

Art and Design Network

**Creative Approaches to
Component 2 Planning and
Delivery**



Pearson

Agenda

1. Welcome and introductions

Jaclyn Wiid

Subject Advisor Art, Design and Media

2. Component 2 overview
3. Starting points and developing ideas
4. Developing ideas, refining work, and planning outcomes
5. Q&A and open discussion





Component 2 overview



Component 2: Externally set assignment (ESA)

- Culmination of knowledge, understanding and skills developed
- One broad-based thematic starting point set by Pearson
- Students respond by developing:
 - Preparatory studies (a portfolio of practical work)
 - Final outcome(s) created during a period of sustained focus



A Level Art and Design (2015)

- Component 2 ESA (40%)
- Released 1 February
- 15-hour period of sustained focus timetabled by centre
- Internally assessed
- Externally moderated
- Centre moderation report
- Centre marks due 48 hours before moderation visit date *



GCSE Art and Design (2016)

- Component 2 ESA (40%)
- Released 2 January
- 10-hour period of sustained focus timetabled by centre
- Internally assessed
- Externally moderated
- Centre moderation report
- Centre marks due 48 hours before moderation visit date *



International GCSE Art and Design (2017)

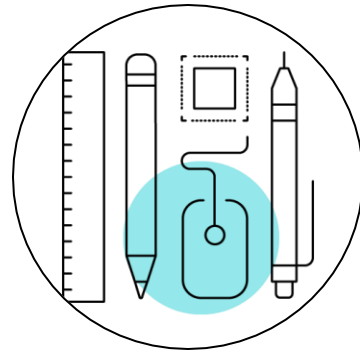
- Component 2 ESA (50%)
- Released 2 January
- 10-hour period of sustained focus timetabled by centre
- Externally assessed
- No moderation
- Grade and marks breakdown
- Work uploaded to Learner Work Transfer by 31 May for external assessment

* A Level and GCSE international centres using digital submission upload all marks and the sampled work to Learner Work Transfer by 31 May

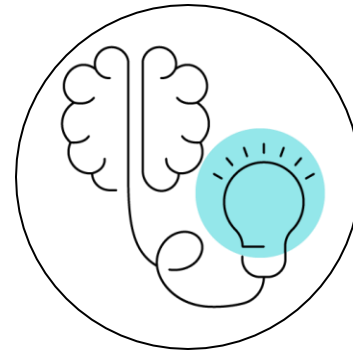
Assessment objectives



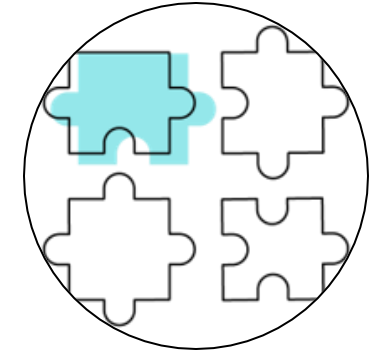
AO1
DEVELOP



AO2
REFINE



AO3
RECORD



AO4
RESPOND



Preparatory studies

- Same assessment objectives as Component 1
- The creative process is divergent – being too formulaic can stifle innovative and creative ideas
- Evidence all four assessment objectives equally in a holistic and integrated way
- Work in the same qualification title as Component 1 that the student is registered for
- For all qualification titles, students must work in a minimum of one area of study
- Use their areas of strength from Component 1
- Utilise feedback in the Principal Moderator report from previous series
- Preparatory studies can be in any format
- Preparatory period commences from release of the ESA until the start of period of sustained focus

Final outcome(s)

- Final outcome(s) respond to the ESA theme as developed, refined, and recorded in preparatory studies
- Created during the period of sustained focus timetabled by the centre
- Students should plan the best use of the 10 / 15 hours to complete all response(s) within this time
- Mock exams can help them practise the use of time within exam conditions
- Not necessary to write a final evaluation of the outcome
 - If it is written, must be done during supervised period
 - Consider the value it adds if any – would this time be better spent on their outcome(s)?



