, printmaking, sculpture, installation, photography, film, multimedia or mixed media work.
- Visual communication – of ideas, opinions, information, feelings or mood and atmosphere.
Possible outcomes: 2D or 3D design, use of typography and/or images, layout, corporate identity, symbols, logos, stationery, vehicle livery, advertising, illustration, posters, leaflets, packaging, promotional animation or interactive/multimedia products.
- Narrative imagery – visual storytelling.
Possible outcomes: illustration, printmaking, storyboard sequence, film, animation, photographic essay, figurative painting.
- Work which exploits the characteristics and properties of traditional and non-traditional media and materials including ceramics, wood, metal, plastics, glass, fabrics, textiles, etc. either separately or in combination.
Possible outcomes: sculpture, 3D structures, painting, collage, mixed media work.
- Work which explores the decorative potential of visual language, materials and techniques.
Possible outcomes: jewellery, ceramics, textiles, surface pattern design, weaving, constructed textiles, fashion, fashion accessories.
- Design and problem solving in 2D and 3D dealing with functional objects or the design and use of spaces and environments. Design or craftwork which has a problem solving intention and functional outcome.
Possible outcomes: product design, functional ceramics, furniture, display, set or interior design, fashion/garment design.

This list provides you with suggestions but is not definitive.

You can choose any of the approaches for any of the clients to make your response to the theme. Remember to work in a vocational context and to consider all relevant constraints and the requirements of your chosen client.

You must consider the use of appropriate media, materials and processes and the scale or size that you wish to make your work.

Project brief outline

This form must be completed and submitted with the rest of the evidence for the Summative Project.

Centre name and
number

Candidate name
and number

Client

Approach

Outline project proposal

Candidate checklists

Checklist for Unit 6

- Analyse the brief and identify your intended response.
- Record, analyse and respond to primary source material.
- Record, analyse and respond to secondary source material.
- Record, research and comment on the use of formal elements within others' work.
- Research and develop annotated visual ideas using combinations of formal elements.
- Develop ideas to prototype showing safe use of materials, techniques and processes.
- Show ongoing annotation that records and evaluates the development of your ideas.

Checklist for Unit 7

- Make a project plan and monitor how you manage your project as it progresses.
- Use specialist materials, techniques and processes to produce a final outcome.
- Evaluate your response to the brief considering its fitness for purpose.
- Analyse the technical and aesthetic aspects of your final outcome, either in writing, at a recorded oral presentation or some other appropriate form.
- Present your work in an appropriate form as if to a client.

Assessment Evidence

A portfolio of evidence which demonstrates planning, research and the development of ideas to a prototype stage. Assessment evidence may include:

- research and generation of ideas
- investigation of appropriate media, materials and processes
- use of visual language.

Your work must include evidence of:

- the ability to research and analyse primary and secondary sources
- the ability to generate a range of visual ideas, formal elements, materials, techniques and processes
- the ability to develop visual idea to prototype, using skills in materials, techniques and processes
- evaluation.

Assessment Criteria

	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4	Comment/evidence locations	Mark
Assessment strand a (relates to AO1)	Evidence of the basic ability to select, record, research and comment on the work of others use of formal elements. Evidence of an ability to record and respond to a limited range of primary and secondary visual research, appropriate to intentions with guidance.	Evidence of the competent ability to select, record, research and comment on the work of others use of formal elements. Evidence of an ability to effectively record and respond to a range of primary and secondary visual research, appropriate to intentions.	Evidence of the confident 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 wide range of primary and secondary visual research, appropriate to intentions.	Evidence of the excellent ability to select, record, research and comment on the work of others use of formal elements. Evidence of an excellent ability to record and respond to an extensive range of primary and secondary visual research, appropriate to intentions.		
Marks available	(0-3)	(4-6)	(7-9)	(10-12)		12

