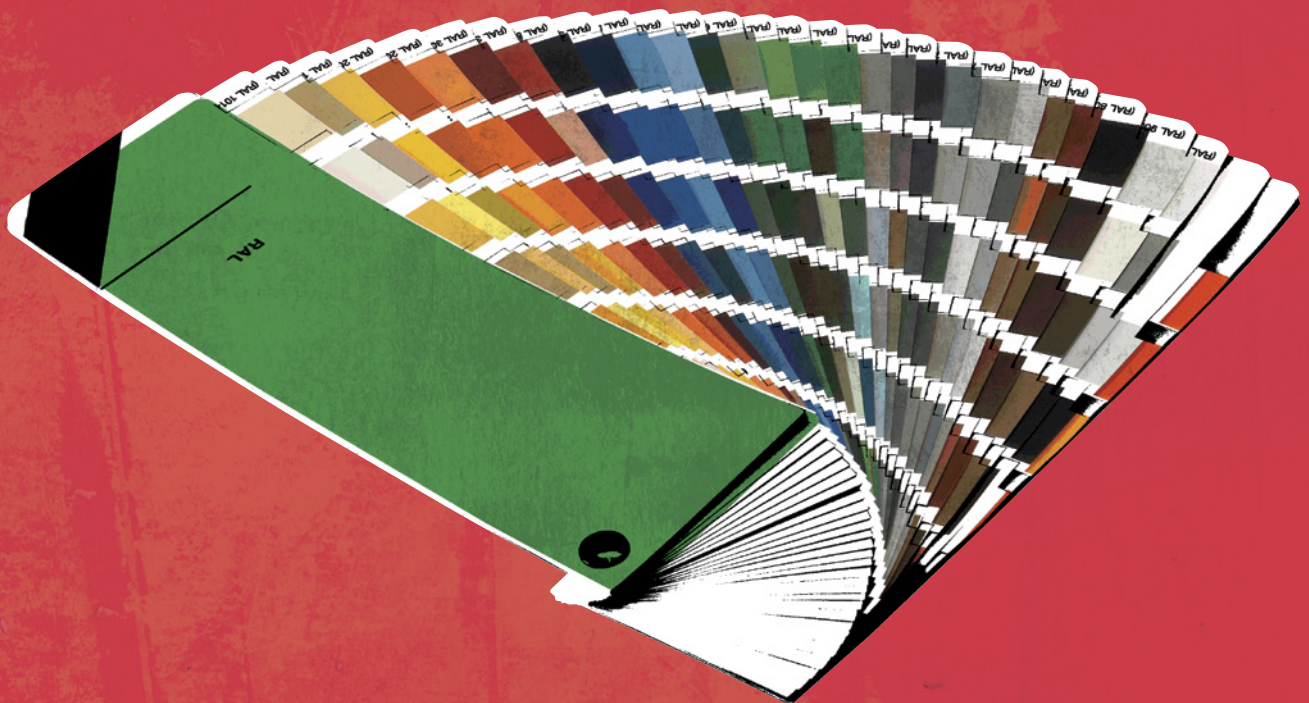


**Edexcel GCSE**

**Art and Design**  
**Controlled Assessment**

**Teacher Support Book 2012**



**Edexcel GCSE**

**Art and Design**

**Controlled Assessment**

**Teacher Support Book**

Art and Design

# Welcome to the GCSE Art and Design 2012 Controlled Assessment Teacher Support Book

This CA Teacher Support Book has been designed to provide you with the answers to key questions that you may have during the teaching and assessment of GCSE Art and Design Controlled Assessment.

The book is divided into three sections. It contains content which is applicable for all specification endorsements.

## Expert advice from the people who know

We hope you find this document useful and look forward to working with you on our new GCSE specifications. We are on hand to answer your questions so please feel free to get in touch.



John Heaton  
Chair of Examiners  
GCSE Art and Design



Susan Young  
Subject Advisor

To contact our GCSE Art and Design senior examining team please email: [TeachingArtandDesign@pearson.com](mailto:TeachingArtandDesign@pearson.com)

To speak to your Art and Design Subject Advisor, Susan Young, please call 0844 576 0032

**We look forward to working with you.**

# Contents

## **Introduction to controlled assessment** **1**

A brief overview of controlled assessment and the controlled assessment units.

