

8711–8712

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

**Briefing document for the
Summative Project**

6906 (Unit 6): Develop Set Ideas

6907 (Unit 7): Produce Set Ideas

Moderation visits will commence on

16 May 2007

**The project must be completed and assessed by the OPTEMS
deadline – 15 May 2007**

**Please pass this booklet immediately to the teacher
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.

Printer's Log. No.

M26178A



M 2 6 1 7 8 A

Turn over

W850/8711/57570 6/6/6/

This publication may be reproduced only in accordance with Edexcel Limited copyright policy. ©2007 Edexcel Limited.

edexcel 

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
Project Brief Outline	9
The Vocational Context	10
Approaches	11
Documentation	
Candidate Checklists	12
Assessment Grids – Unit 6: Develop set ideas	14
Assessment Grids – Unit 7: Produce set ideas	15
Authentication Form	16

Teacher guidance

The Summative Project serves two major purposes:

- it acts as a vehicle for the delivery of Unit 6 (Single Award) or Unit 6 and Unit 7 (Double Award). These units form the externally set component of the qualification.
- 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 performance 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 choose when they deliver the Summative Project, or extend its influence, linking the theme with other work that may be done for portfolio units.
- Whenever it is taken, the Summative Project should be assessed at the standard of AS level GCE, working to the theme set for moderation in summer 2007.

Delivering the Summative Project

- The Summative Project is intended to act as a normal assignment, which 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, craftspersons 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 work, rather than historical/chronological background. The inclusion of material from the internet, books, CD ROMs, etc should be considered and should contribute to the project work.
- The evaluation of ideas should include critical analysis and evidence showing where and how a range of alternatives has been considered and work has been improved or refined.
- There should be evidence of effective planning and project management.
- A Project Brief Outline **must** be completed and presented for each candidate.

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. For the Single Award where only Unit 6 is covered, a **minimum** of 30 hours should be allowed. There are no other 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 EDI and returned to Edexcel by the published deadline.
- The evidence for the units that is produced in the Summative Project may consist of a variety of preparatory work (research, development, notes, sketchbooks, workbooks, work journals, maquettes, models, trials and tests) and finished work. All relevant work should be submitted.
- Evidence to be assessed against these units must be produced specifically to meet the requirements of the brief and presented as the Summative Project. 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.
- Following summative assessment by the centre the marks must be entered on the appropriate OPTEMS form or 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 9
 - Candidate Checklists Page 12
 - Assessment grid for Unit 6 Page 14
 - Assessment grid for Unit 7 Page 15
 - Authentication form Page 16

Teacher-assessors are directed to the Mark Band descriptors for each unit.

These can be found in the Specification – GCE in Applied Art and Design (8711, 8712)

Unit 6 Mark Band descriptors page 68

Unit 7 Mark Band descriptors page 75

This document can also be found on the Edexcel website at www.edexcel.org.uk

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 the supplied grids.

Candidates must be entered separately for Unit 6 and Unit 7, even though they may produce work that provides evidence across the two units.

AS Single Award

Single Award candidates must take the AS Summative Project Unit 6 only.
The unit must be assessed using the supplied grid.

Entering candidates for the AS Summative Project

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

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.

Resitting units

Portfolio units can be improved and resubmitted.

Units 6 and 7 (Summative Project) have to be retaken annually as the theme changes each summer.

8711–8712

Edexcel Advanced Subsidiary GCE in Applied Art and Design

Single Award 8711

Double Award 8712

Candidate information for the

Summative Project

Unit 6: Develop Set Ideas

Unit 7: Produce Set Ideas

**The project must be completed and assessed by the OPTEMS
deadline – 15 May 2007**

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

Candidate name:	Candidate number:
-----------------	-------------------

Turn over

The theme: Contrast

The theme may be interpreted in a wide variety of ways.
Candidates are free to choose their own approach

Contrast

- to compare different or opposite qualities
- the emphasis of difference; dissimilar things
- the effect of the juxtaposition of different elements, e.g. tone, texture, colour, shape, marks, form, structure, emotion, mood

Exploring the theme

It is important to keep in mind the idea of distinction or emphasis that is created by the use of opposing conditions or qualities.