Period of sustained focus

- May take place over more than one session within parameters set in specification and guidance
 - GCSE / International GCSE (10 hours): a maximum of 4 sessions within 3 consecutive weeks
 - A Level (15 hours): a maximum of 5 sessions, within 3 consecutive weeks
 - Can tailor the sessions to meet the needs of individual learners (ie. SEND, physical needs, etc.)
- Exam conditions apply
- Students must not access their work outside of these sessions
- Once the supervised period has ended, students will not be able to add to or alter their work
- GCSE / A Level: must include time to internally assess and standardise before submission of marks
- International GCSE: must finish in time to upload both components by 31 May for external assessment

Guidance and support



[A Level Art and Design \(2015\) specification](#)

[A Level Art and Design \(2015\) Administrative Support Guide - Summer 2024](#)

[A Level and GCSE Digital Submission Guidance - Summer 2024](#) (international centres only)



[GCSE Art and Design \(2016\) specification](#)

[GCSE Art and Design Administrative Support Guide - Summer 2024](#)

[A Level and GCSE Digital Submission Guidance - Summer 2024](#) (international centres only)



[International GCSE Art and Design \(2017\) specification](#)

[International GCSE Art and Design Administrative Support Guide Summer 2024](#)



Starting points and developing ideas

Component 2: Starting points for the teacher

- Read the ESA paper thoroughly
- Map out preparatory studies lessons
- Plan time to evidence all four AOs equally
- Include time to practise exam conditions
- Allow projects to be student-led
- Timetable the period of sustained focus



Ideas for introducing the paper

- Lead a class discussion / mind map based on the broad theme to help students generate personal ideas
- Give a presentation to the class, using the images provided in the paper to generate discussion and further ideas
- Record from objects as a metaphor for ideas
- Organise a visit to a gallery or museum to study work relevant to the theme and generate ideas
- Organise a trip out to draw and/or photograph ideas relevant to the theme
- 'Visit' virtual galleries for inspiration and ideas
 - [Virtual tours | National Gallery, London](#)
 - [Arts & Culture | Google](#)*
 - [10 of the world's best virtual museum and art gallery tours | The Guardian](#)*
- Use contextual reference guides from Pearson for [A Level](#), [GCSE](#), and [International GCSE](#)

* Please be aware that the links provided may contain advertisements.

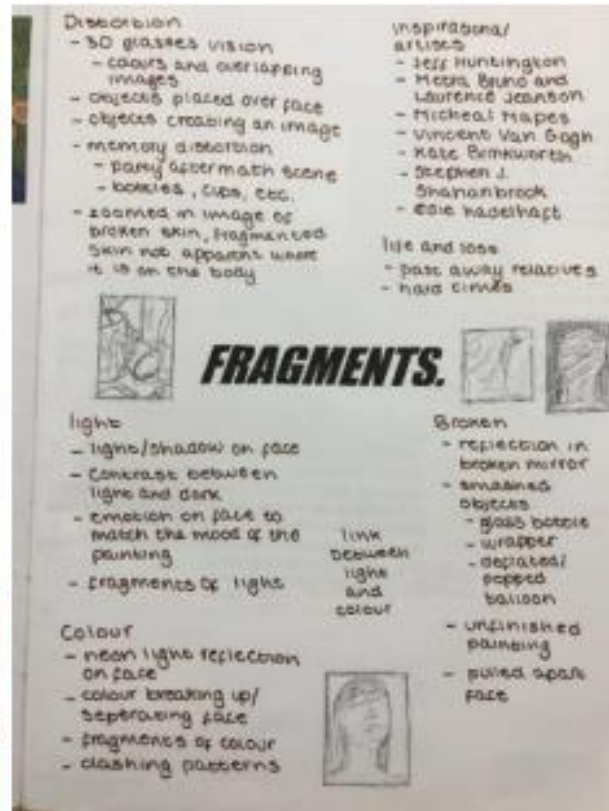
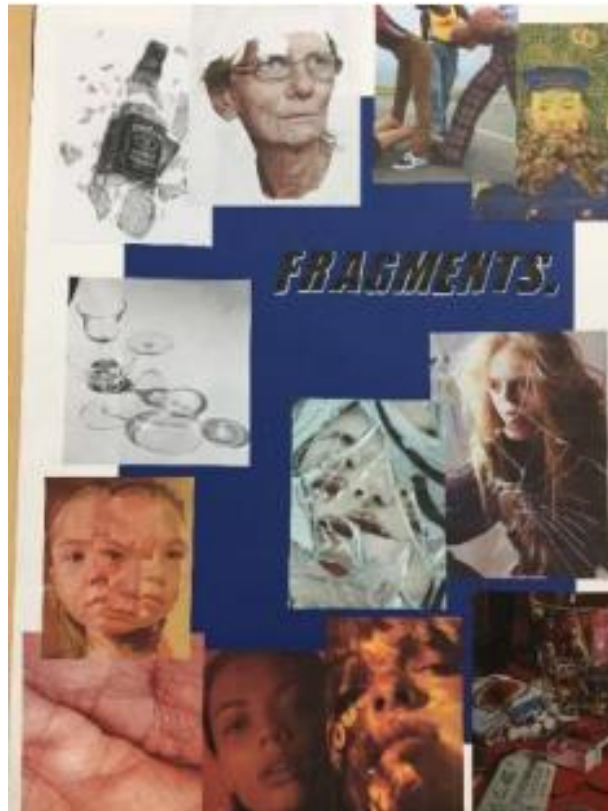


