Specification

Edexcel GCSE in Art and Design (2AD01)

Edexcel GCSE in Art and Design: Fine Art (2FA01)

Edexcel GCSE in Art and Design: Three-Dimensional Design (2TD01)

Edexcel GCSE in Art and Design: Textile Design (2TE01)

Edexcel GCSE in Art and Design: Photography - Lens and Light-based Media (2PY01)

Edexcel GCSE in Art and Design: Graphic Communication (2GC01)

Edexcel GCSE (Short Course) in Art and Design: Fine Art (3FA01)

Edexcel GCSE (Short Course) in Art and Design: Three-Dimensional Design (3TD01)

Edexcel GCSE (Short Course) in Art and Design: Textile Design (3TE01)

Edexcel GCSE (Short Course) in Art and Design: Photography - Lens and Light-based Media (3PY01)

Edexcel GCSE (Short Course) in Art and Design: Graphic Communication (3GC01)

For first certification 2014

Issue 3

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Introduction

The Edexcel GCSE (Short Course) in Art and Design and the Edexcel GCSE in Art and Design are designed for use in schools and colleges. They are part of a suite of GCSE qualifications offered by Edexcel.

The Edexcel GCSEs in Art and Design have been designed to encourage an adventurous and enquiring approach to art and design. Successful students should demonstrate an understanding of past and contemporary art and design practice, and be able to produce artwork that embraces a range of ideas.

In developing the specification we undertook consultation exercises to ensure that the specification meets the needs and expectations of centres and the following are the main points they raised:

- the flexibility of the qualification is maintained
- there is a focus on art and design practice and the integration of theory, knowledge and understanding
- the specification content and units of assessment are appropriate and accessible to a range of levels of experience and ability
- there is continuity with current provision, which will allow use of existing resources.

About this specification

Continuing features and benefits include the following:

- encourages personal, creative and imaginative approaches to art and design
- allows progression from Key Stage 3 orders for art and design
- prepares students for AS/Advanced GCE, BTEC Nationals and other art and design qualifications
- focuses on art and design practice, integrating critical knowledge
- maximises choice and flexibility within endorsements
- no forbidden endorsement combinations
- each unit allocated 80 raw marks for teacher assessment
- a full range of endorsements available for both GCSE Short Course and the GCSE
- builds on strengths of the current specification.
- an assessment structure with a more accessible marking grid that is easy to apply
- a two-unit structure, maximising choice and flexibility
- assessed work produced under controlled conditions (see page 37)
- Unit 1: Personal Portfolio in Art and Design is weighted at 60 per cent of the course
- Unit 2: Externally Set Assignment in Art and Design is weighted at 40 per cent of the course
- GCSE Short Course with a specialist focus
- recognition of new media across all endorsements (see page 30)
- examination papers for Unit 2 available on the Edexcel website each January.

Key subject aims

This specification aims to develop:

- creative and imaginative ability and the practical skills for engaging with and for communicating and expressing original ideas, feelings and meanings in art, craft and design
- investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical and enquiring minds, with increasing independence
- cultural knowledge and understanding of art, craft and design and of the media and technologies used in different times, contexts and societies
- personal attributes including self-confidence, resilience, perseverance, self-discipline and commitment.

Contents

Contents

Specification at a glance

The Edexcel GCSE (Short Course) in Art and Design and the Edexcel GCSE in Art and Design are comprised of two units:

- Unit 1: Personal Portfolio in Art and Design

- Unit 2: Externally Set Assignment in Art and Design.

Students may be entered for a short course at the end of Year 10 or Year 11, however it is no longer possible for students to 'top up' from a short course to the full GCSE.

Unit 1:	Personal Portfolio in Art and Design *Unit code: GCSE: 5AD01, 5FAO1, 5TD01, 5TE01, 5PY01, 5GC01 GCSE (Short Course): 5FAO3, 5TD03, 5TE03, 5PY03, 5GC03		
- Internally assessed - Availability: June series		**60% of the total GCSE Short Course**	**60% of the total GCSE**

Overview of content

- The theme(s) for the personal portfolio will be selected and developed by centres.

- Centres are free to select any theme(s) appropriate to their students and resources.

- The theme(s) may each have a separate focus or be interconnected.

- Must include supporting studies and personal response(s).

- Sample activities are provided in the Edexcel GCSE in Art and Design – Sample Assessment Materials (SAMS) document and on the website at www.edexcel.com

Overview of assessment

- Internally set, marked and standardised.

- Externally moderated.

- Work produced for assessment under controlled conditions (see page 37) will consist of approximately 45 hours supervised activity.

- Marks to be submitted before moderation.

- Total number of raw marks is 80 (20 raw marks for each of the four Assessment Objectives).

- Students' work must show evidence of all four Assessment Objectives.

*See *Appendix 3* for description of this code and all other codes relevant to this qualification.

Unit 2:	Externally Set Assignment in Art and Design
	*Unit code: GCSE: 5AD02, 5FAO2, 5TD02, 5TE02, 5PY02, 5GC02
	GCSE (Short Course): 5FA04, 5TD04, 5TE04, 5PY04, 5GC04

- Externally set and internally assessed
- Availability: June series

40% of the total GCSE Short Course

40% of the total GCSE

Overview of content

- The externally set assignment (ESA) represents the culmination of the GCSE course.

- The assignment consists of one externally set, broad based thematic starting point.

- The ESA will be available during January of each year.

- The ESA may be given to students as soon as it is received.

- Centres are free to devise their own preparatory period of study prior to the 10 hours of sustained focus.

- Must include supporting studies and personal response(s).

Overview of assessment

- Externally set, internally marked and standardised.

- Externally moderated.

- Work produced for assessment under controlled conditions (see page 37) will consist of approximately 30 hours supervised activity, including 10 hours of sustained focus.

- Total number of raw marks is 80 (20 raw marks for each of the four Assessment Objectives).

- Students' work must show evidence of all four Assessment Objectives.

*See *Appendix 3* for description of this code and all other codes relevant to this qualification.*

Endorsed titles

GCSE in Art and Design

GCSE in Art and Design: Fine Art

GCSE (Short Course) in Art and Design: Fine Art

GCSE in Art and Design: Three-dimensional Design

GCSE (Short Course) in Art and Design: Three-dimensional Design

GCSE in Art and Design: Textile Design

GCSE (Short Course) in Art and Design: Textile Design

GCSE in Art and Design: Photography – Lens and Light-Based Media

GCSE (Short Course) in Art and Design: Photography – Lens and Light-Based Media

GCSE in Art and Design: Graphic Communication

GCSE (Short Course) in Art and Design: Graphic Communication

Course structure

GCSE

- Unit 1: Personal Portfolio in Art and Design together with Unit 2: Externally Set Assignment in Art and Design would normally provide evidence of **two** years' full-time study at Key Stage 4.

- Submissions for each unit must contain supporting studies and personal response(s).

- Evidence of working in at least **two** disciplines should be presented for assessment.

- The two units can be broken down into tasks and activities.

GCSE Short Course

- Unit 1: Personal Portfolio in Art and Design together with Unit 2: Externally Set Assignment in Art and Design would normally provide evidence of study equivalent to **one** year of the GCSE course.

- Submissions for each unit must contain supporting studies and personal response(s).

- Evidence of working in at least **one** discipline should be presented for assessment.

- The two units can be broken down into tasks and activities.