	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4	Comment/evidence locations	Mark
Assessment strand b (relates to A02)	Evidence of a basic ability to develop a range of annotated visual ideas using combinations of formal elements.	Evidence of a competent ability to develop a range of annotated visual ideas using combinations of formal elements.	Evidence of a confident ability to develop a wide range of creative annotated visual ideas using combinations of formal elements.	Evidence of an excellent ability to develop an extensive range of highly imaginative annotated visual ideas using combinations of formal elements.		24
Marks available	(0-6)	(7-12)	(13-18)	(19-24)		
Assessment strand c (relates to A03)	Evidence of a limited ability to develop basic visual ideas to prototype, using simple skills in materials, techniques and processes safely.	Evidence of a competent ability to develop effective visual ideas to prototype, using some skill in materials, techniques and processes safely.	Evidence of a confident ability to develop creative and imaginative visual ideas to prototype, using skills in materials, techniques and processes safely.	Evidence of an excellent ability to develop highly imaginative and innovative visual ideas to prototype, using a high level of skill in materials, techniques and processes safely.		12
Marks available	(0-3)	(4-6)	(7-9)	(10-12)		
Assessment strand d (relates to A03)	Evidence of a basic ability to record ongoing annotations and evaluate the development of ideas with some guidance.	Evidence of a competent ability to record ongoing annotations and evaluate the development of ideas with some skill .	Evidence of a confident ability to record ongoing annotations and evaluate the development of ideas with clear explanations.	Evidence of a excellent ability to systematically record ongoing annotations and evaluate the development of ideas in depth .		12
Marks available	(0-3)	(4-6)	(7-9)	(10-12)		
					Total mark (out of 60)	

Assessment Evidence

A portfolio of evidence and a final outcome, which demonstrates your understanding of skills in using media, materials, techniques and processes. The portfolio may consist of:

- plans, samples, trials and appropriate annotations

- presentation and evaluation of final outcome.

Your work must include evidence of:

- planning to produce a final outcome
 - presenting and evaluating the final outcome.
- use of specialist materials, techniques and processes to produce a final outcome

Assessment Criteria

	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4	Comment/evidence locations	Mark
Assessment strand a (relates to AO1)	Evidence of basic planning and project management	Evidence of competent planning and project management.	Evidence of confident effective planning and project management.	Evidence of excellent, highly effective planning and project management.		
Marks available	(0-6)	(7-12)	(13-18)	(19-24)		24
Assessment strand b (relates to AO2)	Evidence of the basic use of a limited range of specialist materials, techniques and processes to produce a final outcome.	Evidence of the competent use of a range of specialist materials, techniques and processes to produce a final outcome showing some skill .	Evidence of the confident use of a wide range of specialist materials, techniques and processes to produce a final outcome with skill .	Evidence of the excellent use of an extensive range of specialist materials, techniques and processes to produce a final outcome with a high level of skill .		
Marks available	(0-6)	(7-12)	(13-18)	(19-24)		24

	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4	Comment/evidence locations	Mark
Assessment strand C (relates to A03)	Evidence of a basic presentation and evaluation of the final outcome, with a limited ability to analyse the effectiveness of the technical and aesthetic factors. (0-3)	Evidence of a competent presentation and evaluation of the final outcome, with an ability to analyse the effectiveness of the technical and aesthetic factors. (4-6)	Evidence of a confident presentation and evaluation of the final outcome, with a good ability to analyse the effectiveness of the technical and aesthetic factors. (7-9)	Evidence of an excellent presentation and evaluation of the final outcome, with a coherent ability to analyse the effectiveness of the technical and aesthetic factors. (10-12)		
Marks available						12
Total mark (out of 60)						

Edexcel GCE

Applied Art and Design

Unit 11: Develop and Produce Own Ideas

Sample Assessment Material

Paper Reference
6911

Instructions and guidance for the Synoptic Project

Please pass this booklet to the teacher-assessor immediately

ALL GUIDANCE AND ASSESSMENT DOCUMENTS NEEDED FOR THE *SYNOPTIC* PROJECT ARE INCLUDED IN THIS BOOKLET AND SHOULD BE PHOTOCOPIED AS REQUIRED.