## **Assessment information** **5**

In this section we provide you with answers to your key questions.

## **Supporting you with controlled assessment** **11**

In this section we provide you with information and resources to help you plan and deliver controlled assessment with confidence.

# Introduction to controlled assessment

## What's new?

As part of the 2007 review of GCSE qualification and subject criteria, QCDA commissioned a report on internal assessment in GCSEs.

On the effectiveness of coursework, the report concluded that 'changes should reduce markedly the overall burden of coursework on individual candidates without lowering levels of achievement...and...permit teachers confidently to confirm that the work they mark is the candidate's own'.

The report, published in June 2007, recommended that coursework be replaced with controlled assessment. In controlled assessment, the levels of control are designated at three key control points: task setting, task taking and task marking. The level of control at each of these key control points falls into one of three categories: limited, medium or high.

In GCSE Art and Design, controlled conditions are set to ensure that work submitted for assessment is authentic (i.e. produced by candidates without any unfair assistance from others, free of plagiarism).

Centres can use a number of strategies to ensure that work submitted for assessment is authentic such as:

- feedback and guidance to candidates throughout the coursework process but always ensuring that candidates make their own judgements and reach their own conclusions
- centre quality assurance procedures, including monitoring and tracking of candidate progress in stages
- authenticity signatures from the candidate and teacher
- reflective practice.

For GCSE Art and Design, the levels of control are as follows.

### Task setting (low level)

Candidate portfolios must be set by the centre.

The theme(s) for the Personal Portfolio will be selected and developed by centres. They must be developed from candidates' personal and/or given starting points.

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

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

Personal Portfolios must include supporting studies and personal response(s).

### Task taking (medium level, informal supervision)

The teacher should employ strategies to ensure that the contributions of individual candidates are recorded accurately and that plagiarism does not take place.

Limited guidance can be given to candidates with the aim of encouraging independence.

Some work that aids the development of the submission may be completed without direct supervision.



# Section 1: Introduction to controlled assessment

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

The work produced by the candidates during the period of sustained focus should be unaided and carried out under examination conditions.

The candidate must work under supervision at all times.

Centres should make appropriate arrangements for the period of 10 hours during which candidates produce their sustained focus work.

Incomplete sustained focus work must be stored in a secure place between examination sessions.

Use of resources is limited to those available in the supervised area.

Interaction with other candidates is prescribed by the centre.

## Task marking (medium level)

Teachers mark the work using the Assessment Guidance Grid.

The grid is to be used for both units and all endorsements.

A PDF version of the grid to be used for entering marks is on the Edexcel website at [www.edexcel.com/quals/gcse/gcse09/Art/](http://www.edexcel.com/quals/gcse/gcse09/Art/) under 'Exam Materials'; this includes 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 candidate, should be included with the samples for external moderation.

## Why is 'supervision' important and what does it mean?

Controlled assessment has been introduced to address the question of plagiarism. Unlike GCSE Art and Design, plagiarism has been an important issue in several other subjects.

Teachers have constantly employed convincing 'authentication' strategies in GCSE Art and Design. Teachers are well placed to authenticate the work they see as securely the work of the candidate being assessed. Teachers' sound knowledge of the standards expected from candidates, arising from day-to-day familiarity with their outcomes, is integral to best practice. For GCSE Art and Design, authentication is achieved by supervision through the feedback, guidance, associated monitoring and tracking of candidate progress by teachers throughout the course.

Furthermore, candidates sign an Authentication Form to verify that the work is theirs.

## Is work produced when I am not watching valid?

Candidates should take advantage of opportunities to expand their knowledge and interest in the subject outside of school. Research, investigation and experimentation are vital to the development of the young artist's work. Work produced by candidates without direct supervision is valid and may undoubtedly contribute very positively to the development and quality of their personal outcomes. The issue of how teachers judge this contribution is unchanged in the 2012 GCSE Art and Design specification. Teachers will, through their best practice, authenticate the work as that of the candidate, and consider it for assessment alongside the remaining evidence produced under direct supervision.