A Qualification content

Knowledge, skills and understanding

The Edexcel GCSE qualifications in Art and Design encourage students to:

- actively engage with art and design in order to develop as effective and independent students and as critical and reflective thinkers with enquiring minds

- develop creative skills, through learning to use imaginative and intuitive abilities when exploring and creating images and artefacts that are original and of value

- become confident in taking risks and learning from their mistakes when exploring and experimenting with ideas, materials, tools and techniques

- develop competence, with increasing independence, refining and developing ideas and proposals, personal outcomes or solutions

- actively engage with a broad range of media, materials and techniques, including, when appropriate, traditional and new media and technologies

- develop cultural knowledge, understanding and application of art, craft, design, and of media and technologies in historical and contemporary contexts, societies and cultures

- develop an understanding of the different roles, functions, audiences and consumers of art, craft and design practice

- develop critical understanding through investigative, analytical, experimental, interpretive, practical, technical and expressive skills to develop as effective and independent students and as critical and reflective thinkers with enquiring minds

- develop personal attributes including self-confidence, resilience, perseverance, self-discipline and commitment.

These qualifications also provide opportunities for students to gain:

- a personal interest in why art and design matters, and be inspired, moved and changed by studying a broad, coherent, satisfying and worthwhile course of study

- experience of working within real and relevant frameworks

- experience of the work practices of individuals, organisations and the creative and cultural industries

- understanding of art, craft and design processes and associated equipment and safe working practices.

Knowledge and understanding

These Edexcel GCSE qualifications require students to study art, craft and design in an integrated critical, practical and theoretical way, that encourages direct engagement with original work and practice.

Students need to develop knowledge, understanding and the capability to evaluate:

- how ideas, feelings and meanings are conveyed and interpreted in images, artefacts and products

- how knowledge and understanding of the work of others can develop and extend their thinking and inform their own work

- a range of art, craft and design processes including two and/or three dimensions, and traditional and new media and technologies

- how images, artefacts and products relate to social, historical, vocational and cultural contexts

- a variety of approaches, methods and intentions of contemporary and historical artists, craftspeople and designers from different cultures, and their contribution to continuity and change in society.

Skills

These Edexcel GCSE qualifications requires students to develop the skills to explore and create by:

- recording experiences and observations in appropriate forms – undertaking research and gathering, selecting and organising visual, tactile and/or sensory materials and other relevant information

- exploring relevant resources – analysing, discussing and evaluating images and their meanings, objects and products, making and recording independent judgements in visual and other forms

- generating and exploring potential lines of enquiry using appropriate new media and techniques

- applying knowledge and understanding in making images, artefacts and products – reviewing and modifying work, and planning and developing ideas in the light of their own and others' evaluations

- organising, selecting and communicating ideas, solutions and responses, and presenting them in a range of appropriate visual, tactile and/or sensory forms including the use of new technologies

- working as individuals and in collaboration with others in a range of situations.

Knowledge and skills embedded in Unit 1 and Unit 2

1.1 Developing ideas

Students will:

- understand how ideas provide the starting point for art and design practice and form an integral part of the creative process
- formulate ideas from a variety of starting points
- carry out appropriate research from primary and contextual sources
- analyse and evaluate their own and others' work in the context of developing ideas
- develop insight into selected works from contemporary, historical and cultural contexts.

1.2 Refining ideas and skills

Students will:

- develop skills through experimenting with appropriate media and methods
- use materials and techniques to explore the potential of ideas
- use research sources to inform the development and refinement of ideas
- review, analyse and select ideas
- sustain the development of ideas, building on and developing skills.

1.3 Recording for purpose

Students will:

- carry out appropriate research from primary and contextual sources
- demonstrate skilful use of the formal elements, including line, tone, colour, shape, pattern, texture, form and structure
- use media and refer to contextual sources to develop a range of recording skills
- develop visual, spatial, textural and other qualities within the context of recording from appropriate sources.

| 1.4 | Presenting and realising |

Students will:

- develop and communicate ideas through an informed use of visual, spatial, textural and other qualities

- demonstrate understanding of selected works from contemporary, historical and cultural contexts

- show evidence of an ongoing critical and analytical review of their progress, making relevant connections between visual, written, oral and other elements

- recognise the important role of individual responsibility and personal development in producing and presenting their response(s) in a meaningful way.

List of contents

Unit 1: Personal Portfolio in Art and Design

Overview

Content overview

- The theme(s) for the personal portfolio will be selected and developed by centres.

- Centres are free to select any theme(s) appropriate to their students and resources.

- Themes may each have a separate focus or be interconnected.

- Must include supporting studies and personal response(s).

- Sample activities are provided in the Edexcel GCSE in Art and Design – Sample Assessment Materials (SAMS) document and on the website at www.edexcel.com

Assessment overview

- Internally set, marked and standardised.

- Externally moderated by us.

- Work produced for assessment under controlled conditions (see page 37) will consist of approximately 45 hours supervised activity.

- Marks to be submitted prior to moderation.

- Total number of raw marks is 80 (20 raw marks for each of the four Assessment Objectives).

- This unit is weighted at 60% of the qualification.

- Students work must show evidence of all four Assessment Objectives.

Detailed description

For the Edexcel GCSE in Art and Design, students need to complete a personal portfolio of work. Unit 1 will cover work produced from activities, theme(s) or projects. The work submitted for assessment will be produced under controlled conditions.

A personal portfolio is defined as a body of practical research and development, relevant to the chosen endorsement, leading to one or more outcomes or to a variety of resolutions. Centres can devise the content of Unit 1 and plan, select and develop their own theme or themes/projects appropriate to their students and resources. The work for Unit 1 may be separate in focus or interconnected. Students should be encouraged to develop their personal ideas and centres should ensure the authenticity of work submitted for assessment.

All four Assessment Objectives must be covered through the assessed portfolio task.

The Assessment Objectives are interrelated. Centres may deliver them in a holistic way to suit the nature of their working practice, ensuring full coverage across the personal portfolio unit.

This unit will involve students in:

- generating and developing ideas informed by primary and contextual sources

- refining their ideas through experimenting with media, and developing and applying skills

- researching, recording, analysing and reviewing their own and others' work

- selecting, creating, realising and presenting personally developed outcome(s).

Supporting studies

Supporting studies should show the student's progress through their work and will be evidenced through the use of some or all of the following: sketchbooks, notebooks, worksheets, design sheets, different scale rough studies, samples, swatches, test pieces, maquettes, digital material and any other means that demonstrate the student thinking through the development of their ideas.

Unit 2: Externally Set Assignment in Art and Design

Overview

▄▄▄ Content overview

- The externally set assignment (ESA) represents the culmination of the GCSE course.

- The assignment consists of one externally set, broad based thematic starting point.

- The ESA will be available during January of each year in printed and online formats.

- The ESA may be presented to the students as soon as it is received.

- Centres are free to devise their own preparatory period of study prior to the 10 hour sustained focus.

- Must include supporting studies and personal response(s).

▄▄▄ Assessment overview

- Externally set, internally marked and standardised.

- Externally moderated.

- Work produced for assessment under controlled conditions (see page 37) will consist of approximately 30 hours supervised activity, including 10 hours of sustained focus.

- Total number of raw marks is 80 (20 raw marks for each of the four Assessment Objectives).

- This unit is weighted at 40% of the qualification.

- Students work must show evidence of all four Assessment Objectives.

