

Applied Art and Design

OCR GCE Unit F154 Graphic design specialisms

Unit Recording Sheet

Please read the instructions printed at the end of this form. **One** of these sheets, suitably completed, should be attached to the assessed work of **each** candidate.

Unit Title	Graphic design specialisms		Unit Code	F154	Session	Jan / June	Year	2	0		
Centre Name					Centre Number						
Candidate Name					Candidate Number						
Deadline Date Given					Actual Submission Date						
Teacher Comments:										Date	
Marks Summary	AO1		AO2		AO3		Total Mark				
If this work is a re-sit, please tick					Session and Year of previous submission	Jan / June	2	0			
Location(s)/description of additional work added since previous submission:											
Please tick to indicate this work has been standardised internally, whether or not it is a resubmission											
<p>What the candidate needs to do: The candidate must produce and present:</p> <ul style="list-style-type: none"> evidence which shows research, analysis and development of ideas and concepts that the candidate has used to explore graphic design specialisms; a completed outcome(s) which clearly demonstrates their skills and communicates their ideas(s) within one of the specialist graphic design disciplines. 											
AO1 (Knowledge) Applying knowledge and understanding of others' practice: show an understanding of the working methods used by historical and contemporary art and design professionals and their work.			AO2 (Skills) Applying skills, techniques and understanding: develop ideas by applying and reflecting on knowledge, skills and understanding of media, materials, techniques and processes, realising and presenting work appropriate to its context.			AO3 (Analysis) Analysis, synthesis and evaluation: gather, record and analyse relevant information and evidence, make reasoned judgements, present solutions and evaluate own practice.					
<ul style="list-style-type: none"> some ability to collect, organise and use information with guidance is shown; information is recorded and presented though not all may be relevant; limited evidence is provided to support conclusions; partial understanding is shown; some relevant links and connections to others' work are identified; some vocational awareness is shown; <p style="text-align: center;">Band 1 Basic (0 - 6)</p>			<ul style="list-style-type: none"> some exploration of ideas and processes is undertaken; some understanding of properties, characteristics, materials, techniques and technologies is shown; some understanding of visual language is shown; some consistency of skills is shown; some awareness of resources is shown; intentions appropriate to the context are realised with guidance; <p style="text-align: center;">Band 1 Basic (0 - 8)</p>			<ul style="list-style-type: none"> some value judgements about own work are made and recorded; limited critical understanding is shown; obvious or literal comments are made; limited evidence of ongoing/summative evaluation/monitoring of own work/progress is shown; some comparisons between intentions and outcomes are made but not all comparisons may be relevant or justified; <p style="text-align: center;">Band 1 Basic (0 - 6)</p>					
<i>The quality of written work is basic; structure and style are simplistic. Work contains many significant errors of spelling, punctuation and grammar, which obscure meaning.</i>											

AO1 (Knowledge)		AO2 (Skills)		AO3 (Analysis)	
<ul style="list-style-type: none"> ability to collect, organise and use information with limited guidance is shown; developing understanding of working methods is shown; limited ideas, insights and observations are expressed; relevant information is recorded and presented; limited vocational awareness is shown; increasing connections to others' work are identified; 		<ul style="list-style-type: none"> exploration of ideas and processes is undertaken; increasing understanding of properties, characteristics, materials, techniques and technologies is shown; increasing consistency of skills is shown; increasing understanding of visual language is shown; intentions appropriate to the context are realised with little guidance/support; increasing awareness of appropriate resources is shown; 		<ul style="list-style-type: none"> clear value judgements about own work are made and recorded; developing critical understanding is shown; some original comments are made; clear evidence of ongoing/summative evaluation/monitoring of own work/progress is shown; valid comparisons between intentions and outcomes are made; 	
Band 2 Competent (7 – 12)		Band 2 Competent (9 - 16)		Band 2 Competent (7 – 12)	
<p><i>The quality of written work is generally competent and its meaning is sometimes unclear; work has a basic structure but lacks fluency of style. Some elements of work are fit for purpose but work contains some significant errors of spelling, punctuation and grammar, which sometimes obscure meaning.</i></p>					
<ul style="list-style-type: none"> some independence in investigation is shown; order and purpose in the collection, organisation and use of information is evident; relevant sources are identified; developing personal views of others' work are expressed; increasing vocational awareness is shown; coherent connections to others' work are made; 		<ul style="list-style-type: none"> consistent skill level and control is demonstrated; clear understanding of properties, characteristics, materials, techniques and technologies is shown; understanding of visual language is shown; intentions appropriate to the context are realised with confidence; clear understanding of appropriate resources is shown; 		<ul style="list-style-type: none"> personal views and reasoned judgements are expressed and recorded; coherent explanations showing increasing critical understanding are given; independent responses are given; fitness for purpose is identified and evaluated; new directions for own work are identified; 	
Band 3 Coherent (13 - 18)		Band 3 Coherent (17 - 24)		Band 3 Coherent (13 - 18)	
<p><i>The quality of written work is generally coherent and its meaning is usually clear; work has an appropriate structure and some attempt at a fluent style. Work is generally fit for purpose but contains some errors of spelling, punctuation and grammar.</i></p>					
<ul style="list-style-type: none"> increasing independence in investigation that is organised and increasingly effective is shown; competent analysis of others' work is shown; some depth of understanding in the interpretation is shown; clear vocational awareness is communicated; increasing recognition of connections between own and others' work is clearly shown; 		<ul style="list-style-type: none"> good skill level is shown; good control and appropriate choices are shown; in-depth understanding of visual language is shown; range of investigations is undertaken; intentions appropriate to the context are realised with confidence and originality; good selection and management of resources is shown; 		<ul style="list-style-type: none"> strong personal views supported by well reasoned judgements are expressed and recorded; thorough, clearly expressed explanations are given; original responses are given; innovative solutions are developed; strong analytical skills are shown; 	
Band 4 Confident (19 - 24)		Band 4 Confident (25 - 32)		Band 4 Confident (19 - 24)	
<p><i>The quality of written work is confident, has clear meaning and uses an appropriate structure and style. Work is fit for purpose; it contains a few errors of spelling, punctuation and grammar, but these do not obscure meaning.</i></p>					
<ul style="list-style-type: none"> independent and selective investigation that is well managed, effective and discriminating is shown; perceptive analysis of others' work is shown; innovative interpretation of information is shown; informed vocational awareness is communicated; connections between own and others' work are recognised and evaluated. 		<ul style="list-style-type: none"> developed personal style is shown; thorough understanding of properties and characteristics is shown; extensive range of investigations is undertaken; fluent skill level and high level technical ability is shown; initiative in the selection and management of resources is shown; vocational connections between work methods are shown; intentions appropriate to the context are realised with innovation. 		<ul style="list-style-type: none"> fluent command of visual and critical understanding is shown; independent judgements and responses are made; perceptive analysis of sources is shown; convincing and in-depth account of the influences in their own work is given; discrimination between purposes, meanings and contexts is shown. 	
Band 5 Mature (25 - 30)		Band 5 Mature (33 - 40)		Band 5 Mature (25 - 30)	
<p><i>The quality of written work is mature, enhances meaning and uses a clear structure and fluent style. Work has good spelling, punctuation and grammar.</i></p>					
TOTAL AO1	/30	TOTAL AO2	/40	TOTAL AO3	/30