Component 2: Starting points for the learners

- Use reliable, accurate sources
- Contextual references are not just artists
- Respond to investigations visually and develop own ideas (avoid pastiche)
- Avoid literal interpretations of the theme
- Annotation is in support of visual language
- Paragraphs of factual information add little value; explore impact of the art instead

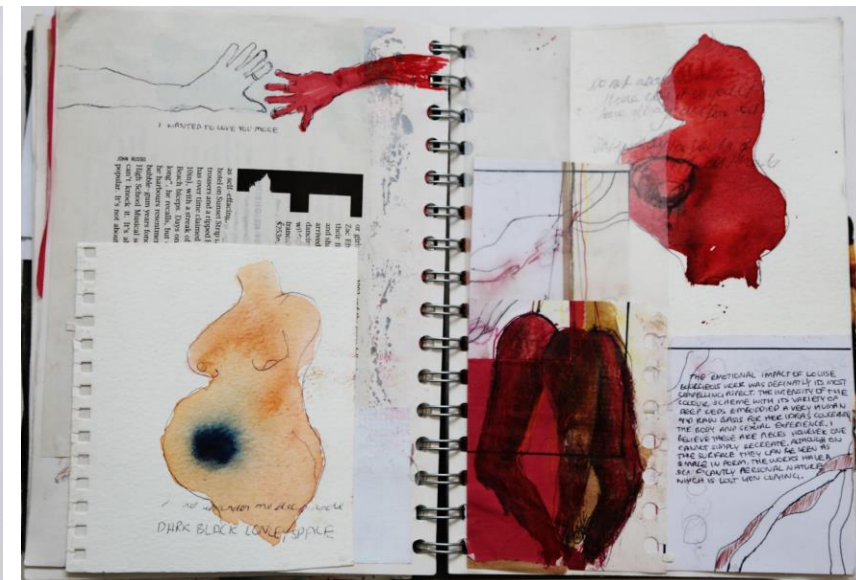
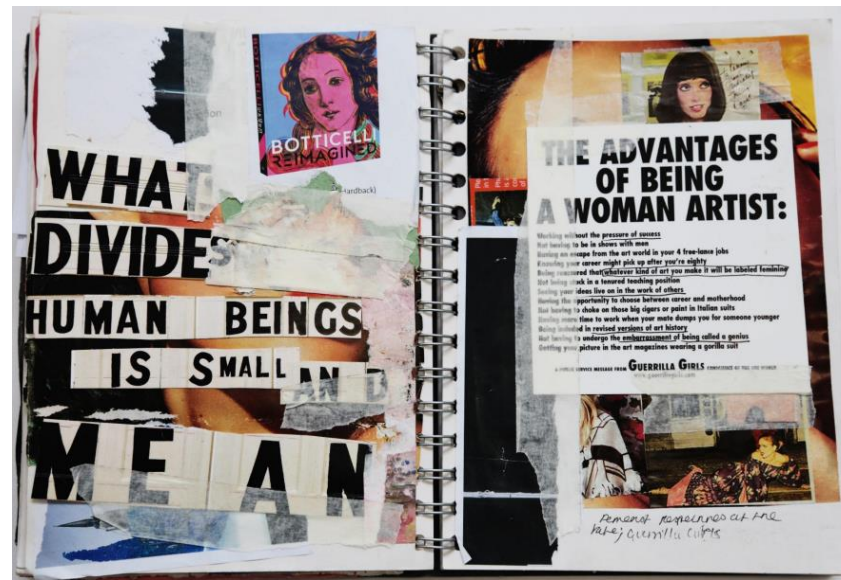
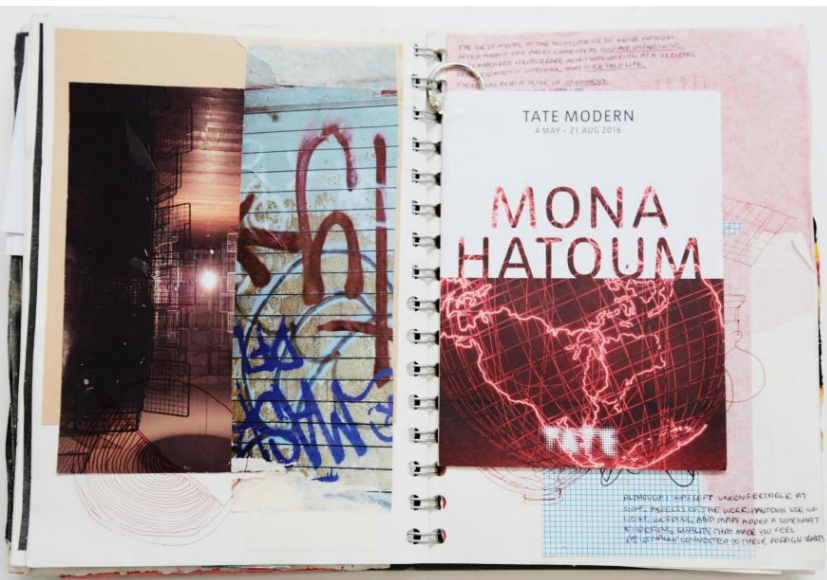
Starting points