Work produced by candidates without direct supervision will be seen as part of the total submission, marked by teachers using the Assessment Guidance Grid, and then moderated.

## What will candidates actually do?

**Unit 1: Personal Portfolio in Art and Design** is internally set, marked and externally moderated, contributing 60% of the marks. Unit 1 allows centres to build on their established delivery models to meet the requirements of the specification.

Centres can select and develop projects, themes and activities that are appropriate to their candidates and resources. The themes could each have a separate focus or be connected.

Candidates' work for Unit 1 must meet all four assessment objectives and must comprise practical outcomes and supporting studies.

Controlled assessment activities can be planned and structured to suit the needs of centres and candidates.

**Unit 2: Externally Set Assignment (ESA)** is externally set, internally marked and externally moderated, contributing 40% of the marks. The assignment consists of one externally set, broad-based thematic starting point.

The time available for Unit 2 (ESA) comprises *approximately* 20 hours of personal preparation by candidates, which is devised and structured by the centre and subject to a medium level of control.

The remaining 10 hours of sustained focus available for Unit 2 (ESA) are subject to a high level of control in which candidates work unaided under examination conditions and are closely formally supervised.

## What is Personal Portfolio content?

A range and variety of GCSE Art and Design teaching and learning activities and approaches could be offered to candidates to help them assemble their work for assessment for Unit 1.

Appropriate opportunities to enable candidates to develop work in art and design within a GCSE course should recognise differences in gender, creed, culture, local and national resources and availability of primary sources.

Centres should develop a GCSE course structure that effectively supports candidates' growth in confidence, maturity and skills to meet the requirements of the specification.

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 candidates and resources. The theme(s) may each have a separate focus or be interconnected. Theme(s) must include supporting studies and personal response(s).

Essentially, the Personal Portfolio will show the results of activities designed to encourage the development and achievement of:

- 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).

## Should candidates notice any difference?

The impact on the working lives of candidates may depend to a large extent on the response to controlled assessment by other subject teachers.

GCSE Art and Design candidates may claim to be doing less work at home for other subjects and ask 'Why is art making us do so much?'

This question should certainly be considered by teachers when reflecting on the development of strategies used to deliver GCSE Art and Design.

*Approximately 45 hours is seen to be sufficient time for candidates to make art for their Personal Portfolio. Remember that the QDCA report asserted that '...changes should reduce markedly the overall burden of coursework on individual students without lowering levels of achievement'.*

Of course, work produced outside of school without direct supervision will always help in assessing individual candidates, but it should not constitute an unnecessarily high proportion of marks. A reasoned approach to the contribution work produced without direct supervision can make to GCSE Art and Design assessment could certainly join in a whole school approach to 'supervised work', whilst leaving the door open for the enthusiastic candidate to further support their classroom endeavours.



# Overview of assessment

There are two units in the GCSE Art and Design specification.

<b>Unit 1: Personal Portfolio in Art and Design</b>	<b>Unit 2: Externally Set Assignment in Art and Design</b>
Internally assessed Availability: June series	Externally set and internally assessed Availability: June series
60% of the total GCSE Short Course 60% of the total GCSE	40% of the total GCSE Short Course 40% of the total GCSE
<p><b>Overview of content</b></p> <p>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 candidates and resources.</p> <p>The theme(s) may each have a separate focus or be interconnected.</p> <p>Must include supporting studies and personal response.</p>	<p><b>Overview of content</b></p> <p>The Externally Set Assignment (ESA) represents the culmination of the GCSE course.</p> <p>The assignment consists of one externally set, broad-based thematic starting point.</p> <p>The ESA will be available during January of each year.</p> <p>The ESA may be given to candidates as soon as it is received.</p> <p>Centres are free to devise their own preparatory period of study prior to the 10-hour timed set task (period of sustained focus).</p> <p>Must include supporting studies and personal response(s).</p>

# FAQs: Preparing to teach controlled assessment

Before you can plan your teaching, you will need to have an idea of how the controlled assessment is to be assessed and what candidates have to do. Here are some important answers to frequently asked questions about controlled assessment.