You might explore the use of contrast in:

- **Visual language and formal elements** – colour: *hue, saturation, tone*, form: *organic/mechanical, concave/convex*, texture: *rough/smooth*, shape: *angular, jagged/curved, rounded, positive/negative*
- **The qualities of materials** – *hard/soft, shiny and polished/dull and absorbent, smooth/textured*
- **The structural properties of materials** – *for frameworks or skeletons/as skin or surface covering, flexible/rigid, tensile/structural*
- **Styles** of particular periods or movements in art, craft or design
- **Other art/design forms** such as music, poetry, architecture and the media

You can explore the visual environment and aspects of everyday life to discover contrasts.

- Strong/frail, happy/sad, rich/poor, male/female, ancient/modern, contemporary/historical, machine-made/hand-crafted, rural/urban, high-tech/traditional, elaborate and embellished/plain and austere, innocence/experience, light/dark, developed world/developing world.

Project Brief Outline



Complete and submit with the evidence for the Summative Project

Centre name and
number

Candidate name and number

Client

Approach

Intended outcome

Constraints

From your analysis of the brief, and the client's needs, consider time constraints, budget, practical resources, use of media, materials, processes, techniques, health and safety, size, etc.

Candidate's
signature and date

Teacher's signature and date

The Vocational Context

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 all the unit criteria. Select one of the clients listed below and simulate a vocational brief.

Select a client from this list
<p>The Art Contracts Company An organisation that promotes competitive commissions for artists, craftspeople and designers who wish to place their work in public or commercial settings. It is commissioning work for 2008 on the theme of Contrast for site-specific projects in urban and rural landscapes and interesting or demanding interior spaces.</p>
<p>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. For 2008 it is working on a number of projects based on the theme of Contrast.</p>
<p>Innovate Regenerate A company that provides ‘bespoke designs’ in architecture, engineering and design for individual clients and regeneration and development schemes for corporations and local authorities. It is inviting designers to submit work for an open competition for 2008 on the theme of Contrast.</p>
<p>Invent and Design A group that produces innovative and stylish product design for industrial and commercial customers and ‘tailor-made’ objects and design solutions for individual clients. It is commissioning young designers to produce work based on the theme of Contrast for promotion in 2008.</p>
<p>The Décor Co-operative A collective of designers whose work consists of functional and/or decorative products that convey a sense of style and panache. They design and make fashion, accessories, objects and interiors for commercial, industrial and private clients. They are commissioning new work from young designers on the theme of Contrast to add to their portfolio of work.</p>
<p>Guild of Craftspersons The Guild has a network of galleries and retail outlets, which reflect the character of local/regional areas. The Guild promotes high quality traditional/contemporary and experimental art and craftwork. It is commissioning work for 2008 on the theme of Contrast.</p>

The work produced for your selected client will reflect their character, identity and needs. Your research should show an understanding of actual clients, companies or organisations.

Special note

In some circumstances centres may wish to use their own client or audience (for example, where candidates have undertaken live briefs or where they may have worked with visiting artists, designers or craftworkers). If own clients are used then suitable constraints must be identified to create the vocational context.

Approaches

This list provides you with a range of possible approaches.

- Individual interest in subject matter; media, materials and processes; 2D and 3D visual language and the expression of personal feelings or opinions.
Possible outcomes: painting, printmaking, 3D sculpture, photography, film, multimedia or mixed media work.
- Visual communication: of ideas, issues, opinions, information, feelings, mood and atmosphere.
Possible outcomes: 2D or 3D design, use of typography and/or images, layout, aspects of corporate identity, symbols, advertising, illustration, posters, leaflets, packaging, promotional animation and interactive/multimedia products.
- Narrative imagery: visual storytelling
Possible outcomes: illustration, storyboard sequences, film, animation, photographs, photographic essays, figurative painting, printmaking.
- Work that explores the characteristics and structural properties of traditional and/or unconventional media and materials, either separately or in combination.
Possible outcomes: sculpture, 3D design, ceramics, painting, collage, mixed media work.
- A decorative approach to media, materials, processes and visual language.
Possible outcomes: jewellery, ceramics, surface pattern design, constructed textiles, body adornment, fashion or fashion accessories.
- Functional design in 2D, 3D or mixed media to deal with objects or the design and use of spaces and environments: design or craftwork that has a problem-solving intention and functional outcome.
Possible outcomes: product design, ceramics, furniture, architecture, display, set and interior design, fashion design.

