

**Pearson Edexcel GCE**

# **Applied Art and Design**

**Unit 6: Develop Set Ideas (6906)**

**Unit 7: Produce Set Ideas (6907)**

Summer 2016

Paper Reference

**6906/01**  
**6907/01**

**You do not need any other materials.**

## **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.

*Turn over* ►

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# Contents

<b>Teacher guidance</b>	<b>Page</b>
Summative Project	3
Instructions for the conduct of the Summative Project	4
Assessment	5
Administration	6
<b>Candidate information</b>	
Information for the Summative Project	7
The Theme	8/9
The Vocational Brief	10
Approaches	11
<b>Documentation</b>	
Project Brief Outline	12
Candidate Checklists	13
Assessment Grids – Unit 6: Develop Set Ideas	14/15
Assessment Grids – Unit 7: Produce Set Ideas	16/17
Authentication Form	18

## Summative Project

### The Summative Project serves two major purposes:

- It is the project for the delivery of 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 Pearson 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 historical or chronological background.
- 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 consideration of a range of alternatives.
- 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 AS GCE in Applied Art and Design: Summative Project

- The Summative Project 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 a Pearson Edexcel external moderator. All moderation will be carried out by centre visits 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 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 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 using EDI (Electronic Data Input) or Edexcel Online and returned to Pearson Edexcel by **15 May 2016**.
- Evidence of research, development, annotations, sketchbooks, work journals, maquettes, models, trials, tests and finished work will all contribute to the project.
- Specific evidence must be produced to meet the requirements of the 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, and that there is no January moderation series.**

## Assessment

- For each candidate, the centre **must** present a completed **Project Brief Outline**, **Assessment Grid(s)**, and an **Authentication Form** at the moderation visit.
- Assessment **must** be recorded on the Assessment Grid(s) 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 using EDI (Electronic Data Input) or Edexcel Online and returned to Pearson Edexcel by **15 May 2016**.
- 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 information, evaluations, critical references, correspondence, sketchbooks, work journals, maquettes, models, trials and tests).
- Centres should provide copies of the following documents for each candidate:
  - Project Brief Outline Page 12
  - Candidate Checklists Page 13
  - Assessment Grid for Unit 6 Pages 14/15
  - Assessment Grid for Unit 7 Pages 16/17
  - Authentication Form Page 18

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

Centres must assess both these units using the Assessment Grids supplied.

### **AS Single Award**

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

Centres must assess this unit using the Unit 6 Assessment Grid supplied.

### **Entering candidates for the AS 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 Pearson Edexcel.

Moderation will be carried out during centre visits.

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

**There is no January series.**

**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 procedures can be found in the Pearson Edexcel Information Manual. This document is available from your Examination Officer and the Pearson Edexcel website.**

**Pearson Edexcel GCE**

# **Applied Art and Design**

**Unit 6: Develop Set Ideas (6906)**

**Unit 7: Produce Set Ideas (6907)**

Moderation Summer 2016

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 2016 is Series, Serial, Sequence

Across the visual arts a finished work is often considered and seen as a single piece; self-contained and absolute.

Artists and designers working towards a final outcome make a number of preparatory drawings, sketches and studies including diagrams, plans or storyboards. They sketch out ideas or break down a technical process into a logical sequence. Works in a series can show us the thought processes and developmental journey the artist or designer has undertaken towards a final outcome.

You should explore a range of interpretations and alternative ideas relating to the theme. Consider the theme of **Series, Serial, Sequence** as either separate elements or linked processes to help you generate specific ideas in your response.

### Series

A series is usually a collection of a number of single moments in time; this could be a subject that interests the creator as an idea for a new piece of work.

Work in a series can also show a variation on a theme.

### Serial

A serial is a diary of related episodes or moments in time.

In a serial, a story is told through a collection of individual episodes. These can work on their own but when seen next to preceding and subsequent works they form part of a larger meaning; something whole, something bigger.

### Sequence

A sequence is an organised set of images or objects, where one part relates directly to others in terms of a story or narrative. Each is specifically linked to those placed immediately before and after and is essential to an understanding of the whole. Taken together a clear story is told.