GCSE



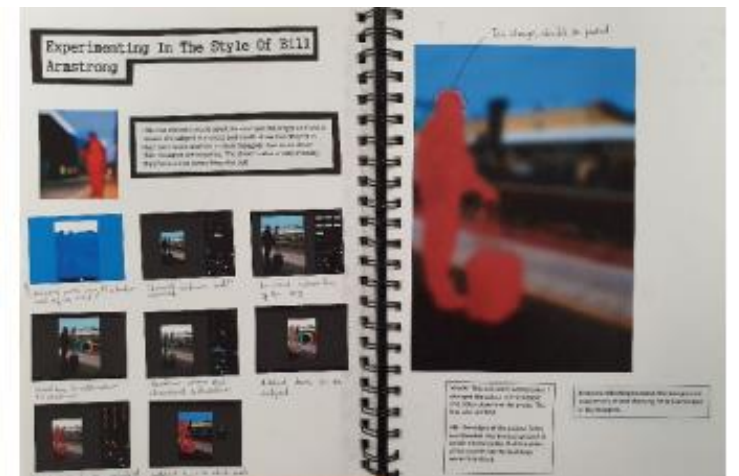
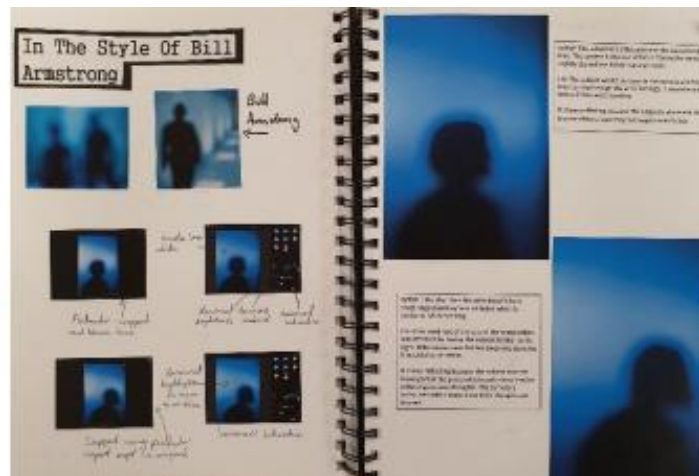
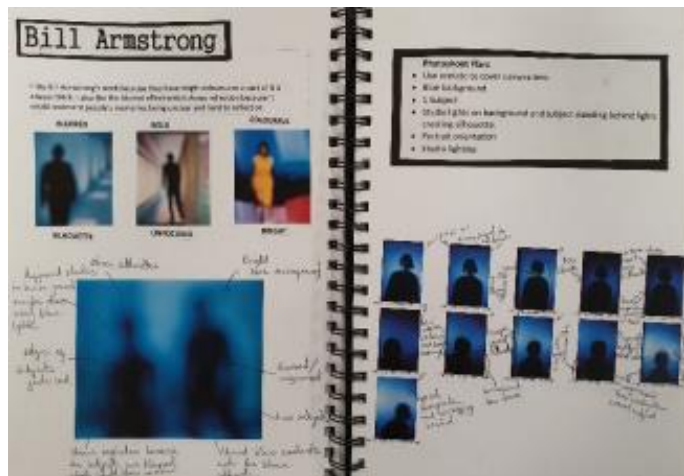
