



# Guidance for Centres Delivering GCSE and A Level Art and Design with Pearson

Informing candidates of their centre assessed  
marks

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# Guidance for Centres Delivering GCSE and A Level Art and Design with Pearson

## Responsibilities under JCQ Guidance

As part of our shared commitment to transparency, fairness, and student empowerment, Pearson would like to remind all centres delivering GCSE and A Level Art and Design of their responsibilities under the JCQ guidance regarding centre-assessed marks.

Art and Design qualifications are unique in their creative and subjective nature, and it is essential that the processes surrounding assessment uphold the highest standards of integrity and professionalism. Centres must ensure that students are informed of their marks and given the opportunity to **request a review** of the centre's marking before marks are submitted to the awarding body.

Once centre-assessed marks for Component 1 (Personal Portfolio/Personal Investigation) and Component 2 (Externally Set Assignment) are submitted to the awarding body, the only post-results service available is a review of moderation (Service 3).

**Service 3** reviews the moderation of the **entire cohort** and **does not enable individual reviews of candidate marks**, unlike the process for externally assessed qualifications..

Because of this, it is essential that candidates are fully informed of their marks and, if necessary, request a review of the centre's marking before marks are submitted. **This is the only point in the qualification where candidates can see and respond to their marks for internally assessed components.** Centres must ensure this process is clear, accessible, and completed ahead of the submission deadline.

## Centre Responsibilities

Centres must complete the following actions ahead of the published deadlines for submission of marks:

### Informing Candidates of Marks

- Each candidate must be informed of the mark(s) awarded for their centre-assessed work.
- In Art and Design, this includes marks for **both** Component 1 (Personal Portfolio/Personal Investigation) and Component 2 (Externally Set Assignment).
- Students must be made aware that they may request copies of relevant materials to help them decide whether to request a review of the marking.

To support centres, Pearson have produced easy to engage with materials which centres can share with students and their parents, to help them to decide whether to request a review of marking. These can be found at the bottom of this document.

### For Art and Design, candidate marked work may include:

- Annotated portfolios
- Sketchbooks
- Preparatory studies
- Teacher commentary
- Physical artefacts
- Digital documents

### Providing access to materials

Once centre marking has been completed, upon request, centres must promptly provide candidates with copies of:

- Their marked work
- The relevant specification document
- Subject-specific guidance (e.g. assessment grids, taxonomies, performance descriptors)

## The review process

Candidates must be given sufficient time to review the provided materials and decide whether to request a review. This is especially crucial in Art and Design, where assessment criteria can be nuanced and complex.

### Conducting the review

If a review is requested, it must be undertaken by an assessor who:

- Has appropriate subject expertise in Art and Design
- Has had no prior involvement in the assessment of that candidate
- Has no personal interest in the outcome

The reviewer is responsible for ensuring that the candidate's mark aligns with the centres established standard.

## Communicating the outcome

Centres must inform candidates of the review outcome in writing. Any adjustments to marks must be finalised before the awarding body's deadline.

## Maintaining the integrity of Art and Design assessment

Art and Design assessments depend significantly on professional judgement. To uphold fairness and clarity, centres should:

- Maintain robust internal standardisation processes
- Clearly communicate the marking process to students in a timely manner, including the opportunity to appeal marking before internal assessment begins
- Share assessment grids and exemplars to help students and parents understand marking decisions

This transparency helps reduce confusion and fosters trust in the assessment process.

## Recommended Resources

We encourage centres to utilise Pearson's subject-specific resources, which include:

- Assessment grids and taxonomies for [GCSE](#) and/or [A level](#)
- Pearson YouTube videos explaining assessment objectives for [GCSE](#) and/or [A level](#)
- The download section providing access to all [JCQ guidance on non-examination assessments](#) including the Review of marking suggested template for centres.
- The [JCQ guidance on AI use in Assessments: Protecting the Integrity of Qualifications](#)
- Exemplar portfolios for component 1 and/or 2 for [GCSE](#) and/or [A level](#)

These tools support both staff and students throughout the review process.