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**UAL Level 2 Certificate in Applied Drawing**

**Sample External Assessment Paper**

Unit 2: Applying drawing skills in response to a project brief

Paper 1

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## 1 Instructions to centres

The external assessment should be carried out at the centre as follows:

- The brief should be opened and distributed to students on the date specified.
- Students should be given 40 hours of preparatory time to research, evaluate, investigate, discuss and refine their ideas.
- Tutors and students must sign the Candidate Authentication Form, stating that the work produced is the students' own work.
- At the end of the research period, students will sit a 10-hour timed invigilated assessment, during which they will be asked to produce their response to a drawing brief.
- Students will be allowed to take their visual research, documenting their primary and secondary research, into the examination. This work must be authenticated as the student's own work.
- The visual research must be retained in the centre until the term following the issuing of results.

## **UAL Level 2 Certificate in Applied Drawing**

### **Sample External Assessment: Project Brief**

Unit 2: Applying drawing skills in response to a project brief

**Time allowed:** 50 hours

- 40 hours' preparation time
- 10-hour timed invigilated assessment

## 2 Guidance for students

### Guidance

- Before beginning your work, you should ensure that you familiarise yourself with the assessment criteria and grade descriptors for this unit so that you are clear about what you need to do to meet your target grade.
- You should also ensure that you read the brief carefully and make sure you understand what you need to do to complete the assignment and what you need to submit for assessment.
- Your tutor will explain where you will save your work between each session.
- At the end of the assessment you must hand in all of your work, including sketches, research journals, photographs and the body of drawing that represents your response to the subject theme and your final evaluation.

### Instructions

- Read the paper carefully.
- Choose a **SINGLE** subject theme to explore and respond to the brief using drawing. You may produce one or multiple drawings in response to the brief.
- In the timed assessment, you should refer to the materials produced in the preparatory period.
- Make sure that all your work (including preparation work and timed external assessment work) is clearly identified with your name, centre number and candidate number.
- You may use any specialist equipment needed to produce your drawing ideas.
- All the work you submit must be your own original work, produced under controlled condition.

### 3 Assessment

Choose a **SINGLE** subject theme to explore and respond to the brief using drawing. You may produce one or multiple drawings in response to the brief.

#### **Theme 1: A Journey**

A Journey is a personal and visual experience. It is a story that can be recorded in many ways, including through drawing and other visual processes.

Ideas and images can range from the small and intimate to the large and public, for example, the details of a door on a building or the actual building itself. There are also many visual signs and patterns on a journey. All of these mark a journey from one place to another.

Many artists have used a journey as a source of their creative practice. For example the 'land' artist Richard Long who made marks on the landscape to visually record his journey.

Your task is to visually document a journey. You should use appropriate references, materials, and techniques to develop your response. The research you undertake into other artists should be recorded and you should evaluate how valuable this has been in contributing to your own response.

*References:* Richard Long, Sophie Calle and Chrys Allen.  
You may research other alternatives.

#### **Theme 2: Folding paper**

Folding is the use of paper that is manipulated by hand or machine to create something that conveys meaning, such as Japanese Origami shapes or 3D greetings cards. These techniques have been successfully applied to many diverse areas, such as product design, fashion, interiors, structural engineering and architecture.

Your task is to explore and construct a meaningful drawing response to the concept of "folding". Utilise all appropriate references, materials, and techniques to develop your response. The research you undertake, into other artists, should be recorded and you should evaluate how valuable this has been in contributing to your own response.

*References:* Issey Miyake, Richard Sweeney and Jen Stark.  
You may research other alternatives.

#### **Theme 3: Surface Deep**

Much of what we look at has a tangible surface of some form or another. This may be textured and complex and offers the visual artist a challenge in describing it and relating those qualities to the surface of the paper. This surface can be manipulated and developed to better reflect the qualities of the object being studied or to express ideas and emotions.

For example Ellen Gallagher works into the surface of her drawings, cutting, collaging and obscuring with wet and dry materials. She is often inspired by female advertisements aimed at specific ethnic groups. Exploring personal identity in this way can reveal hidden truths about wider society, its values and morality and the ways in which prejudice thrives.