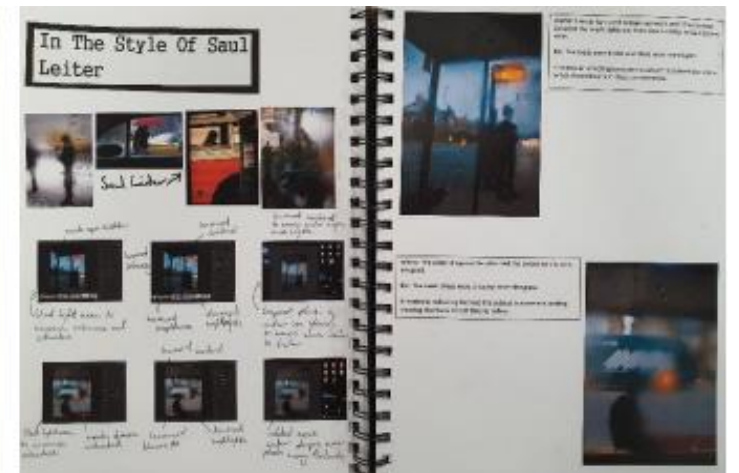
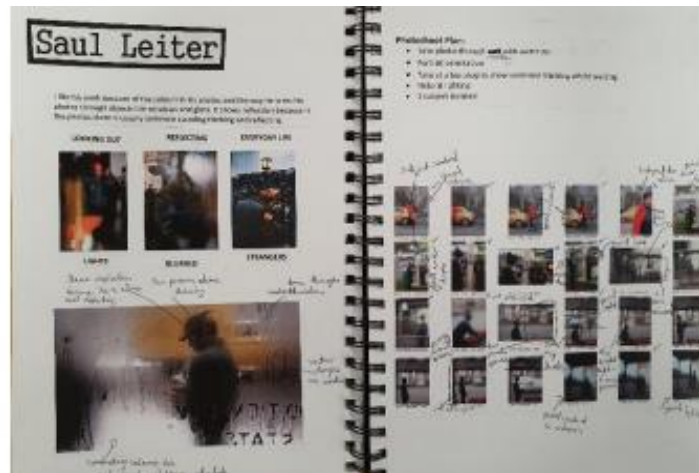
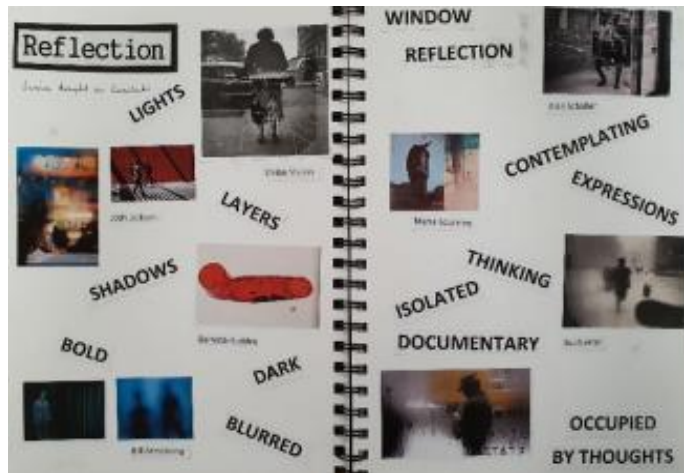
Starting points

