

Edexcel GCE

Applied Art and Design

Unit 6: Develop Set Ideas (6906)

Unit 7: Produce Set Ideas (6907)

Summer 2013

Paper Reference

6906/01
6907/01

Briefing document for the Summative Project

There are no restrictions or set hours in which the project 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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Summative Project

The Summative Project serves two major purposes:

- It is the project used to deliver the externally set units (Unit 6: Develop Set Ideas and Unit 7: Produce Set Ideas)
- 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.

Delivering the Summative Project

- The Vocational brief for the AS externally set unit/s is available for centres to download from the Edexcel website in September. The Summative Project is intended to act as a normal assignment, **set in a clear and appropriate vocational context**, that centres should deliver 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 relevant research and development 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 project. When considering the work of other artists, craftspeople or designers, candidates should concentrate on the use of visual language; the ways in which media, materials and processes have been used and the meaning of work rather than on the historical or chronological background. The collection and presentation of un-considered material from the internet, books, CD-ROMS etc. that does not contribute to the project should be avoided.
- There should be evidence of effective planning and project management. Evaluation of ideas should include critical analysis, a record of where work has been improved or refined and where a range of alternatives has been considered.
- The centre **must** ensure that each candidate presents a completed Project Brief Outline.

Full information and guidance on the delivery of Units 6 and 7 is given in the specification for the qualification, Issue 3 – September 2010.

Instructions for the conduct of the Summative Project

Note: These instructions are for the AS 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 by centre visit and will take place at the same time as the moderation of the portfolio units in the summer series.
- There are no restrictions on the size, type or quantity of work that can be produced for this project. Candidates may work using any medium, material or technique that 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 7 is **completed in the centre, under staff supervision**.
- Work for the Summative Project should be carried out in a suitable environment, such as a workshop, art room, darkroom, etc.
- A **minimum** of 60 hours should be allowed for the Double Award Summative Project. 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 project must be carried out. **Work for the Summative Project may be started at any time, but must be completed and assessed by the deadline for submission of marks for moderation.**
- Following summative assessment by the centre, the marks must be entered on the appropriate OPTEMS forms or online through EDI (Electronic Data Input) or Edexcel Online and returned to Edexcel by **15 May 2013**.
- 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 and should form the evidence for these units.
- Evidence assessed against these units must be produced to meet the requirements of the specific brief for the current year. However, the same evidence may be cross-referenced to address other (portfolio) units.
- **Centres should note that these units are moderated in summer only. There is no January moderation series.**

Assessment

- For each candidate, the centre **must** present a completed **Project Brief Outline**, completed **Assessment Grids**, and an **Authentication Form** at the moderation visit.
- Assessment **must** be recorded on the Assessment Grids supplied with this document – one set per candidate.
- Following summative assessment by the centre the marks must be entered on the appropriate OPTEMS form or online EDI (Electronic Data Input) or Edexcel Online and returned to Edexcel by **15 May 2013**.
- All work should be made available for moderation. This will include the outcomes and finished work, together with all preparatory research and development work (health and safety data, evaluations, critical references, correspondence, notes, sketchbooks, workbooks, maquettes, models, trials and tests).
- Centres must provide copies of the following documents for each candidate:
 - Project Brief Outline Page 12
 - Candidate Checklists Page 13
 - Assessment Grid for Unit 6 Page 14/15
 - Assessment Grid for Unit 7 Page 16/17
 - Authentication form Page 18

Teacher-assessors are directed to the specification for full information on the delivery, assessment and Mark Band Descriptors of Unit 6 and Unit 7.

Unit 6 Assessment guidance pages 84 and 85
Unit 7 Assessment guidance page 94

These documents can also be found on the Edexcel website at:
<http://www.edexcel.com/quals/gce/app-gce/art/Pages/default.aspx>

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 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 unit(s) being taken in the externally set Summative Project. **Candidates must be entered separately for Unit 6 and Unit 7 even though they may produce work that provides integrated 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

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

NB OSCA accredited units will not normally receive moderation unless they are part of a quality sample.

There is no moderation series in January.

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

Candidates wishing to resit Unit 6 and/or Unit 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 administration can be found in the Edexcel Information Manual. This document is available from your Examinations Officer and the Edexcel website.

Edexcel GCE

Applied Art and Design

Unit 6: Develop Set Ideas

Unit 7: Produce Set Ideas

Moderation Summer 2013

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 for 2013 is: Reflect / Distort

You should explore a range of interpretations and alternative ideas relating to the theme of **Reflect / Distort**.

The following should help you to generate specific ideas in response to the theme. It is important to keep in mind what **Reflect / Distort** can mean and involve.

Reflect

Reflective surfaces can present a plethora of creative opportunities.