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

This list is designed to encourage a personal response. You may consider approaches other than those listed above.

Candidate Checklists

These checklists must be included in all assignment briefs for the Summative Projects. They summarise the activities and evidence needed to meet the criteria for Unit 6 and Unit 7.

Checklist for Unit 6

- Analyse the brief. Identify your intended response.
- Record, analyse and respond to visual primary source material.
- Record, analyse and respond to visual secondary source material.
- Record, research and comment on the use of visual language and formal elements in the work of others.
- Research and develop annotated visual ideas using combinations of formal elements.
- Develop visual 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.
- Analyse the technical and aesthetic aspects of your final outcome.
- Evaluate your response to the brief, either in writing or at a recorded verbal presentation. Include:
 - what was successful and why
 - what you rejected and why
 - what went well and what went badly in the work
 - 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, information
 - how the work expresses emotion, mood or atmosphere
 - your own and others' judgements or opinions of your work

BLANK PAGE

Assessment Evidence

A portfolio of evidence which demonstrates planning, research and development of ideas to 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:

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

Assessment Criteria

	Mark Band 1	Mark Band 2	Mark Band 3	Comment/evidence locations	Mark
Assessment strand a (relates to A01)	Evidence of a 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.	Evidence of a 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.	Evidence of a 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.		12
Marks available	0 - 6	7 - 9	10 - 12		
Assessment strand b (relates to A02)	Evidence of a basic ability to develop a limited range of annotated visual ideas using combinations of formal elements.	Evidence of a competent ability to develop a range of expressive annotated visual ideas using combinations of formal elements.	Evidence of a confident ability to develop a wide range of imaginative annotated visual ideas using combinations of formal elements.		24
Marks available	0 - 12	13 - 18	19 - 24		
Assessment strand c (relates to A03)	Evidence of a limited ability to develop basic visual ideas to prototype, using some skill in materials techniques and processes safely.	Evidence of a competent ability to develop expressive visual ideas to prototype, using skills in materials techniques and processes safely.	Evidence of a confident ability to develop expressive and imaginative visual ideas to prototype, using skills in materials techniques and processes safely.		12
Marks available	0 - 6	7 - 9	10 - 12		
Assessment strand d (relates to A03)	Evidence of a limited ability to record ongoing annotations and evaluate the development of ideas with some skill.	Evidence of a competent ability to record ongoing annotations and evaluate the development of ideas with skill.	Evidence of a confident ability to record ongoing annotations and evaluate the development of ideas in depth .		12
Marks available	0 - 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 and techniques. The portfolio may consist of:

- plans, samples, trials and appropriate annotations

Your work must include evidence of:

- planning to produce a final outcome
 - presenting and evaluating the final outcome
- use of specialist resources to produce a final outcome

Assessment Criteria

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

Authentication Form

Specification Title

Specification and unit number

Centre Name (Block Capitals)

Centre Number

Candidate Name (Block Capitals)

Candidate Number

Examination series for which candidate entered

Declaration of Authentication:

I declare that the work submitted for assessment has been carried out without assistance other than that which is acceptable under the scheme of assessment.

Signed (candidate)

Name (Block capitals)

Date

Signed (teacher-assessor)

Name (Block capitals)

Date

**Please attach this authentication form to the candidate's submission.
A mark of 'zero' or 'Absent' must be recorded if a candidate cannot provide
confirmation of the authenticity of the coursework produced.**