Teacher-assessors are advised to study the instructions and advice given for this internally assessed unit. An external moderator will visit the centre and moderate the *synoptic* project. This project forms a component of the external assessment for this qualification (A2 compulsory Unit 11).

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Contents

Teacher information	Page
Teacher guidance	3
Instructions for the conduct of the <i>synoptic</i> project	5
Guidance for writing the brief	6
Assessment guidance	6
Administration	7
Candidate information	
Checklist for <i>Unit 11: Develop and Produce Own Ideas</i>	8
<i>Synoptic</i> project proposal	9
Documentation	
Unit 11 Assessment grid	10

Teacher Guidance

The *synoptic* project is **compulsory** for both **Advanced (Single Award) 9711 and Advanced (Double Award) 9712**. The project is internally devised and assessed, but externally moderated and is the external assessment for the A2 award.

Centres are free to devise their own themes, scenarios, briefs and constraints for the *synoptic* project. These briefs should be written up and monitored at key times: the only restriction in briefing is that any work that is set should enable candidates to satisfy the criteria for Unit 11. Briefs should therefore be checked against the guidance provided below.

The Synoptic project serves two main purposes:

- It is the project for the delivery of *Unit 11: Develop and Produce Own Ideas*.
- It enables candidates to bring together the knowledge, skills and understanding they have acquired into one piece of vocationally focused work which shows their best achievement at A2 level.

Delivering the Synoptic project

- The work produced for *Unit 11: Develop and Produce Own Ideas* is intended to be a major project, taken towards the end of the programme, to show the candidates at their best. This should be taken into account when delivering the project in the centre. Candidates should be taught and advised as with other units.
- Edexcel will not supply briefs for the *synoptic* project. Centres should generate their own briefs to allow candidates to develop and produce their own ideas and to build on the knowledge developed during the exploration of their chosen specialist pathways.
- The work needs to be managed so that an outcome is produced to meet the requirements and constraints of the brief in the time available.
- Information should be discussed and negotiated with candidates as the work produced will be heavily influenced by the chosen A2 specialist units – *Unit 12: Fine Art, Unit 13: Design, Unit 14: Multimedia*.
- The unit builds on the work produced for Unit 6 and 7 (Summative Project) and links with the A2 compulsory units, in particular *Unit 9: Contextual References* and *Unit 8: Personal, Portfolio Development and Progression*. It also builds on the investigation into professional practice in *Unit 10: Professional Practice*.
- Visual sources help to start the development of ideas. The greater the breadth and depth of investigation from primary and secondary sources, the greater the potential for creating visually exciting and imaginative ideas.

- It must be remembered that the vocational aspects of this unit need to be addressed. Health and safety practice must be followed when using specialist materials, processes and equipment.
- Candidates need to provide evidence of developmental and finished work, produced through a specialist pathway of their choice. They will need to provide evidence of planning, use of resources, working methods and evaluation.
- Evaluation is about reviewing ideas and analysing strengths, weaknesses, originality and effectiveness in response to the brief. A well-constructed *synoptic* project brief will enable both formative and summative evaluation skills to be used in making judgements, justifying and explaining work.
- The *synoptic* project should be submitted as a complete, full, substantial project, from inception to completion. **It must be presented as a separate and distinct portfolio of work.**