Detailed description

The Externally Set Assignment (ESA) represents the culmination of the GCSE course. The assignment consists of one externally set, broad based thematic starting point, developed through a series of suggested starting points.

The ESA can be presented to students as soon as it is received in January in the year of the examination. Centres are free to devise their own preparatory period of study including approximately 20 hours of controlled assessment, followed by the 10 hour sustained focus. To summarise:

- centres will receive the set paper in January of the academic year

- The ESA can be presented to students as soon as it is available in the year of the examination. Students should produce personal responses to the assignment within the set time.

All four Assessment Objectives must be covered through the ESA, supporting studies and the final 10 hour sustained focus.

This unit will involve students in:

- generating and developing ideas informed by primary and contextual sources

- refining their ideas through experimenting with media, and developing and applying skills

- researching, recording, analysing and reviewing their own and others' work

- selecting, creating, realising and presenting personally developed outcome(s).

Supporting studies

Supporting studies should show the student's progress through their work and will be evidenced through the use of some or all of the following: sketchbooks, notebooks, worksheets, design sheets, different scale rough studies, samples, swatches, test pieces, maquettes, digital material and any other means that demonstrate the student thinking through the development of their ideas.

Qualification structures

Unendorsed	Optional disciplines
GCSE in Art and Design (GCSE only)	Students should work in at least two disciplines chosen from at least two different endorsements listed below for the GCSE.

Optional disciplines for endorsements

For the GCSE full course, students should work in at least **two** disciplines from within the chosen endorsement listed below.

For the GCSE short course, students should work in at least **one** discipline from within the chosen endorsement listed below.

Endorsed title	Optional disciplines
GCSE in Art and Design: Fine Art	- Painting and drawing - Printmaking - Sculpture - Alternative media
GCSE in Art and Design: Three-dimensional Design	- Scenography - Architectural, environmental and interior design - Jewellery - Product design - Ceramic design
GCSE in Art and Design: Textile Design	- Constructed textiles - Dyed textiles - Printed textiles - Fine art textiles - Fashion textiles
GCSE in Art and Design: Photography — Lens and Light-based Media	- Film-based photography - Digital photography - Moving image - Photography genres
GCSE in Art and Design: Graphic Communication	- Advertising - Illustration - Packaging - Typography - Interactive media

New media

All endorsements allow students to work with both traditional and new media. Students are allowed to work solely with new media within any **endorsement** provided the aims and Assessment Objectives are met. Further information on new media can be found on page 30.

Entering for more than one endorsement

Any student entering for more than one endorsement should produce a separate portfolio for each submission.

Detailed qualification information

GCSE in Art and Design

The GCSE in Art and Design is designed to be a general course, encompassing art, craft and design and to enable students to explore a range of 2 or 3 dimensional approaches to their studies, either as freestanding or related experiences.

Work produced for this qualification will demonstrate the use of formal elements and creative skills, and give form to thinking, feeling, observation, design and ideas. Students will show evidence of trying to extend their own and others' ways of seeing the world. Students will use the language of the discipline sensitively and thoughtfully to support their intentions.

The disciplines (detailed within the endorsements) associated with the GCSE in Art and Design are: painting and drawing; printmaking; sculpture; alternative media; scenography; architectural, environmental and interior design; jewellery; product design; ceramic design; constructed textiles; dyed textiles; printed textiles; fine art textiles; fashion textiles; film-based photography; digital photography; moving image; photography genres; advertising; illustration; packaging; typography; interactive media. For details, please refer to the sections on the following pages.

For the GCSE in Art and Design, students should work in at least **two** disciplines from at least two different endorsements.

GCSE in Art and Design (Fine Art)

Fine art may be defined as work which is produced as an outcome of students' personal experiences, rather than that which is created exclusively for a practical function or that which is the outcome of a tightly prescribed brief.

Work produced for this qualification will demonstrate the use of formal elements and creative skills, and give form to individual thoughts, feelings, observations and ideas. Students will show evidence of trying to extend their own and others' ways of seeing the world. They will use the language of the subject sensitively and thoughtfully to support their intentions.

In the context of this specification, disciplines will include painting and drawing, printmaking, sculpture and alternative media.

For this endorsement, students will need to work in at least **one** discipline for the **GCSE Short Course** and at least **two** disciplines for the **GCSE**.

Painting and drawing

Students will be expected to develop knowledge and understanding of:

- some of the following qualities – plasticity, opacity, translucence, malleability and transparency of the media

- form, tone, texture and shape

- the different purposes of mark-making

- the relationships between hues, tints, tones and value

- the use of a range of tools and surfaces such as brushes, knives, sponges, fingers and rags, papers, card, canvas

- some of the following materials – graphite, wax crayon, oil pastel, soft pastel, aquarelle, charcoal, ink, chalk, conté crayon, paint and dyes

- work in one of the following – figurative, representational, abstract

- contextual connections between their work and the work of others, extracting and using meaningful information

- technical skills in an appropriate range of media.

Printmaking

Students will be expected to develop knowledge and understanding of:

• surface qualities and the transmission of the qualities of block, plate or screen to a printing surface such as paper or fabric

• the appropriateness of the medium to images and the ability to realise the full potential of their ideas through the techniques of printmaking

• contextual connections between their work and the work of others, extracting and using meaningful information

• some of the following printing processes: screen printing, in which stencils are used to control the distribution of ink; intaglio printing, in which lines are incised into blocks or plates; relief printing, in which the image is transferred via the raised surface of the block.

Sculpture

Students will be expected to develop knowledge and understanding of:

• producing forms in three dimensions, utilising volume, space, materials and movement

• ways in which some materials (such as card, metals and plastics) can be fixed or joined using processes such as soldering, brazing, welding, glueing, jointing, riveting and bolting

• contextual connections between their work and the work of others, extracting and using meaningful information

• some modelling techniques, for example the manipulation of plastic materials such as clay, plaster or wax using hands and/or tools, carving, cutting and abrading

• how materials could be used, such as wood, stone, plaster, leather, clay, textiles, card, plastics, wax and found objects.

Alternative media

Students will be expected to develop knowledge and understanding of:

• the production of artworks in a range of non-traditional media, such as mixed media, installation, site-specific work, assemblage, digital, film and video

• contextual connections between their work and the work of others, extracting and using meaningful information

• the appropriateness of the chosen media and the ability to realise the full potential of their ideas through the techniques used.

GCSE in Art and Design (Three-dimensional Design)

Three-dimensional design is primarily concerned with designing for product, stage, interiors and architecture, to meet a need in a functional and aesthetic manner. Students should show evidence of understanding the appropriateness of the medium to function and of fitness for purpose. Students should be able to realise the full potential of their ideas through the technical processes associated with three-dimensional design. A practical consideration of form, function, materials, and the ultimate destination and utilisation of the design or artefact in time and space, should also be evident. Students should understand the circular nature of the design process from concept, formulation and analysis of a brief, research, experimentation to realisation.

In the context of this specification, disciplines include scenography, architectural, environmental and interior design, jewellery, product design and ceramic design.

For this endorsement, students will need to work in at least **one** discipline for the **GCSE Short Course** and at least **two** disciplines for the **GCSE**.

