

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

For first teaching in autumn 2005

Moderation Summer 2006

**The project must be completed and assessed by the
OPTEMS deadline date.**

**Please pass this booklet immediately to the teacher
responsible for the subject.**

This booklet should be given to the teacher-assessor as soon as it is received in the centre. There are no time 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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Teacher Guidance

The Summative Project serves two major purposes:

- It acts as a vehicle 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 which shows their best achievement at AS level.

When should the Summative Project be taken?

- In a two-year programme, centres may opt to take the Summative Project as the high point of year one, or towards the end of the second year.
- The set brief is being provided at an early stage in the academic year so that centres may, if they wish, deliver the Summative Project earlier, or extend its length, linking the theme with other work which may be done for the portfolio units.
- Whenever it is taken, the Summative Project should be assessed at the standard of AS level GCE, working to the theme set for that year.

Delivering the Summative Project

- The Summative Project is intended to act as a normal assignment, which should be delivered in the centre in the normal way. Candidates should not be left to struggle through the project, but should be taught and advised as with any other unit.
- 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 be encouraged to undertake relevant research, making illustrated notes rather than presenting a series of photocopies or information lifted straight from the internet, books, CD-ROMs etc.
- The research must contribute to the work eventually developed. When analysing the work of others, candidates should concentrate on the meanings and messages rather than on their historical background.
- Candidates should carry out ample developmental studies, using skills in materials, techniques and processes and communicating visual ideas through combinations of formal elements.
- The evaluation of ideas should record stages where work has been improved, refined and a range of alternatives considered. Effective planning and project management is essential, including critical analysis through annotation.

Instructions for the conduct of the Summative Project

Note:

This section overrides any generic ICE document that may be issued for GCEs.

1. The Summative Project for AS GCE in Applied Art and Design is the **only** vehicle for the assessment of Unit 6 (Develop Set Ideas) and Unit 7 (Produce Set Ideas).
2. For AS Single Award the Summative Project will be assessed against Unit 6 only. For AS Double Award it is assessed against Units 6 and 7.
3. Apart from this document there will be **no examination paper** for the Summative Project.
4. Assessment will be carried out by 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.
5. 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 which is appropriate to the brief.
6. 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.
7. Work for the Summative Project should be carried out in any suitable environment, such as workshop, art room, darkroom etc.
8. A minimum of 60 hours should be allowed for the Double Award Summative Project, and, where only Unit 6 is covered, a minimum of 30 hours should be allowed. There are no time restrictions or set hours in which the projects must be carried out. 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.
9. 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.
10. 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 be considered holistically as the evidence for these units.
11. Evidence to be assessed against these units must be produced specifically to meet the requirements of the brief. However, the same evidence may also be cross-referenced to address other (portfolio) units.
12. **Centres should note that these units are moderated in summer only, and that there is no November or January moderation series.**

Assessment Guidance

- Assessment must be recorded on the assessment grids supplied with this document – one set of grids per candidate.
- The visiting moderator will need to see completed and signed assessment grids for each candidate whose marks are being moderated.
- 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 forms or EDI and returned to Edexcel by the published deadline.
- The moderator will need to see the completed assessment grids, a completed Authentication Form and a **Project Brief Outline** for each candidate at the moderation visit.
- Centres should photocopy the following documents for each candidate:
 - o Project Brief Outline Page 11
 - o Candidate Checklists Page 12
 - o Assessment grids for Unit 6 and Unit 7 Pages 13 and 14

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

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

Unit 6 Mark Band Descriptors page 68

Unit 7 Mark Band Descriptors page 75

These documents 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.

AS Single Award

Single Award candidates must take the AS Summative Project, **Unit 6 only**. The unit is 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.

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

Internal standardisation

Where there is more than one teacher-assessor or more than one teaching group, internal standardisation of marks must be carried out.

External moderation

The centre assessment will be subject to external moderation by Edexcel. Moderation will be carried out on a sampling basis 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 November or January.

The theme for the 2006 Summative Project is ‘Structure and Structures’. Moderation of the assessment for this set theme must be carried out in the Summer 2006 series only. This theme may not be carried over to subsequent years and must not be used for re-sits or later sittings of these units.

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

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

Candidate Name:	Candidate No:
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The Theme

The theme is **Structure and Structures**

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

Explore the theme:

Meanings of the words: Structure and Structures

A structure can be the simple or complex construction of parts:

- The arrangement and interrelationship of multiple parts
- The biological structure of cells
- The arrangement of molecules in a chemical compound
- The geological structure of minerals or rock forms
- The art of constructing and joining together parts or the organisation of parts to form a whole

Ideas and background to the theme: Structure and Structures

It can be argued that a universal system or structure of natural order underpins all our experience of the world.