### Is 45 hours the maximum time available for producing work for the Personal Portfolio assessment?

“

It would be wrong to interpret 45 hours as an exact figure for the maximum time available for candidates to produce their work for assessment. The specification states clearly (page 4) that Personal Portfolio work produced for assessment will consist of *approximately* 45 hours of supervised activity; it is therefore a guide figure.

”

### So where does 45 hours (approximately) come from?

“

QDCA recommends *approximately* 15 hours of controlled assessment for every 20% of the marks available in each GCSE unit. As 60% of the total marks are awarded for Unit 1, the Personal Portfolio, *approximately* 45 hours would be required.

Remember that the specification (page 34) points out that the suggested figure of 45 hours for Unit 1 is for *learning hours*. This time should not include teacher direction, demonstration, preparation of workspaces or materials, clearing or storage of work. So, taking a three-term year in Year 10, removing preparation time, clearing up time, work experience, absence, etc., and adding this to the time allowed in Year 11, with similar disruption for exams, teacher input (demonstration/direction, preparation of space and materials), it is quite likely that over the time available for a GCSE course, 45 hours *approximately* will have been used by candidates to actually produce Personal Portfolio work in the art classroom or studio.

”

## Section 2: Assessment information

### How does controlled assessment affect the 30 hours for the Externally Set Assignment?

“

The percentage of the total marks available for Unit 2, the Externally Set Assignment, work (including the preparatory studies and the period of sustained focus) is 40%. It follows that, for 40% of the marks, *approximately* 30 hours would be required (this includes 10 hours of sustained focus or timed test and *approximately* 20 hours of preparatory studies work).

The specification suggests an *approximate* number of hours for preparation time. Subtracting 10 hours required for the period of sustained focus (or timed test) from the total of 30 hours available leaves a guide figure of *approximately* 20 hours of preparation time.

Research, investigation and experimentation are all vital parts of preparatory study for the development of outcomes for the ESA. Work produced without direct supervision is pertinent and may certainly support the development and quality of final outcomes. Teachers will, through their best practice, authenticate work produced without direct supervision as that of the candidate and consider it for assessment alongside the remaining preparatory study evidence produced under direct supervision.

Work produced by candidates without direct supervision will be seen as part of the total submission, marked by teachers using the Assessment Guidance Grid, and then moderated.

”

### How could candidate absence during the 10 hours of sustained focus for the ESA be managed?

“

Centres will make their own appropriate arrangements for timetabling the period of sustained focus. The timetable arrangements could therefore spread the 10 hours of sustained focus over a number of examination sessions. The flexibility of centre arrangements for the timetabling of their examination sessions clearly offers a way of accommodating candidates who are unavoidably absent. It is essential to remember that candidates must be supervised at all times and the work done during the period of sustained focus should be unaided and carried out under examination conditions.

Incomplete sustained focus work must be stored in a secure place between examination sessions.

”

## Section 2: Assessment information

### Will moderators be concerned over controlled assessment?



Teacher/examiners must mark individual components (Unit 1 and Unit 2) separately for each candidate using the GCSE Assessment Guidance Grid.

It is essential the marks awarded are based only on evidence of the assessment objectives having been met in the work as it is presented. A total mark out of 20 must be awarded for each of the four assessment objectives, giving a final total mark out of 80 for each of the components.

The moderation of marks for all components within the GCSE Art and Design specification titles will take place during the same visit. It is the teacher/examiner's responsibility to ensure that internal standardisation has taken place and that all documentation is present and has been completed correctly.

Following an initial dialogue with the centre representative (often the Head of Department) about the course and the work presented for moderation the visiting moderator will review the submissions of work for those candidates in the moderation sample for each component in order to ensure that the centre's marking is:

- in accordance with the marking criteria stipulated
- in conformity with the overall standards of the examination.

At the end of the visit the teacher/representative will be given general feedback by the moderator.

Moderators will continue to support centres using the same guidelines they have used in the past.

Moderators will not be unduly concerned over controlled assessment in GCSE Art and Design.

As far as controlled assessment is concerned, moderators will require that candidates' work presented for moderation is authenticated as being that of the candidates in question. So, at the start of their visit a moderator will only have need of the following documentation:

- Copies of the Assessment Guidance Grid for each candidate in the moderation sample.
- Authentication Forms for each candidate in the moderation sample.
- Second copy of the OPTEMS for each component within each specification title (or Edexcel Online/EDI printout).