Scenography

Students will be expected to develop knowledge and understanding of:

- the means of developing ideas for sets, stage and theatre involving plans, scale drawings, perspectives, props, costume, maquettes and final outcomes which may be in the form of design sheets or models

- performance spaces, in particular those which involve the use of a proscenium arch stage, traverse, end on, thrust stage, theatre in the round, for film and television, promenade, on location and areas that can be adapted for performance requirements and that may include computer-generated ideas and developments

- the relationship between the demands of text, script, sound, choreography, stage directions, screenplay and spatial design

- the specific production demands, involving sight lines, lighting design, continuity and scenery changes

- contextual references which may be explored appropriately and effectively providing essential production information.

Architectural, environmental and interior design

Students will be expected to develop knowledge and understanding of:

- appropriate drawing skills, in particular the relation of plan to elevation and, where appropriate, the preparation of perspectives, visualisations, models, fly-throughs and axonometric drawings

- factors that determine the realisation of design solutions within the built environment, including colour, texture, fabrics, construction, orientation and the organisation and use of light and space, which may include computer-generated ideas and developments

- the particular context determined by the requirements of the design. Students will be expected to show, through their research and identification of design problems, knowledge of the work of others when confronting spatial design requirements.

Jewellery

Students will be expected to develop knowledge and understanding of:

- the generation and development of jewellery design ideas which will include appropriate drawing skills, digital or other designs and the preparation of maquettes

- some of the processes and techniques involved with forming and embellishing such as cutting, shaping, bending, soldering, gluing, fastening

- where appropriate, jewellery techniques of casting and enamelling

- contextual connections between their jewellery designs and the work of others, extracting and using meaningful information

- colour, form, tone, texture and shape in the realisation of jewellery design concepts.

Product design

Students will be expected to develop knowledge and understanding of:

- the generation and development of product design ideas which will include appropriate drawing skills, digital or other designs and the preparation of maquettes

- the appropriate and necessary skills of modelling, bending, cutting and fastening in some of the following: card, laminates, clay, wood, plastics, glass, metal

- contextual connections between their product designs and the work of others, extracting and using meaningful information

- the realisation of product design concepts through an understanding of structure, form, shape and surface.

Ceramic design

Students will be expected to develop knowledge and understanding of:

- ceramics as a sculptural medium, studio ceramics, functional ceramics, as a craft, as a product

- some of the following ceramics techniques: casting, throwing, hand-building methods, mould-making, model making, forming, finishing, CAD/CAM, surface decoration

- some of the following materials: the use of slips, oxides, pigments and glazes

- the processes and techniques of firing clay

- contextual connections between their ceramic designs and the work of others, extracting and using meaningful information

- colour, form, tone, texture and shape in the realisation of ceramic design concepts.

GCSE in Art and Design (Textile Design)

Textile design involves creation, selection and manipulation across a variety of practices. Contemporary practice is often a hybrid activity that brings together different features of textile disciplines, using combinations of different disciplines freely and often embracing both traditional and contemporary technologies.

The tools used in textile design are wide ranging, encompassing traditional handcrafts and computer-aided technology, for example hand embroidery and computerised sewing machines, knitting machines and looms. Natural and manufactured materials, including paper, wire, tissue, gauze, plastics, recycled packaging and cloths such as silk, wool, cotton, polyester and hessian, are used to address aspects of design in fashion, furnishing and fine art.

In the context of this specification, disciplines include constructed textiles, dyed textiles, printed textiles, fine art textiles and fashion textiles.

For this endorsement, students will need to work in at least **one** discipline for the **GCSE Short Course** and at least **two** disciplines for the **GCSE**.

Constructed textiles

Students will be expected to develop knowledge and understanding of:

- the means of recording and developing ideas in any suitable media

- contextual connections between their constructions and the work of others, extracting and using meaningful information

- the appropriate and necessary manipulative skills, working with a variety of processes and materials as outlined below

- one or more of the following: weaving (tapestry, hand-loom, powered loom, off-loom), knitted structures (hand knitting, knitting machines, knotting, crochet, innovative manipulation of threads), embroidery (hand and sewing machines), appliqué and felted textiles, the use of CAD in print, knit or weave, new textile technologies and fibres, constructed textiles for the body (health, wellbeing, fashion, accessories), constructed textiles for the built environment (interiors, furnishings, transport).

Dyed textiles

Students will be expected to develop knowledge and understanding of:

- the means of recording and developing ideas in any suitable media

- contextual connections between their colourwork and the work of others, extracting and using meaningful information

- the appropriate and necessary manipulative skills, working with a variety of processes and materials as outlined below

- one or more of the following: batik, silk painting, tie and dye, handpainting and spraying, use of natural and artificial fibres, natural and synthetic dye colourants.

Printed textiles

Students will be expected to develop a knowledge and understanding of:

- the means of recording and developing ideas in any suitable media

- contextual connections between their printwork and the work of others, extracting and using meaningful information

- the appropriate and necessary manipulative skills, working with a variety of processes and materials as outlined below

- one or more of the following: mono-print, transfer, relief-print, woodblock, lino-cut, silk-screen, embossing, laser cut, CAD, using a range of materials and surfaces.

Fine art textiles

Students will be expected to develop knowledge and understanding of:

- the means of recording and developing ideas in any suitable media

- contextual connections between their textile explorations and the work of others, extracting and using meaningful information

- the appropriate and necessary manipulative skills needed to combine and exploit a range of materials and approaches which reflect contemporary fine art textile practice

- a range of textile techniques chosen from other textile disciplines

- how textiles can be explored through fine art disciplines.

Fashion textiles

Students will be expected to develop knowledge and understanding of:

- the means of recording and developing ideas in any suitable media

- contextual connections between their fashion designs and the work of others, extracting and using meaningful information

- the appropriate and necessary manipulative skills needed to combine and exploit a range of materials and approaches which reflect contemporary fashion and textile practice

- one or more of the following: pattern cutting, adornment, accessories, illustration, fashion design, technology of textiles, fabrics and garments, sustainable fashion and textiles, ethical manufacture, links to the media and music industries.

GCSE in Art and Design (Photography – Lens and Light-based Media)

Photography lens and light-based media includes works in film, video, digital imaging and light-sensitive materials. Sometimes, techniques and processes are used to convey messages and create works related to other disciplines, such as web-based animations, photographic images in printed journals, light projections within theatrical or architectural spaces.

Work in photography lens and light-based media should be a means of personal enquiry and expression involving the selection and manipulation of images. Students must use creative approaches which go beyond observation and recording.

In the context of this specification, disciplines will include film-based photography, digital photography, moving image and photography genres.

For this endorsement, students will need to work in at least **one** discipline for the **GCSE Short Course** and at least **two** disciplines for the **GCSE**.

Film-based photography

Students will be expected to develop knowledge and understanding of:

- the use of light as the most important element in photography

- film types, film speeds and specialised films which facilitate the processes of generating and developing ideas

- viewpoint, composition, focus, shutter speed, exposure

- darkroom techniques involving the recognition of appropriate paper types, developing and printing, emulsions, exposures, tone and contrast

- contextual connections between their film-based work and the work of others, extracting and using meaningful information

- acquisition and manipulation of the image through computers, scanners, photocopiers and computer software.

Digital photography

Students will be expected to develop knowledge and understanding of:

- the use of light as the most important element in photography

- the basis of digital photography, including pixel and digital processing

- viewpoint, composition, focus, shutter speed, exposure

- the use and qualities of image acquisition hardware and software, and image manipulation and analogies between digital and other forms of photography

- the relationships between colour and tone for screen and print-based media

- contextual connections between students' digital work and the work of others, extracting and using meaningful information

- the use of a range of source material, software and hardware in the generation and development of ideas.