Instructions for the conduct of the *synoptic* project

- The *synoptic* project (*Unit 11: Develop and Produce Own Ideas*) is compulsory for both Single and Double Award Qualifications.
- Apart from this document there will be **no examination paper** for the *synoptic* project.
- Assessment will be carried out by the teacher-assessors, whose decisions will be subject to moderation by an Edexcel external moderator. All moderation will be carried out by centre visit and will take place at the same time as the moderation of the portfolio units in the summer moderation series.
- There are no restrictions on the size of work, the type of work or the quantity of work that is produced for this project. Candidates may work using any medium, material or technique which is appropriate to the brief.
- There are no special conditions under which the work has to be carried out, as long as the final outcome for *Unit 11: Develop and Produce Own Ideas* is completed in the centre, under staff supervision.
- Work for the *synoptic* project should be carried out in any suitable environment, such as workshop, art room, darkroom, etc.
- A minimum of 60 hours should be allowed for the *synoptic* project. There are no other restrictions or set hours in which the project must be carried out. It must be completed and assessed by the **deadline for submission of marks for moderation**. The *synoptic* project may be started at any time and take as long as deemed appropriate by teachers and candidates.
- Following assessment by the centre, the marks must be entered on the appropriate **OPTEMS** forms or online through **EDI** (electronic data input) and submitted to Edexcel by the published deadline.
- Preparatory and finished work, together with research, development, notes, sketchbooks, workbooks and work journals, maquettes, models, trials and tests may all contribute to the project evidence for this unit.
- Evidence to be assessed against the unit must be produced specifically to meet the requirements of the *synoptic* project brief. However, the same evidence may also be cross-referenced to address other portfolio units.

Centres should note that this unit is moderated in summer only. There is no January moderation series.

Guidance for writing the brief

Each candidate is required to complete a Synoptic project proposal. This document can be found on page 9. This must be presented at moderation.

The quality of the brief is likely to be a major factor in the success of this unit.

The brief must:

- enable candidates to cover the unit content and meet the grading criteria
- be vocational, specific and clearly related to the candidates' specialist pathway
- be set as a normal assignment and delivered in the usual way. However, it should be recognised that it is an important piece of work and should be carefully devised to address the criteria for *Unit 11: Develop and Produce Own Ideas*
- provide scope for individual response and elaboration
- stimulate professional practice and offer opportunities to apply understanding of current practice in the art, design or craft sectors
- allow candidates to investigate specialist media, materials, techniques, processes and associated technologies.

Assessment guidance

- Assessment must be recorded on the assessment grid supplied with this document – one grid per candidate.
- Teacher-assessors should indicate the location of evidence and justify their assessment decisions in the comments section of the assessment grid.
- Following assessment by the centre, the marks must be entered on the appropriate OPTEMS forms or online through EDI (electronic data input) and submitted to Edexcel by 15 May.
- The centre must present a completed **Project brief outline**, an annotated **Assessment grid** and an **Authentication form** for each candidate at the moderation visit.

Teacher-assessors are directed to the Mark Band Descriptors for the unit, these can be found in the Specification.

This document can also be found on the Edexcel website, www.edexcel.com

Administration

Advanced (Single Award) 9711
Advanced (Double Award) 9712

A2 Compulsory unit
Unit 11: Develop and Produce Own Ideas

The *synoptic* project is compulsory for both Single Award (9711) and Double Award (9712) Advanced A2 GCE in Applied Art and Design.

Entering candidates for the A2 *synoptic* project

Centres must enter their candidates for *Unit 11: Develop and Produce Own Ideas*, which is internally assessed and externally moderated, as for all other units. There are no special requirements for entry.

Internal standardisation

If assessment is carried out by more than one assessor in a centre, there must be a process of internal standardisation to ensure that there is a consistent application of the criteria as detailed in the assessment grid.

External moderation

The centre assessment will be subject to external moderation by Edexcel. Moderation is carried out during centre visits.

There is no moderation series in January.

Checklist for Unit 11: Develop and Produce Own Ideas

- Devise a specialist brief for Unit 11. Analyse its purpose, constraints, possibilities and potential.
- Consider the potential application or client for your brief.
- Identify your intended response/s and choice of A2 Specialist Unit/s.
 - Unit 12: Fine Art
 - Unit 13: Design
 - Unit 14: Multimedia
- Complete the *synoptic* project proposal.
- Manage your project by planning, reviewing progress and meeting deadlines.
- Identify and explore primary and secondary visual sources.
- Create and develop ideas in response to your brief.
- Explore specialist media, materials, methods and processes.
- Reflect on ideas, alternatives and improvements.
- Plan and produce final outcome/s using specialist working methods and processes.
- Evaluate and justify the ideas, planning and finished work, against your original brief.