Your task is to explore and present your personal viewpoint in relation to surface qualities. Utilise all appropriate references, materials, and techniques to develop your response. The research you undertake, into other artists, should be recorded and you should evaluate how valuable this has been in contributing to your own response.

*References: Elle Gallagher, Robert Rauschenberg and David Spriggs.*  
You may research other alternatives.

#### **Theme 4: Satire**

Satirical work uses wit and humour as weapons to comment on contemporary society and its cultural and political events. It has the ability to “cut through hypocrisy to reach underlying truth by visual means” (Foreword The Cutting Edge – Catalogue).

A good piece of satirical work includes: commenting on the event; undermining the views expressed; conveying humour and exposing an underlying truth or personal view.

Your task is to produce a satirical illustration that in some way satirises the events in the story you have selected. Your response can make use of any material, technique, dimension or scale. The research you undertake, into other artists, should be recorded and you should evaluate how valuable this has been in contributing to your own response.

*References: John Holcroft, Rohan Eason and Jean Jullien.*  
You may research other alternatives.

#### **Theme 5: The City**

In 1909, the Italian Futurist architect Antonio Sant’Elia imagined a ‘new city’, the main element of which was a central station not only for trains but also for aircraft, trams, buses, cars and pedestrians.

The ‘new city’ was part of a modular system of ‘flows’ whose movements challenged conventional architecture. Consider the city, its life, the hustle and bustle of movement; congestion; migrating populations; dwellings; the temples of a modern shopping rebirth; the quiet places of contemplation; order/disorder; Utopia/Dystopia.

Your task is to investigate the city through drawing primary elements. You should provide an individual response that offers a plan and details of your concept of the city. Your response can make use of any material, technique, dimension or scale. The research you undertake, into other artists, should be recorded and you should

evaluate how valuable this has been in contributing to your own response.

*References: Antonio Sant'Elia, Laurie Chetwood and Manabu Ikeda*

You may research other alternatives.

## **ASSESSMENT GUIDANCE**

### **Preparatory time**

*You should ensure that this time is spent addressing Learning Outcomes 1, 2 and 3*

- Before completing the timed assessment you must undertake thorough research and preparation.
- You will have 40 hours' preparatory time to research, evaluate, investigate, discuss and refine your work and ideas.
- You should make sure that you keep full and documentary records of these first responses. This could be in the form of a sketchbook, reflective journal, photographs (from a smartphone or camera, for example), printed examples of any online materials (such as blogs or references), audio and video files and materials from magazines, newspaper articles and so on.
- You should refer to the materials produced in the preparatory period in the timed assessment.

### **Timed assessment**

*You should ensure that this time is spent addressing Learning Outcomes 2, 3 and 4*

- Once you have completed the research and preparatory stage you will have a total of 10-hours under controlled conditions, where you will be asked to present your development, produce your final outcome and evaluate your work.
- In your evaluation you should consider how the drawing outcome you produce relates to other areas of study such as science, textiles, anatomy, medicine, illustrations, mathematics, geography, history, etc.
- The final outcome must be an original piece and can be an extension and development of work produced during the preparatory stage or a stand-alone piece of work informed by your research.

### **Requirements for assessment:**

- A minimum of two development sheets (with examples of work produced during your preparatory period)
- A final drawing outcome
- Evidence of evaluation both visual and written

## **END OF ASSESSMENT**

## 4 Grading

Your drawing work will be assessed and graded on how well you have provided evidence of the assessment criteria:

Assessment Criteria (AC)
1.1 Evaluate the requirements of a drawing project
1.2 Identify drawing priorities and purpose
2.1 Generate new ideas that respond to a drawing project brief.
2.2 Refine the developing work through experimentation
2.3 Explain how experimental findings are used to develop ideas for new drawings.
3.1 Select techniques that are appropriate to meeting the drawing project brief.
3.2 Justify how combinations of techniques and materials can be used to develop a drawing idea.
3.3 Present work that responds to a drawing project brief
4.1 Judge the extent to which the final idea succeeds in meeting the drawing project brief.
4.2 Explore alternative ways of developing the drawing project.
4.3 Explain the reason for the choice and development of the drawing