Moving image

Students will be expected to develop knowledge and understanding of:

- storyboards, scripting, camera angles, viewpoints, length of shot, cutting, composition, cropping and pacing which must include ideas and developments

- qualities of lighting in both studio and location-based work

- various animation processes, such as stop-frame, rostrum and 3D modelling, and associated hardware and software

- qualities and functions of various film and video formats, for example 16 mm film, analogue video, digital video,.flv,.mov,.wmv

- the use of sound, narration and storyline and their relation to moving images

- editing, including the variety of ways in which images might be juxtaposed to create appropriate effects

- contextual connections between their moving image work and the work of others, extracting and using meaningful information

- the work of others as a means of extending their film and video vocabulary.

Photography genres

Students will be expected to develop knowledge and understanding of:

- the production processes in a range of photography genres, such as photojournalism, documentary, street, fashion, landscape, portrait, fine art, panoramic, wildlife, forensic, mobilography

- qualities of lighting in both studio and location-based work

- the suitability of tools and equipment for different genres

- qualities and functions of various genres

- the relationships between photography genres and how they relate to genres in art and design

- contextual connections between their genre photographs and the work of others, extracting and using meaningful information

- the work of others as a means of extending their genre vocabulary.

GCSE in Art and Design (Graphic Communication)

Graphic communication conveys information and ideas through visual, aural, tactile and other sensory means. Often, work is realised in two-dimensional form but carries the illusion of three dimensions through the manipulation of images and the formal elements. The critical element for a graphic designer is the successful communication of a message through the organisation of images and words. The use of information technology within graphic communication has taken on an increasing importance in recent years, changing working practices and leading to new forms of communication and presentation.

Students must be alert to the possibilities offered by a huge range of materials and processes within graphic communication, and of the important role of signs and symbols. In producing graphic solutions to defined problems, students must be able to balance aesthetic and commercial considerations.

Students must investigate specific areas of a design problem, determine relevant sources of information and use them to research and define possible solutions. Ideas should be developed using appropriate design methodology, recognising the constraints of moral, social, cultural, environmental, economic and legal issues.

In the context of this specification, disciplines will include advertising, illustration, packaging, typography and interactive media.

For this endorsement, students will need to work in at least **one** discipline for the **GCSE Short Course** and at least **two** disciplines for the **GCSE**.

Advertising

Students will be expected to develop knowledge and understanding of:

• how communication is used to convey information, make a brand image familiar, sell a product or service

• promotional campaigns and corporate identity design

• advertising design briefs, the client, the audience

• the use of images and typography in print or onscreen, interactive use in digital or analogue devices

• contextual connections between their work and the work of others, extracting and using meaningful information

• the advertising message and the links to images, artefacts, ideas and feelings.

Illustration

Students will be expected to develop knowledge and understanding of:

- the relationships between illustration and narrative

- illustration briefs, the client, the audience

- thumbnails, sketches, dissections, plans and elevations

- contextual connections between their illustrations and the work of others, extracting and using meaningful information

- illustration for a variety of purposes, including books, magazines, advertising, medical illustration, storytelling, animation, DVD or CD cover illustration, using a variety of media.

Packaging

Students will be expected to develop knowledge and understanding of:

- how packaging is determined by its contents

- packaging briefs, the client, the audience

- making suitable production drawings, using a variety of media

- surface decoration, illustration or pattern for packaging

- development and construction of three-dimensional prototypes

- contextual connections between their package designs and the work of others, extracting and using meaningful information

- how to plan and develop procedures for manufacture and making.

Typography

Students will be expected to develop knowledge and understanding of:

- the relationship between letter forms, their disposition and text

- the development of font types, serif and sans serif fonts, both traditional and digital

- leading, paragraph indents, hanging indents, justification, alignment, headings, kerning and sub-headings

- contextual connections between their typographic designs and the work of others, extracting and using meaningful information

- the specific typographical requirements for digital and print-based products, for example magazine design, newspaper design, web page design, leaflet and poster design.

Interactive media

Students will be expected to develop knowledge and understanding of:

- 2D digital graphic design techniques, including page layout, web design, style sheets, layering, image manipulation, compression, resizing, sketching

- 3D digital graphic techniques, including modelling objects, rotation, milling, lathing, extruding, linking, creating and applying textures and lighting effects

- time-based digital graphic techniques, including interaction, navigation, storyboarding, sound, moving image, animation

- contextual connections between their interactive media work and the work of others, extracting and using meaningful information

- a variety of presentation formats for different audiences, including the following: web-based, projection, television, touch screen, consoles, mobile devices, CD ROM and DVD.

About new media (for all endorsements)

New media is a term used to describe new technologies, the transformation of 'old media' through digital technologies and the resulting changes in communication and culture.

All endorsements allow students to work with both traditional and new media. Students are allowed to work solely with new media within any endorsement, provided the aims and Assessment Objectives are met.

Many contemporary artists and designers use new media to develop and create work. New media presents a challenge to rethink the ways in which skills, knowledge and understanding are applied in creative production.

New media disciplines

Students may use new media within any endorsement. For example, alternative media, architectural, environmental and interior design, constructed textiles, film and video and illustration all offer varied possibilities for the use of new media.

New media working

New media can be applied separately or in conjunction with traditional media to develop knowledge, skills and understanding. It gives students the opportunity to:

- develop ideas in an experimental way and take risks

- create e-portfolios, recording personal enquiries, experiences, ideas, information and insights

- access animation, video, photography and other forms of digital image making

- organise and present work

- discover creative potential for personal enquiry and expression by engaging in different kinds of activities

- gain access to works of art, craft and design, past and present, from across the world, through visits to virtual galleries

- review, refine and modify two- and three-dimensional work in progress

- work with others to develop ideas

- share their ideas and outcomes with a wide audience

- develop work across subject areas.

Assessment guidance grid

The Assessment Guidance Grid on pages 32-33 should be used for **each unit** to establish the marks given for each Assessment Objective. Each Assessment Objective is allocated a maximum of 20 marks, therefore the maximum mark for each unit is 80 marks.

The grid used for entering student's marks is available on the Edexcel website at www.edexcel.com This document, together with the signed authentication forms, should be included with the samples for external moderation.

ASSESSMENT GUIDANCE GRID for Unit 1 and Unit 2

All four Assessment Objectives must be met in each unit. A mark out of 20 should be awarded for each Assessment Objective. The four marks should then be added together to give a total mark out of 80 for each unit. Written communication, where appropriate, should be assessed in an integrated way with other submissions (see page 42). All creditworthy responses should be rewarded through a sufficiently flexible interpretation.