Comments:

Synoptic project proposal

This form must be completed and submitted with the rest of the evidence for the *synoptic* project for *Unit 11: Develop and Produce Own Ideas*.

Candidate name and number

--	--

Chosen A2 Specialist Unit/s linked to the *synoptic* project

- Unit 12: Fine Art
- Unit 13: Design
- Unit 14: Multimedia

Project brief outline:

- title or theme
- aims of the project
- primary sources and secondary sources
- ideas and responses
- critical and contextual references and influences
- intended techniques, media, processes and timescales
- intended final outcome/s
- proposed methods of review and evaluation
- proposed method of presentation and final review

Continue on additional sheet if necessary

Candidate's signature

--

Date

--

Assessment Evidence

You will need to produce a portfolio of work in response to a brief, which demonstrates planning, research, the development of ideas and a final outcome. Assessment evidence will typically consist of a portfolio of evidence, which includes:

- research, experimentation and creation of ideas from research
- working methods and techniques according to the choice of specialism
- final outcome
- communication showing how ideas can be realised
- samples, trials, mock-ups
- the evaluation of both the process and outcome.

Your work must include evidence of:

- a an analysis of the brief and the planning of the project
- b a range of effective developmental work in response to the brief
- c the planning and production of a final outcome, showing understanding of specialist working methods and processes
- d* evaluation of ideas, planning and finished work with discussion of areas of development.

Assessment Criteria

	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4	Comment/evidence locations	Mark
Assessment strand a (relates to AO3)	Limited analysis of the brief and basic planning of the project	Competent analysis of the brief and clear planning of the project.	Independent and confident analysis of the brief and methodical planning of the project.	Thorough and in-depth analysis of the brief and excellent planning of the project.		
Marks available	(0-3)	(4-6)	(7-9)	(10-12)		12
Assessment strand b (relates to AO1)	Produce a basic range of work in response to the brief showing some development	Produce a range of competent developmental work in response to the brief.	Produce a wide range of confident developmental work in response to the brief.	Produce an extensive range of creative and innovative developmental work in response to the brief with a high level of sophistication.		
Marks available	(0-2)	(3-4)	(5-6)	(7-8)		8

	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4	Comment/evidence locations	Mark
Assessment strand c (relates to A02)	Limited realisation of the final outcome to meet the brief, demonstrating basic understanding when using limited specialist working methods and processes. (0-7)	Competent realisation of the final outcome to meet the brief, demonstrating good understanding when using specialist working methods and processes. (8-14)	Confident realisation of the final outcome to meet the brief, demonstrating a high level of understanding when using specialist working methods and processes. (15-21)	Fluent and innovative realisation of the final outcome to meet the brief, demonstrating a high level of understanding when using specialist working methods and processes. (22-28)		28
Marks available	(0-7)	(8-14)	(15-21)	(22-28)		28
Assessment strand d* (relates to A03) QWC (i-iii)	Basic evaluation of the process and outcome with limited discussion of areas of development. Uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy. (0-3)	Competent evaluation of both the process and outcome with focused discussion of areas of development. Uses everyday language but there are occasional uses of specialist vocabulary. The response lacks clarity and organisation although some attempt at focus is evident. Spelling, punctuation and the rules of grammar are used with occasional accuracy. (4-6)	Consistently clear evaluation of both the process and outcome with coherent discussion of areas of development. Uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy. (7-9)	Fluent evaluation of both the process and outcome with a high level of analysis detailing areas of development. Uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy. (10-12)		12
Marks available	(0-3)	(4-6)	(7-9)	(10-12)		12
Total mark (out of 60)						

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