### Grading decision

- To achieve a **Pass** grade, you will need to achieve all the assessment criteria to the Pass standard defined in the grade descriptor.
- To achieve a **Merit** grade, you will need to achieve all the assessment criteria to the Merit standard defined in the grade descriptor.
- To achieve a **Distinction** grade, you will need to achieve all the assessment criteria to the Distinction standard defined in the grade descriptor.
- You will be awarded a **Fail** grade if your work provides insufficient evidence of meeting all the assessment criteria.

**Resit:** You are entitled to one resit opportunity. This means that you can have a total of two attempts at the external assessment. If you have to resit a paper you will be provided with a different assignment paper from the one originally undertaken.

Markers will make a holistic judgement on which grade descriptor most closely matches the work you have submitted.

## GRADE DESCRIPTORS

Areas of competence	Fail Descriptors	Pass Descriptors	Merit Descriptors	Distinction Descriptors
<b>1. Research</b>	Insufficient or irrelevant primary and/or secondary supporting research	Uses sufficient and relevant primary and/or secondary research to effectively develop ideas through purposeful investigations.	Uses a range of appropriate and relevant research sources to effectively develop ideas through purposeful investigations.	Uses an extensive range of appropriate and relevant research sources to effectively develop ideas through creative and purposeful investigations.
	Inadequate demonstrations of recording ideas, observations and insights.	Records ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions.	Consistently records ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions.	Consistently and thoroughly records ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions.
	Insufficient experimentation with appropriate media, materials and techniques.	Effectively selects and purposefully experiments with appropriate media, materials and techniques to further drawing ideas.	Consistently selects and purposefully experiments with appropriate media, materials and techniques to further drawing ideas with good levels of accuracy and creativity.	Consistently applies logic to select and experiment with appropriate media, materials and techniques to further drawing ideas with excellent levels of accuracy, creativity and innovation.
<b>2. Practical skills and presentation</b>	Limited use of processes, application of skills or knowledge demonstration few or no alternative ideas.	Competent demonstration of processes and application of skills and knowledge to develop ideas and present creative responses.	Considered and capable demonstration of processes, application of skills and knowledge used to develop ideas and present creative responses.	Skilful demonstration of processes, skills and knowledge to develop alternative ideas and present creative responses.
	Does not communicate sufficiently either the intention or meaning.	Presents personal and meaningful responses that accurately represents and/or interprets the subject or idea.	Presents personal and meaningful responses that accurately represents and/or interprets the subject or idea with very good levels of accuracy and creativity.	Presents personal and meaningful responses that accurately represents and/or interprets the subject or idea with excellent levels of accuracy, creativity and innovation.
	Work is disorganised and/or unfinished.	Work is organised and complete.	Work is organised in a way that is logical and coherent.	Work is organised and presented with consideration of viewers and display requirements.
<b>3. Evaluation and reflection</b>	Inadequate evaluation or insufficient evidence of on-going assessment of ideas limiting progress and development.	Sufficient evaluation with evidence of on-going assessment of ideas used to inform progress and development.	Consistent evaluation, clearly communicated and applied to make reasoned decisions and inform the development of ideas.	Thorough evaluation and interpretation, demonstrating clarity in thinking and the decision making used to inform and progress ideas.
	Do not recognise accidental development opportunities to make improvements to the quality of the drawing work	Use accidental development opportunities to make improvements to the quality of the drawing work	Further explore and use accidental development opportunities to make improvements to the quality of the drawing work	Capitalise on accidental development opportunities to make improvements to the quality of the drawing work
	Superficial evidence of judging the effectiveness of creating their work.	Sufficient evidence of judging the effectiveness of creating their work.	Thorough evidence of judging the effectiveness of creating their work, seeking and using feedback from others.	Thorough and extensive evidence of judging the effectiveness of creating their work, seeking and using feedback from others.