Use the information above to consider potential starting points that respond to the theme **Series, Serial, Sequence** in an art, craft, design or multimedia context.



## Possible lines of investigation or enquiry

In response to the theme, you may wish to consider:

- a series of movements showing someone at work or play, recorded by sketching, drawing, photography, time-lapse, stop motion animation or video
- a series could be an interpretation of others' work, for example transposing one media into another; a variation by one artist working on the themes or images of another
- how the repetition of elements can suggest a structure, much in the way that columns in a building can provide support as well as style. Use of repetition and the principle of order can be made in the application of design and craft work. In this way a series of elements can be decorative as well as functional
- a serial record or interpretation over a period of time: an hour, a day, a week. This could be about the progression of an event, an everyday occurrence such as a meal or something more celebratory and unique like a pageant, a parade or a carnival procession
- when producing a serial there is often a desire to return time and again to a particular idea or motif. This may need to be developed through deeper exploration, refinement or extension
- a sequence of changes to the nature or appearance of something due to an external force or influence, such as changes of light, weather, erosion, the process of growth and decay
- the sequence of a journey, real or as an allegory of morals or life, and how social commentaries are used to represent society and the way people live and behave, as seen in religious and mythological paintings
- a narrative sequence ranging from a complex storyline to the short but highly select images of a television commercial or title sequence
- a sequence that communicates a message without words, such as how to tie a shoelace, make a pot of tea or operate a piece of machinery.

Your response to the theme **Series, Serial, Sequence** must link to your chosen **Client and Approach** (See the Clients listed in the Vocational Brief, page 10 and Approaches to be considered, page 11).

## The Vocational Brief

Your selected **Approach** (see page 11) must be in response to the requirements of the **Client**, detailed below, to simulate a vocational brief. The **Client** is commissioning work from artists, craftspeople and designers on the theme **Series, Serial, Sequence**. This information needs to be recorded on the **Project Brief Outline** (see page 12).

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

Clients
<p><b>SiteSpec Arts</b> 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 settings within interesting or demanding interior spaces, from pop-up galleries to vacant shops.</p>
<p><b>A2B Studio</b> A progressive studio that undertakes a wide range of visual communication and advertising design for print, film and digital media. Among its clients are publishers, television companies, website designers, industrial and commercial enterprises and public sector organisations.</p>
<p><b>WhatNext Solutions</b> A partnership that specialises in architectural and interior design projects, whose expertise provides design solutions for individual clients.</p>
<p><b>3S Company</b> A company that exploits the traditional and experimental use of materials and new technologies. It designs and produces innovative and stylish 'tailor-made' products for individual clients.</p>
<p><b>Fabric8 UK</b> 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 and accessories and objects for domestic commercial and public interiors.</p>
<p><b>Now &amp; Next Craft</b> An organisation that promotes excellence and originality in traditional and contemporary crafts. It has a network of galleries and retail outlets that reflect local, national and international developments.</p>
<p><b>Live Brief</b> 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. You must clearly state what and how you are going to communicate and the <b>Approach</b> you will take.</p>

Restrictions on the scale of work may depend on the venues, but health and safety issues and requirements must be considered.

## 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 opinion.  
*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 storytelling.  
*Possible outcomes: illustration, printmaking, storyboard sequence, film, animation, photographic essay, figurative painting.*
- Work that 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 that 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 that 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, requirements and relevant constraints of your chosen **Client** and **Approach**. Use the **Project Brief Outline** to record this information.

## 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 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 and develop annotated 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 another appropriate form.
- Present your work in a suitable and appropriate form.
- Evaluate how well the final outcome meets the requirements of the Vocational Brief and suggest improvements.

**Assessment Evidence**

A portfolio of evidence that 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 ideas to prototype, using skills in      d evaluation.