A level



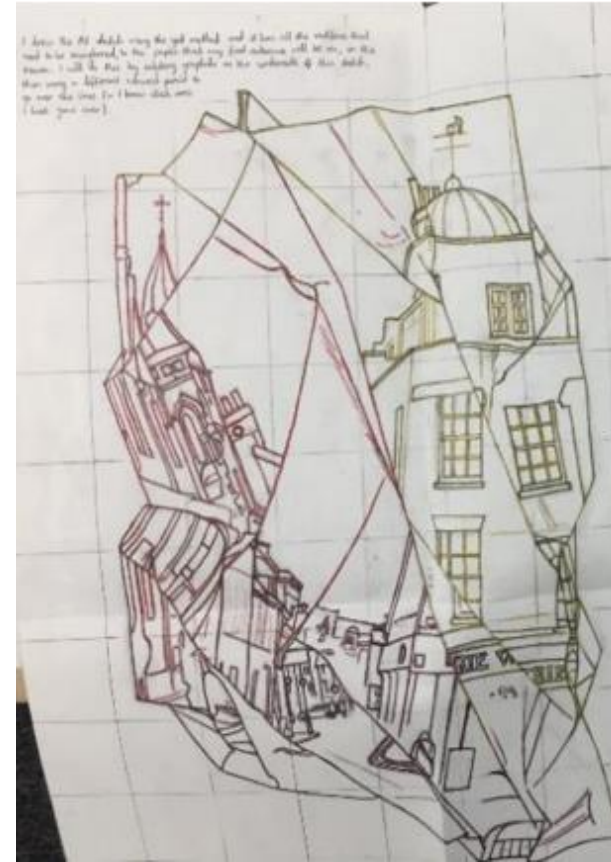
Developing own ideas from investigations

GCSE



Developing own ideas from investigations

GCSE





Developing ideas,
refining work,
planning outcomes

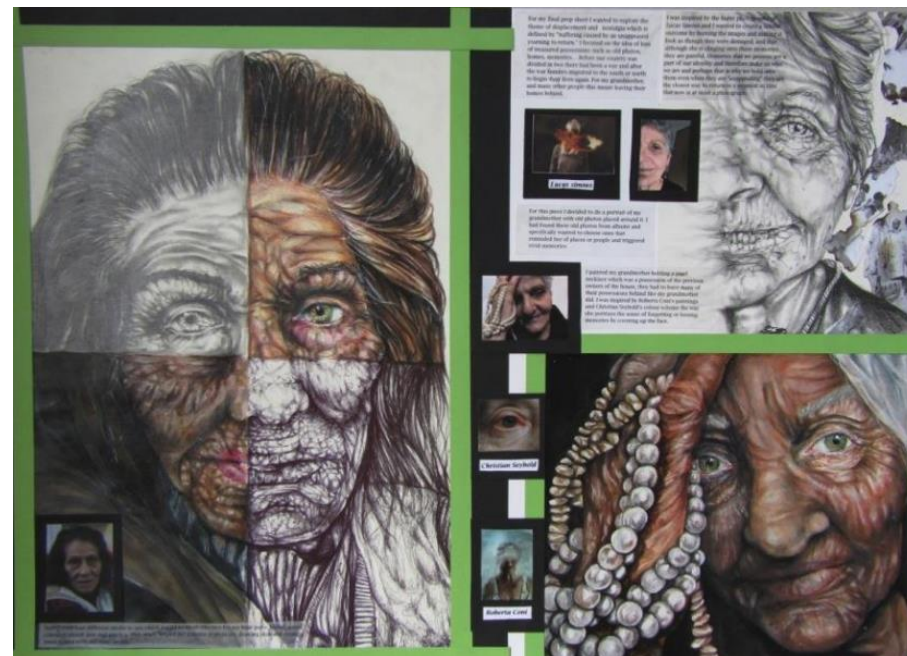


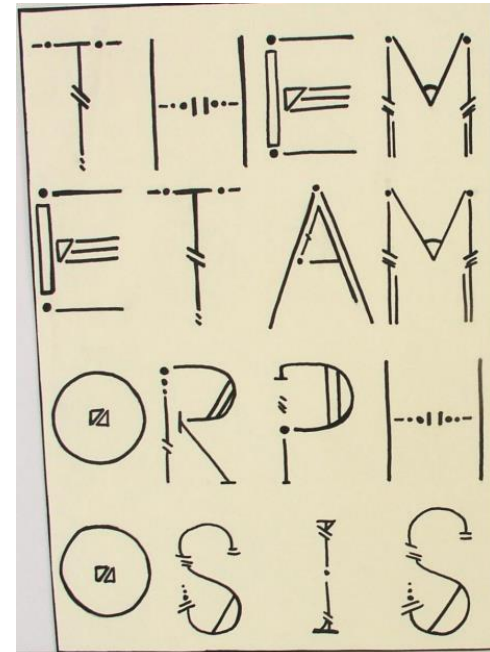
Component 2: Developing ideas, refining work, planning outcomes