- We are surrounded by both natural and man-made structures that vary in their construction
- Natural forms have design structures that are functional and provide support for organisms and natural mechanisms
- Architects and engineers design frameworks for buildings, bridges and invent structures to solve design problems
- The design of structures is often based on models found in the natural world, for example, the structure of birds' nests, seed cases and molecular arrangements
- Many textile activities involve the creation of structures, such as weaving, knitting, pattern making, patchwork, appliqué
- Modules of clay are used in the construction of many ceramic structures, such as coiling, slab building
- Mathematical structure has often been used to inspire and organise creative work
- The Fibonacci series of numbers, the Golden Section, Buckminster-Fuller's architectural constructions, Celtic and Islamic designs all deal with structure and structures

The Vocational Brief

The Summative Project must conform to the vocational and applied character of the qualification. This means that you **must** work to a brief which has realistic constraints and gives you the opportunity to provide evidence for all of the criteria. For this reason you must select one of the ‘clients’ listed below to simulate a vocational brief.

CLIENTS You must select one client from this list.
Constructors Design and Build is a partnership of architects, engineers and builders offering complete construction solutions. The company is involved in urban regeneration and prestige architectural projects.
The Guild of Craftworkers is an organisation that promotes excellence and originality in traditional and contemporary crafts. It helps to link craftworkers with potential clients and maintains an illustrated directory of its members. In partnership with Krug Biotechnical Research Laboratory, the Guild is sponsoring relevant craft artefacts.
Regional Arts is an organisation that specialises in linking artists and clients/sponsors for the creation of works for display in both indoor and outdoor public spaces.
Problems Solved is an innovative design company specialising in a wide range of practical design solutions: 3D, graphics, multimedia. It has a track record of finding and promoting the work of young, innovative designers.
Style House is a company that produces and promotes a range of innovative and decorative products for the individual and the home. The product range includes garments, jewellery, fashion accessories, soft furnishings products.
Publishers is a publishing house that produces a wide range of written and illustrated material both in print, film, video and electronic media. The products they produce are magazines, paperback and hardback books, posters, website design, CD ROMs, videos, DVDs etc.

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 artists, craft-workers or designers as part of their programme. If their own clients are used then suitable constraints must be identified to create the vocational context.

(continues overleaf)

Approaches

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

- Independent concern with the subject matter, materials or use of visual language or the expression of personal feelings or opinions
- Visual communication – of ideas, information, feelings or mood and atmosphere
- Narrative imagery – illustration, storyboard, film, animation, figurative painting
- Decorative work in 2D and 3D using a range of materials. Jewellery, textiles, surface pattern design for fabrics or other surfaces, weaving and constructed textiles, body adornment
- Work which is functional or non-functional in 2D or 3D, craft work, ceramics, fashion design
- Work which exploits the characteristics and structural properties of materials such as ceramics, wood, metal, plastics, glass, textiles
- Design and problem-solving in 2D, 3D or mixed media to deal with functional objects or the design and use of spaces and environments

Possible Outcomes

- A large-scale work of monumental or public art
- A smaller-scale art piece commissioned for a company or a gallery
- A functional or decorative piece of craft work
- Corporate identity, including symbol, logo, stationery, vehicle livery, advertising
- Textile products
- Fashion accessories
- Promotional animated or interactive/multimedia product
- Surface pattern design
- Photographic essay
- Modular furniture or interior design

You can choose any of the approaches for any of the clients to achieve a personal outcome to the theme.

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

--

Intended Outcome

--

Constraints (detailed information about the requirements of the brief, including what precisely is to be made; size; actual artefact or prototype; media, materials, processes, tools, technology, etc.)

--

Date for interim review

--

Date of final presentation and assessment

--

I have read and understood the requirements of the brief, and I agree to the deadlines.

Candidate's signature and date

--	--

Teacher's signature and date

--	--

Candidate Checklists

These checklists must form part of all assignment briefs for the Summative Projects. They summarise the activities and evidence needed to address 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 formal elements within others' work.
- 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 and evaluate 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 or information
 - Your own and others' judgements on your work

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
- exploration and development of ideas and development of skills through application

Your work must include evidence of:

- ability to research and analyse primary and secondary sources
- ability to generate a range of visual ideas, formal elements, materials, techniques and processes
- 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	Comment/evidence locations	Mark
Assessment strand a (relates to AO1)	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 AO2)	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 AO3)	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 AO3)	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		
Candidate name				Candidate number	
				Total mark (out of 60)	

Signature of teacher-assessor

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
- final outcome

Your work must include evidence of:

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

Candidate name	Candidate number
Total mark (out of 60)	

Signature of teacher-assessor

AUTHENTICATION FORM

Specification title

Specification number

Paper number

Centre name (BLOCK CAPITALS)

Centre number

Candidate name (BLOCK CAPITALS)

Candidate number

Examination series for which the candidate is 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.

Signature of candidate

Date

Signature of teacher-assessor

Name of teacher-assessor

Date

Please attach this authentication form to the candidate's Assessment Matrix.



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