**Assessment Criteria**

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

	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4	Comment/evidence locations	Mark
Assessment strand <b>b</b> (relates to AO2)	Evidence of a <b>basic</b> ability to develop a range of annotated visual ideas using combinations of formal elements.	Evidence of a <b>competent</b> ability to develop a range of annotated visual ideas using combinations of formal elements.	Evidence of a <b>confident</b> ability to develop a <b>wide range</b> of <b>creative</b> annotated visual ideas using combinations of formal elements.	Evidence of an <b>excellent</b> ability to develop <b>an extensive range of highly imaginative</b> annotated visual ideas using combinations of formal elements.		
Marks available	<b>(0–6)</b>	<b>(7–12)</b>	<b>(13–18)</b>	<b>(19–24)</b>		<b>24</b>
Assessment strand <b>c</b> (relates to AO3)	Evidence of a <b>limited</b> ability to develop <b>basic</b> visual ideas to prototype, using <b>simple skills</b> in materials, techniques and processes safely.	Evidence of a <b>competent</b> ability to develop <b>effective</b> visual ideas to prototype, using <b>some skill</b> in materials, techniques and processes safely.	Evidence of a <b>confident</b> ability to develop <b>creative and imaginative</b> visual ideas to prototype, using <b>skills</b> in materials, techniques and processes safely.	Evidence of an <b>excellent</b> ability to develop <b>highly imaginative and innovative</b> visual ideas to prototype, using <b>a high level of skill</b> in materials, techniques and processes safely.		
Marks available	<b>(0–3)</b>	<b>(4–6)</b>	<b>(7–9)</b>	<b>(10–12)</b>		<b>12</b>
Assessment strand <b>d</b> (relates to AO3)	Evidence of a <b>basic</b> ability to record ongoing annotations and evaluate the development of ideas with some guidance.	Evidence of a <b>competent</b> ability to record ongoing annotations and evaluate the development of ideas with some <b>skill</b> .	Evidence of a <b>confident</b> ability to record ongoing annotations and evaluate the development of ideas with clear explanations.	Evidence of an <b>excellent</b> ability to <b>systematically</b> record ongoing annotations and evaluate the development of ideas <b>in depth</b> .		
Marks available	<b>(0–3)</b>	<b>(4–6)</b>	<b>(7–9)</b>	<b>(10–12)</b>		<b>12</b>
					<b>Total mark (out of 60)</b>	

**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 <b>a</b> (relates to AO1)	Evidence of <b>basic</b> planning and project management.	Evidence of <b>competent</b> planning and project management.	Evidence of <b>confident effective</b> planning and project management.	Evidence of <b>excellent, highly effective</b> planning and project management.		
Marks available	<b>(0–6)</b>	<b>(7–12)</b>	<b>(13–18)</b>	<b>(19–24)</b>		<b>24</b>
Assessment strand <b>b</b> (relates to AO2)	Evidence of the <b>basic</b> use of a <b>limited range</b> of specialist materials, techniques and processes to produce a final outcome.	Evidence of the <b>competent</b> use of a <b>range</b> of specialist materials, techniques and processes to produce a final outcome showing <b>some skill</b> .	Evidence of the <b>confident</b> use of a <b>wide range</b> of specialist materials, techniques and processes to produce a final outcome with <b>skill</b> .	Evidence of the <b>excellent</b> use of an <b>extensive range</b> of specialist materials, techniques and processes to produce a final outcome with a <b>high level of skill</b> .		
Marks available	<b>(0–6)</b>	<b>(7–12)</b>	<b>(13–18)</b>	<b>(19–24)</b>		<b>24</b>



	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4	Comment/evidence locations	Mark
Assessment strand <b>c</b> (relates to AO3)	Evidence of a <b>basic</b> presentation and evaluation of the final outcome, with a <b>limited</b> ability to analyse the effectiveness of the technical and aesthetic factors.	Evidence of a <b>competent</b> presentation and evaluation of the final outcome, with an ability to analyse the effectiveness of the technical and aesthetic factors.	Evidence of a <b>confident</b> presentation and evaluation of the final outcome, with a <b>good</b> ability to analyse the effectiveness of the technical and aesthetic factors.	Evidence of an <b>excellent</b> presentation and evaluation of the final outcome, with a <b>coherent</b> ability to analyse the effectiveness of the technical and aesthetic factors.		<b>12</b>
Marks available	<b>(0-3)</b>	<b>(4-6)</b>	<b>(7-9)</b>	<b>(10-12)</b>		
<b>Total mark (out of 60)</b>						

# Authentication Form

Summer 2016

Specification Number            **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 Pearson 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.**