MARKS	AO1 **Develop** their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding	AO2 **Refine** their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes	AO3 **Record** ideas, observations and insights relevant to their intentions in visual and/or other forms	AO4 **Present** a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements.
Below GCSE level (0)	No rewardable work at this level	No rewardable work at this level	No rewardable work at this level	No rewardable work at this level
Limited (1-4 marks) The following are indicators of the attributes of a student demonstrating limited ability.	Ideas from a given starting point are partially developed with attempts at researching the work of others.	Minimal exploration of resources and processes appropriate to ideas. Literal and hesitant experimental development.	Inconsistent use of visual/other forms and any writing where included, with minimal use of first hand materials. Recording shows elementary connection to intentions.	Presentation of evidence shows little connection to sources, with partial realisation of intentions through a personal response.
Basic (5-8 marks) The following are indicators of the attributes of a student demonstrating basic ability.	Straightforward ideas are considered from a few starting points, informed by an emerging critical understanding, in response to a range of sources.	Adequate selection and experimentation. Ideas show some refinement through more appropriate use of resources and processes.	Some focus and relevance to intentions with adequate use of visual/other forms. Recording of ideas, observations and expression of any specialist terms often unrefined.	Deliberate and methodical responses lead to adequate realisation of intentions, the personal response showing superficial connections with ideas and sources.
Competent (9-12 marks) The following are indicators of the attributes of a student demonstrating competent ability.	Own ideas provide a starting point and are developed using sufficient skill, based on adequate research. Analysis of own and others' work shows a degree of critical understanding.	Appropriate, sometimes predictable, selection and experimentation with a broadening range of resources and processes.	Relevant selection in recording from sources, using growing technical control, including expression of specialist terms where included, to support and communicate the intention in their ideas with visual/other forms.	Work presented shows emerging individual qualities and intentions are appropriately realised. Personal responses demonstrate connections between sources and contexts.

MARKS	AO1 **Develop** their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding	AO2 **Refine** their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes	AO3 **Record** ideas, observations and insights relevant to their intentions in visual and/or other forms	AO4 **Present** a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements.
Confident (13-16 marks) The following are indicators of the attributes of a student demonstrating confident ability.	A diverse range of ideas is being explored with exciting and imaginative developments. Personal, refined judgment conveys understanding of more complex issues.	Effective, coherent selection, experimentation and exploration of the potential and limitations of processes and resources.	Selecting and recording from sources is purposeful, relevant and clear. Assured use of visual/other forms, consistent command of skills, techniques. Any specialist terms are expressed accurately.	Produces skilful, personal outcomes showing consistent application, knowledge and understanding. Effective and diverse connections are made in realising intentions in a coherent outcome.
Fluent (17-20 marks) The following are indicators of the attributes of a student demonstrating fluent ability.	Imaginative ideas supported by perceptive, sustained investigations. Independent, sensitive insights are supported by skilful use of critical understanding.	Insightful and in-depth review, resulting in creative and imaginative developments. Recognises the full potential of materials, techniques and processes selected.	Perceptive grasp of ideas and issues recorded, evidenced through sustained, comprehensive and creative use of visual/other forms. Any specialist terms are used appropriately and are expressed highly accurately.	Intentions are fully realised through personal outcomes, demonstrating original, imaginative, inventive and exciting qualities, with highly appropriate connections between elements.

B Assessment

Assessment summary

Unit 1 is internally set and assessed.

Unit 2 is externally set and internally assessed.

The assessment scheme establishes the extent to which a student has met the Assessment Objectives outlined on page 35.

Summary of table of assessment

Unit 1:	Personal Portfolio in Art and Design Unit code: GCSE: 5AD01, 5FAO1, 5TD01, 5TE01, 5PY01, 5GC01 GCSE (Short Course): 5FAO3, 5TD03, 5TE03, 5PY03, 5GC03

The personal portfolio submitted for assessment consists of centre-devised activities, carried out by students under controlled conditions. The activities should take approximately 45 learning hours to complete. This time should not include teacher direction, demonstration, preparation of workspaces or materials, clearing or storage of work.

The personal portfolio accounts for 60 per cent of the final qualification.

The work should address all four Assessment Objectives, with a maximum of 20 marks for each Assessment Objective.

Unit 2:	Externally Set Assignment in Art and Design
	Unit code: GCSE: 5AD02, 5FAO2, 5TD02, 5TE02, 5PY02, 5GC02
	GCSE (Short Course): 5FA04, 5TD04, 5TE04, 5PY04, 5GC04

The externally set assignment is made available to centres in paper form and on the Edexcel website as secure content in January of the year of examination. The paper may be given to students as soon as it is received. Students undertake investigations and development, with approximately 20 hours of informal supervision leading to a final 10-hour sustained focus, conducted under formal supervision. This time should not include teacher direction, demonstration, preparation of workspaces or materials, clearing or storage of work.

Each year a theme is set as a suggested starting point for student work. Suggestions are given in the paper for each endorsement, together with links to appropriate resources.

The externally set assignment accounts for 40 per cent of the final qualification.

The work should address all four Assessment Objectives, with a maximum of 20 marks for each Assessment Objective.

Assessment Objectives and weightings

		% in GCSE Short Course	% in GCSE
AO1:	develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding	25%	25%
AO2:	refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes	25%	25%
AO3:	record ideas, observations and insights relevant to their intentions in visual and/or other forms	25%	25%
AO4:	present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements.	25%	25%
	TOTAL	**100%**	**100%**

Relationship of Assessment Objectives to units

Unit number	Assessment objective				
	AO1	**AO2**	**AO3**	**AO4**	**Total for AO1, AO2, AO3 and AO4**
Unit 1	15%	15%	15%	15%	60%
Unit 2	10%	10%	10%	10%	40%
Total for GCSE Short Course and GCSE	**25%**	**25%**	**25%**	**25%**	**100%**

Entering your students for assessment

Student entry

From summer 2014 onwards students will be required to sit all of their examinations at the end of the course. Students may complete the controlled assessment task(s) at any appropriate point during the course and controlled assessment work must be submitted for moderation at the end of the course.

Details of how to enter students for this qualification can be found in Edexcel's *UK Information Manual*, a copy is sent to all examinations officers. The information can also be found on Edexcel's website: www.edexcel.com

Forbidden combinations and classification code

Centres should be aware that students who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

Students should be advised that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if students take two GCSE specifications that have different classification codes but have significant overlap of content. Students who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE and Entry Level is designed to ensure equal access to qualifications for all students (in compliance with the Equality Act 2010) without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website (www.edexcel.com) for:

- the Joint Council for Qualifications (JCQ) policy *Access Arrangements, Reasonable Adjustments and Special Consideration*

- the forms to submit for requests for access arrangements and special considerations

- dates for submission of the forms.

- Requests for access arrangements and special considerations must be addressed to:

Special Requirements
Edexcel
One90 High Holborn
London WC1V 7BH

Equality Act 2010

Please see the Edexcel website (www.edexcel.com) for information relating to the Equality Act 2010.

Controlled assessment

In controlled assessments, control levels are set for three linked processes: task setting, task taking and task marking. The control levels (high, medium or limited are dependent on the subject) are set for each process so that the overall level of control secures validity and reliability, provides good manageability for all involved and allows teachers to authenticate the student work confidently.

The summary of the controlled conditions for this specification are shown below.

Edexcel recognises that each centre has its own distinctive working environment and other special circumstances.

Summary of conditions for controlled assessment

Controlled conditions are set to ensure that work submitted for assessment is authentic (ie produced by students without any unfair assistance from others, free of plagiarism). To support this, awarding bodies and centres can use a number of strategies such as:

• feedback and guidance to students throughout the coursework process – but always ensuring that students make their own judgements and reach their own conclusions

• centre quality assurance procedures, including monitoring and tracking of student progress in stages

• authenticity signatures from the student and teacher

• reflective practice.

For **art and design**, the levels of control are as follows.