# Misunderstandings and myths

### Will there be a case for less work?

“

Remember that the QDCA report asserted that '*...changes should reduce markedly the overall burden of coursework on individual students without lowering levels of achievement*'. So, there will not really be a case for less work but it would make sense to review course delivery strategies in GCSE Art and Design and to consider how carefully focussed tasks might best support candidates in producing convincing evidence for their level of achievement without being excessively burdensome.

”

### Surely less work must be the idea with only one unit in the Personal Portfolio?

“

The use of the term 'unit' in the specification refers to the two separate components that combine to make the whole GCSE.

Personal Portfolio (coursework) is Unit 1.

The Externally Set Assignment (preparatory studies and the sustained focus work) is Unit 2.

The term 'unit' does not prescribe a required number of projects/themes. Centres are free to select, for themselves, the number of projects/themes that make up their GCSE course leading to the Personal Portfolio. The specification does not suggest that candidates should do less work.

”

### Will homework, holiday work or any other work produced outside of direct supervision by the teacher count towards the assessed mark?

“

Work that is produced outside of direct supervision will always support the endeavours of the committed young GCSE artist. Very important ingredients of the development of personal outcomes are provided by preparatory study comprising research, investigation and experimentation. Work created without direct supervision may, without doubt, sustain the quality of final outcomes.

”

## Section 2: Assessment information

**Does the need for controlled assessment of approximately 45 hours mean that all of Year 10 work is not necessary for the submission as it can't be assessed and moderated?**

“

In the specification the suggested guide figure of *approximately* 45 hours is for **learning hours** (the time used by candidates to create their Personal Portfolio work in the art classroom or studio). The *approximate* guide time of 45 hours does not include teacher direction, demonstration, preparation of workspaces or materials, clearing or storage of work. If the time used for teacher input, demonstrating techniques, preparing materials or work areas, clearing away at the end of practical activities and storage, is subtracted, all *approximate* 45 hours would be needed over the whole 2-year course.

Work produced during the early part of the course clearly informs the progress, learning and attainment of candidates by covering the assessment objectives and revealing a developing personal approach.

”

**Could centre management see the need for approximately 45 hours of controlled assessment as a way of cutting curriculum time?**

“

To interpret the need for *approximately* 45 hours of controlled assessment as an opportunity to reduce curriculum time would be a misunderstanding of the guide figure.

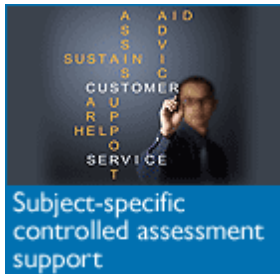
Personal, informed and meaningful responses in GCSE Art and Design are sustained by the ability to investigate sources from which to develop ideas. The capability to carry out visual research is cultivated through direct and continued experience of the various ways in which investigation might be carried out. The value of refining ideas, the aptitude needed to experiment and the know-how essential for selecting and using appropriate resources, media, materials, techniques and processes clearly grows with experience over time. The facility for recording ideas, observations and insights relevant to intentions is surely advanced through practice. It would seem unlikely that achievement would be best served by cutting the provision of time available for GCSE Art and Design candidates to hone their skills, extend their knowledge and develop their understanding.

”



# Supporting you with controlled assessment

Need help with controlled assessment? Our experts are on hand to support you...



- Email your [Subject Advisor, Susan Young](mailto:TeachingArtandDesign@pearson.com), directly at [TeachingArtandDesign@pearson.com](mailto:TeachingArtandDesign@pearson.com)
- **Call 0844 576 0032** to speak a member of the Subject Advisor team for Art and Design
- Visit the [Art and Design Community Forum](#) to speak to other teachers, ask advice and see documents and links that Susan Young has posted.

[Ask the Expert](#), our free email service, puts you in direct contact with a senior examiner who will help answer any subject-specific questions concerning the teaching of art and design. They will email you within two working days of receiving your question.



You can find all the documents relating to controlled assessment below (as well as on the main [GCSE Art and Design](#) page).

You should also refer to the [JCQ controlled assessment guidance document](#).