- Demonstrate a sustained line of enquiry
- Show their process of refinement
- Quality over quantity
- Annotation in support of visual language
- Realise intentions
- Personal, meaningful response

Developing ideas, refining work, and planning outcomes

International GCSE





22

Developing ideas, refining work, and planning outcomes

A Level



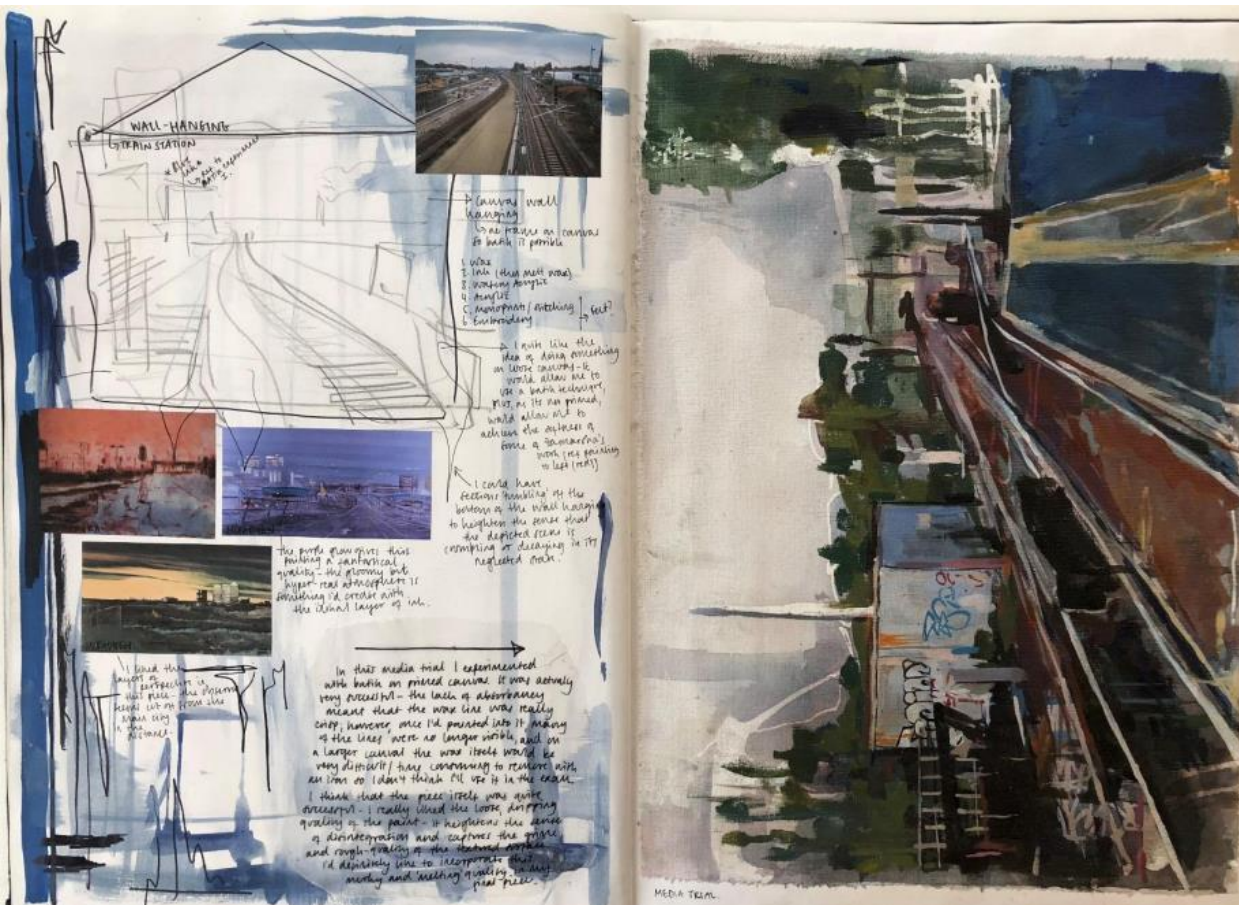
Developing ideas, refining work, and planning outcomes