Task setting (low level)

Student portfolios must be set by the centre. They must be developed from students' personal and/or given starting points.

Task taking (medium level, informal supervision)

The teacher ensures that the contributions of individual students are recorded accurately and that plagiarism does not take place. Limited guidance can be given to students with the aim of encouraging independence. Some work that aids the development of the submission may be completed without direct supervision.

Task taking (high level, formal supervision for the 10-hour sustained focus in Unit 2 only)

The student must work under supervision at all times. Use of resources is limited to those available in the supervised area. Interaction with other students is prescribed by the centre.

Task marking (medium level)

Teachers mark the work using the Assessment guidance grid (see pages 32-33). The grid is to be used for both units and all endorsements. A version of the grid to be used for entering marks is on the Edexcel website at www.edexcel.com and this will include space to enter marks against each Assessment Objective and the total, out of a maximum of 80 marks. This document, together with the signed authentication forms from the teacher and student, should be included with the samples for external moderation.

Sample moderation is carried out by visiting moderators.

Please refer to the Teacher's Guide for examples of controlled assessment activities.

Internal standardisation

Teachers must show clearly how the marks have been awarded in relation to the assessment criteria. If more than one teacher in a centre is marking students' work, there must be a process of internal standardisation to ensure that there is consistent application of the assessment criteria.

Authentication

All students must sign an authentication statement. Statements relating to work not sampled should be held securely in your centre. Those which relate to sampled students must be attached to the work and sent to the moderator. In accordance with a revision to the current Code of Practice, any candidate unable to provide an authentication statement will receive zero credit for the component. Where credit has been awarded by a centre-assessor to sampled work without an accompanying authentication statement, the moderator will inform Edexcel and the mark will be adjusted to zero.

Further information

For information on the ways Controlled Assessment could be applied to Unit 1, see page 4 of the Sample Assessment Materials. For information on Unit 2, see page 12. For more information on annotation, authentication, mark submission and moderation procedures, please refer to the *Edexcel GCSE (Short Course) and GCSE in Art and Design: Instructions and administrative documentation for internally assessed units* document, which is available on the Edexcel website.

For up-to-date advice on teacher involvement, please refer to the JCQ *Instructions for conducting coursework/portfolio* document on the JCQ website: www.jcq.org.uk

For up-to-date advice on malpractice and plagiarism, please refer to the JCQ *Suspected Malpractice in Examinations: Policies and Procedures and Instructions for conducting coursework/portfolio* documents on the JCQ website.

Assessing your students

Assessment of all units in this qualification will take place in the June series for the lifetime of the specification.

Your student assessment opportunities

Unit	June 2014	June 2015
Unit 1: Personal Portfolio in Art and Design	✓	✓
Unit 2: Externally Set Assignment in Art and Design	✓	✓

Awarding and reporting

The grading, awarding and certification of this qualification will comply with the requirements of the current GCSE/GCE Code of Practice, which is published by the Office of Qualifications and Examinations Regulation (Ofqual). The GCSE qualification will be graded and certificated on an eight-grade scale from A* to G. Individual unit results will be reported.

Students whose level of achievement is below the minimum judged by Edexcel to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

Unit results

The minimum uniform marks required for each grade for each unit:

Unit 1

Unit grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 120	108	96	84	72	60	48	36	24

Students who do not achieve the standard required for a grade G will receive a **uniform mark** in the range 0–23.

Unit 2

Unit grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 80	72	64	56	48	40	32	24	16

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–15.

Qualification results

The minimum uniform marks required for each grade:

GCSE (Short Course) in Art and Design
cash-in code: 3FAO1, 3TD01, 3TE01, 3PY01, 3GC01

Qualification grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 200	180	160	140	120	100	80	60	40

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–39.

GCSE in Art and Design
cash-in code: 2AD01, 2FAO1, 2TD01, 2TE01, 2PY01, 2GC01

Qualification grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 200	180	160	140	120	100	80	60	40

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–39.

Re-taking of qualifications

Students wishing to re-take a GCSE or GCSE (Short Course) are required to re-take all the units in the qualification. Students will be permitted to carry forward the results from the controlled assessment unit(s) if they wish and only re-take the externally-assessed units.

Language of assessment

Assessment of this specification will be available in English only. Assessment materials will be published in English only and all work submitted for examination and moderation must be produced in English.

Quality of written communication

Where written evidence is presented alongside practical work, the two will be assessed in an integrated way, taking into account the descriptors that apply to the more practical aspects of the course and students' ability to:

- write legibly, with accurate use of spelling, grammar and punctuation in order to make the meaning clear

- select and use a form and style of writing appropriate to purpose and to complex subject matter

- organise relevant information clearly and coherently, using specialist vocabulary when appropriate.

Stretch and challenge

Students can be stretched and challenged in both units through the use of different assessment strategies, for example:

- using a variety of approaches to themes – for example analyse, evaluate, discuss, compare

- ensuring connectivity between aspects of the theme

- use of a wider range of activities to address different skills – for example open-ended themes, case studies.

Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the JCQ *Suspected Malpractice in Examinations: Policies and Procedures* document on the JCQ website — www.jcq.org.uk

Student recruitment

Edexcel's access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard

- they must be free from barriers that restrict access and progression

- equal opportunities exist for all students.

Progression

Students could progress to:

- Advanced AS/GCE in Art and Design

- BTEC Nationals in Art and Design

- 14-19 Diploma in Creative Media (Level 3).

If students choose to seek employment, they will have a portfolio of work that evidences their ability to pursue a course in art and design, covering different projects and producing a range of work. There may be opportunities to work, for example, in local design offices, graphics companies and retail.

Grade descriptions

A	Candidates creatively develop and explore ideas through investigations. They sustain related activity perceptively and effectively analyse and evaluate images, artefacts and products. Responses, interpretations and subsequent developments are thoughtfully informed by an understanding of culture and context. They thoughtfully develop and refine their ideas through experimentation, confidently manipulating and exploiting a wide range of relevant resources, media, material, techniques and processes. They combine their knowledge, skills and understanding in resourceful, discriminating and purposeful ways. Significant relationships are established between process and product through continuing evaluation, planning and modification as their work progresses. They sensitively and skilfully record ideas and interpret observations and experiences. They present imaginative and personal responses, communicating the results of thorough research and enquiry in appropriate forms that clearly relate to and facilitate the realisation of intentions. They make perceptive and informed connections between personal lines of enquiry and the work of others.
C	Candidates effectively develop and explore ideas through considered investigations. They analyse and evaluate images, artefacts and products with a clear sense of purpose. They demonstrate a suitably broad understanding of context and culture, which inform developing responses. They refine their ideas and select and employ a range of resources, media, material, techniques and processes appropriately. They combine their knowledge, skills and understanding in a generally appropriate and accomplished manner. They understand the relationship between process and product, and demonstrate growing ability to review, modify and refine their work as it progresses. They demonstrate the necessary skills to effectively record and respond to observations and experiences. They present ideas and the results of their research and enquiry competently in forms that are consistent with intentions. They make connections with the work of others, which inform personal responses and support the realisation of intentions.

F	Candidates develop and explore ideas through experimentation. They make an attempt to analyse and evaluate images, artefacts and products, and in their responses show evidence of a modest understanding of culture and context. They make an attempt to refine and modify their work as it progresses. They use media, material, techniques and processes with some control and understanding. They demonstrate some ability to combine the knowledge, skills and understanding they have developed. They select and record observations in a direct way and draw upon their experiences. They present ideas with a basic understanding of the links between form and intention. They make a personal response, endeavouring to realise intentions, and seek to make connections between their own work and that of others.