Consider how things can be *reflected*, and seek out existing *reflections* created through light or surfaces to:

- embody or represent something seen
- mirror.

Alternatively, you may consider, contemplate or reminisce:

- by *reflecting* on an event, issue or memory.

Distort

Consider how something can be physically *distorted* to manipulate something out of shape or form.

Alternatively, you may consider how things have been physically *distorted* by the impact of nature, the passing of time or through human interaction.

You may consider the distortion of truth and information ie the representation of something in a misleading or false way.

Use the information above to consider potential starting points to respond to the theme in Art, Craft, Design or Multimedia context.

Possible lines of investigation and enquiry:

Reflect

You may wish to take inspiration from reflections in our everyday surroundings created by various reflective surfaces such as glass, water, metal or mirrors. Reflections can reveal a distorted view of something and could provide a multitude of creative possibilities for art, craft or design.

You may wish to reflect upon an event, issue or occurrence. This could be approached by reflecting upon and communicating a personal experience, memory or point of view.

Distort

To distort something one can twist or pull it out of shape. You could explore the act of warping, contorting, buckling, misshaping, deforming and disfiguring shapes, forms, images and objects, using two, three or four-dimensional visual language.

Natural forms and man-made objects can become distorted by the effects of nature through weathering, erosion or decay. The impact of human interaction can distort the environment.

You could also represent or misrepresent something visually, a 'distorted reality'; or intentionally skew the details of an event, memory or occurrence from a personal point of view. Reality can be subjective, distorted by a heightened or charged viewpoint in which emotions, moods and atmosphere affect the outcome.

Your response to the theme of Reflect / Distort must link to your chosen Client and Approach. (See the Vocational Brief Client list – Page 10 and Approaches – Page 11).

The Vocational Brief

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 artists, craftspeople and designers on the theme of **Reflect / Distort**.

Clients: select one client from this list

Regional Reflections

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.

Digital Reflect

A progressive 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, website designers, industrial and commercial enterprises and public sector organisations.

Future Reflections : Design Solutions

A partnership specialising in architectural and interior design projects whose expertise provides design solutions for individual clients.

Reflective Insight

A group of practitioners creating functional and/or decorative pieces that convey a sense of style and panache. Commissions are produced for individuals or companies and include fashion accessories, objects for domestic, commercial and public interiors, etc.

Altacraft

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

Live client brief

An opportunity may arise for you to work with an actual client. If this is the case, you must provide a detailed and specific brief in response to the theme.

Approaches

- 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, opinion, 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 story telling
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 of outcomes provides you with suggestions but is not definitive.

Formulate a project that considers the vocational context and relevant constraints and requirements of your client. Use the **Project Brief Outline** to record this information.

Use primary and secondary source material and 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 for Unit 6: Develop Set Ideas (Single Award) or for Unit 6: Develop Set Ideas and Unit 7: Produce Set Ideas (Double Award)

Centre name and number

Candidate name and number

Client

Theme

Approach

Outline Project Proposal

- aims of the project
- primary sources
- secondary sources
- references to the work of others
- intended techniques, media, materials and processes
- intended final outcome(s)
- proposed method of presentation and evaluation

Continue on an additional sheet if necessary

Candidate signature

Date

Candidate Checklist for Unit 6: Develop Set Ideas

- Analyse the brief and identify your intended response.
- Complete the Project Brief Outline.
- Record, analyse and respond to primary source material.
- Record, analyse and respond to secondary source material.
- Record, research and comment on others' use of visual language.
- Research, develop and annotate visual ideas using combinations of formal elements.
- Develop ideas to prototype showing safe use of materials, techniques and processes.
- Annotate the development of your ideas, reflecting on and evaluating how well the prototype meets the needs of the client.

Candidate Checklist for Unit 7: Produce Set Ideas

- 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, either in writing, at a recorded oral presentation or in another appropriate form.
- Present your work in a suitable and appropriate form.
- Evaluate how well the final outcome meets the requirements of the client's brief and suggest improvements.

Notes:

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:

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

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 AO2)	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.		
Marks available	(0–6)	(7–12)	(13–18)	(19–24)		24
Assessment strand c (relates to AO3)	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 AO3)	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 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 AO3)	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)		12
Marks available	Total mark (out of 60)					

Authentication Form

Summer 2013

Specification Numbers: 8711, 8712, 9711, 9712, 9713

Specification Title: GCE in Applied Art and Design

Centre Number		Centre Name	
Candidate Number		Candidate Name	

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	

Permission to use work:

I give permission for Edexcel to use my GCE in Applied Art and Design coursework and externally set assignments.

Candidate signature:		Print name:	
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Please attach this form to the candidate's submission

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