A Level



Developing ideas, refining work, and planning outcomes

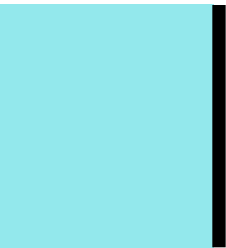
A Level



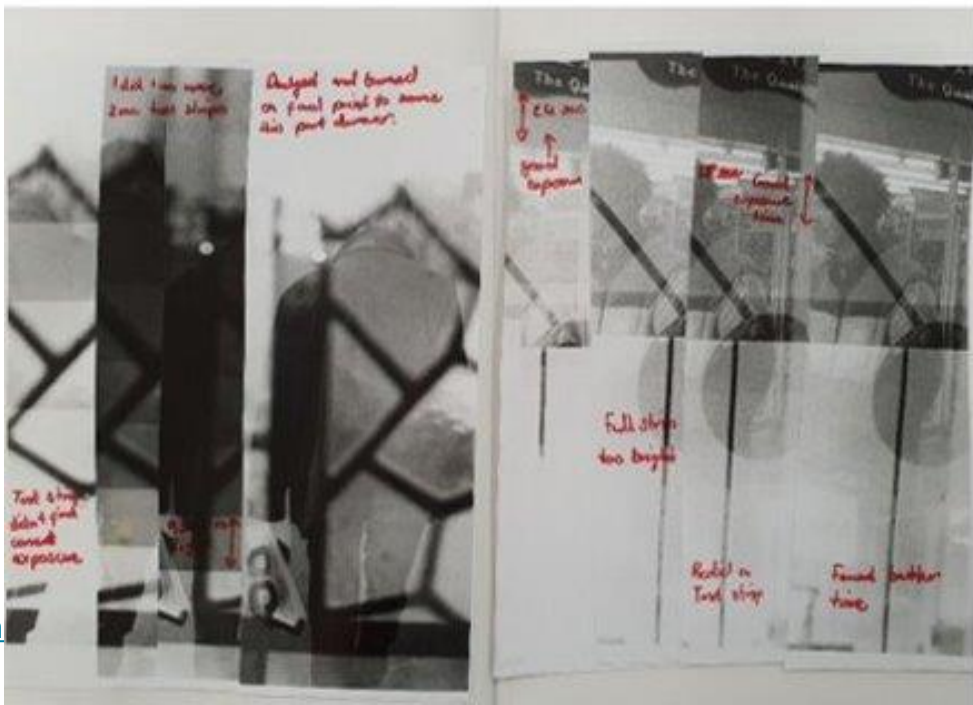
Developing ideas, refining work, and planning outcomes

GCSE





GCSE





Q&A and open discussion

Q&A and discussion

- Questions?
- Thoughts?
- Feedback?



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Read the [latest Subject Advisor update](#)

Sign up for future [Subject Advisor updates](#)

Join our Art and Design communities:

- [Art & Design: GCSE/A Level](#)
- [Art & Design: International GCSE](#)

Watch our Art and Design bitesize videos:

- [A Level Art and Design \(2015\)](#)
- [GCSE Art and Design \(2016\)](#)
- [International GCSE Art and Design \(2017\)](#)

Sign up for additional training at [Pearson Professional Development Academy](#)



Jaclyn Wiid

Subject Advisor Art, Design & Media



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Course materials

Teaching support ▼

Training and events ▼

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Exemplar Library ▼

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Exemplar Library



This exemplar library has been created to make accessing our exemplar materials more effective and straightforward.

The library contains exemplar materials from PDF booklets on the website, split into individual portfolios, organised by performance level and separated into components. A thumbnail is provided for each exemplar as a visual reference point, accompanied by details of the mark and title.

The library also contains new exemplars across a range of titles.

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Performance Level 1

Performance Level 2

Performance Level 3

Performance Level 4

Performance Level 5

Performance Level 6

[A Level Art and Design Exemplar Library | Pearson Qualifications](#)



Specification

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International GCSEs

Art and Design (2017)



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