C Resources, support and training

Edexcel resources

Edexcel aims to provide the most comprehensive support for our qualifications.

Teacher and Student Support

The resources from Edexcel provide you and your students with comprehensive support for our GCSE Art and Design qualification. These materials have been developed by subject experts and ensures that you and your department have appropriate resources to deliver the specification from Edexcel.

Edexcel publications

You can order further copies of the Specification, Sample Assessment Materials (SAMs) and Teacher's Guide documents from:

Edexcel Publications
Adamsway
Mansfield
Nottinghamshire NG18 4FN

Telephone: 01623 467467
Fax: 01623 450481
Email: publication.orders@edexcel.com
Website: www.edexcel.com

Endorsed resources

Edexcel also endorses some additional materials written to support this qualification. Any resources bearing the Edexcel logo have been through a quality assurance process to ensure complete and accurate support for the specification. For up-to-date information about endorsed resources, please visit www.edexcel.com/endorsed

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

ResultsPlus — ResultsPlus is an application launched by Edexcel to help subject teachers, senior management teams, and students by providing analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in 'one-click'. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit www.edexcel.com/resultsplus

Ask the Expert — To make it easier for you to raise a query with us online, we have merged our **Ask Edexcel** and **Ask the Expert** services.

There is now one easy-to-use web query form that will allow you to ask any question about the delivery or teaching of Edexcel qualifications. You'll get a personal response, from one of our administrative or teaching experts, sent to the email address you provide.

We're always looking to improve the quantity and quality of information in our FAQ database, so you'll be able to find answers to many questions you might have by searching before you submit the question to us. You can access this service at www.edexcel.com/ask.

Support for Students
Learning flourishes when students take an active interest in their education; when they have all the information they need to make the right decisions about their futures. With the help of feedback from students and their teachers, we've developed a website for students that will help them:

• Understand subject specifications

• Access past papers and mark schemes

• Find out how to get exams remarked

• Learn about other students' experiences at university, on their travels and entering the workplace

We're committed to regularly updating and improving our online services for students. The most valuable service we can provide is helping schools and colleges unlock the potential of their learners. www.edexcel.com/students

Training

A programme of professional development and training courses, covering various aspects of the specification and examination, will be arranged by Edexcel each year on a regional basis. Full details can be obtained from:

Training from Edexcel
Edexcel
One90 High Holborn
London WC1V 7BH

Telephone: 0844 576 0027
Email: trainingbookings@edexcel.com
Website: www.edexcel.com/training

D Appendices

Appendix 1 Key skills

Signposting

Key skills (Level 2)	Unit 1	Unit 2
Application of number		
N2.1	✓	✓
N2.2	✓	✓
Communication		
C2.1a	✓	✓
C2.1b	✓	✓
C2.2	✓	✓
C2.3	✓	✓
Information and communication technology		
ICT2.1	✓	✓
ICT2.2	✓	✓
ICT2.3	✓	✓
Improving own learning and performance		
LP2.1	✓	✓
LP2.2	✓	✓
LP2.3	✓	✓
Problem solving		
PS2.1	✓	✓
PS2.2	✓	✓
PS2.3	✓	✓
Working with others		
WO2.1	✓	✓
WO2.2	✓	✓
WO2.3	✓	✓

Developing suggestions

Please refer to the Edexcel website for key skills development suggestions.

Appendix 2   Wider curriculum

Signposting

Issue	Unit 1	Unit 2
Spiritual	✓	✓
Moral	✓	✓
Ethical	✓	✓
Social	✓	✓
Cultural	✓	✓
Citizenship	✓	✓
Environmental	✓	✓
European initiatives	✓	✓
Health and safety	✓	✓
Legislative	✓	✓
Economic	✓	✓
Sustainability	✓	✓

Development suggestions

Issue	Unit	Opportunities for development or internal assessment
Spiritual	Units 1 and 2	• Research into the art inspired by different creeds; research into the symbolic imagery used in different religions.
Moral	Units 1 and 2	• Research into different cultural portrayals of behavioural issues, eg bullying or aggression.
Ethical	Units 1 and 2	• Research into themes such as the portrayal of animal cruelty.
Social	Units 1 and 2	• Discussions and research into historical and contemporary portrayals, eg the rich and poor as shown in the contemporary media and in 18th century painting. • Exploring the signs of social change.
Cultural	Units 1 and 2	• The study of non-western cultures. • Comparing historical periods. • Analysis of stylistic movements.

Issue	Unit	Opportunities for development or internal assessment
Citizenship	Units 1 and 2	• Group work. • Responding to live design briefs that benefit the community.
Environmental	Units 1 and 2	• Exploring issues of global warming. • Creating graphics to communicate issues.
European initiatives	Units 1 and 2	• Exploring traditional costumes, symbols and depictions of European identity. • Comparing cultural similarities and differences within the European community.
Health and safety	Units 1 and 2	• Raising awareness and understanding of the safe use of media, equipment, tools and processes.
Legislative	Units 1 and 2	• Design briefs which include constraints such as issues of patenting and copyright. • Researching legislation in relation to creating a product, for example, a child's toy.
Economic	Units 1 and 2	• The study of influences of political, cultural and economic forces on different art movements throughout history. • Working out the costs of creating and producing an advertising campaign for a forthcoming arts event at the centre.
Sustainability	Units 1 and 2	• Design briefs which include constraints such as use of recycled materials, issues of patenting and copyright, and research into sustainable materials, such as the use of hard wood.

Appendix 3 Codes

Type of code	Use of code	Code number
National classification codes	Every qualification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that students who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.	3510 3690 3670 3650 3570 3550
National Qualifications Framework (NQF) codes	Each qualification title is allocated a National Qualifications Framework (NQF) code. The National Qualifications Framework (NQF) code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96 and on the LARA as being eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN is the number that will appear on the student's final certification documentation.	The QNs for the qualifications in this publication are: GCSE Short Course – 500/4520/9 GCSE – 500/4521/0
Unit codes	Each unit is assigned a unit code. This unit code is used as an entry code to indicate that a student wishes to take the assessment for that unit. Centres will need to use the entry codes only when entering students for their examination.	**Unit 1** GCSE (Short Course): 5FAO3, 5TD03, 5TE03, 5PY03, 5GC03 GCSE: 5AD01, 5FAO1, 5TD01, 5TE01, 5PY01, 5GC01 **Unit 2** GCSE (Short Course): 5FA04, 5TD04, 5TE04, 5PY04, 5GC0 GCSE: 5AD02, 5FAO2, 5TD02, 5TE02, 5PY02, 5GC02
Cash-in codes	The cash-in code is used as an entry code to aggregate the student's unit scores to obtain the overall grade for the qualification. Centres will need to use the entry codes only when claiming students' qualifications.	GCSE Short Course – 3FAO1, 3TD01, 3TE01, 3PY01, 3GC01 GCSE – 2AD01, 2FAO1, 2TD01, 2TE01, 2PY01, 2GC01
Entry codes	The entry codes are used to: • enter a student for the assessment of a unit • aggregate the student's unit scores to obtain the overall grade for the qualification.	Please refer to the Edexcel *UK Information Manual*, available on the Edexcel website.