



Changes to GCE Art and Design Assessment

We would like to remind all centres entering for Pearson Edexcel's 2015 GCE Art and Design AS and A level specifications that assessment procedures are radically different to those of the legacy specification.

Pearson Edexcel AS and A Level Art and Design



In summary, centres should take careful note of the following:

AS and A level are now completely separate qualifications. AS marks no longer contribute to A level attainment. While students may choose to develop AS work as part of their A level Personal Investigation submission, AS marks are completely separate and contribute in no way towards a student's A level mark or grade.

Determining the level of students' attainment in both qualifications is achieved by locating their performance within a scale of performance levels on the new performance calculators. Marks attributed using the performance grid taxonomies and hyperlinks to visual exemplars can then be transferred to the assessment grids.

Performance Calculators



The performance levels on both assessment grids range from Limited ability to Exceptional ability. Confusion may arise because the headings of these levels are the same for both AS and A level, i.e. Limited ability, Basic ability, etc. However, the criteria defining these headings changes according to each qualification because we expect the standard of work to be different at AS and A level.

While the assessment grids look the same for AS and A level, with the same performance levels and descriptors, there are two different qualification standards.

The performance calculators are designed to assist you in understanding the different AS and A level standards.

For example, you will see in the AS performance calculator that Level 4 Competent and Consistent ability at AS includes descriptors such as relevant, appropriate, sufficient, control evident, individual, purposeful, focused, etc., whereas in the A level performance calculator, Level 4 Competent and Consistent ability includes descriptors such as diverse, effective, purposeful, consistent, skilful, coherent, etc.



At the lower performance levels, there is some overlap of descriptors because both qualifications start at the same entry point. A level can now be delivered over two years and students will not necessarily have done an AS before taking A level. *(Remember they are now completely separate qualifications so you can, if you wish to, deliver A level without delivering AS.)*

The legacy specification assessment matrices are now obsolete (except for assessment of A2 in 2016 or AS resits in 2016) and should not be used for assessing the new specification.

It is essential for centres to note that definitions of the quality of work referred to in the new level descriptors are different to those applied in assessment of the old specification, even though you will find similar words being used.

Centres are strongly encouraged to consider the visual exemplars on the website (which can be accessed from hyperlinks within the performance calculators) in order to gauge the performance of their students. These visual exemplars provide indications of how the visual characteristics of work relate to assessment levels and descriptors in the new system.



Free teacher marking training events

We are offering free teacher marking training events to help teachers understand the standard of the new AS and A level qualifications and how to assess accurately using the new assessment grids (with the help of the performance calculators).

For more details or to book your place, please visit the [Training from Pearson](#) website.

Subject Advisor

We have a Subject Advisor service for Art and Design. Susan Young and her team can advise you on the content or assessment of the new AS and A Level. Susan and her team can also direct your questions to the Senior Examining team via our free *Ask the Expert* service.

Contact the Art and Design team on **020 7010 2182** or by email on teachingartanddesign@pearson.com