

GCSE (9-1) Art and Design

Supporting creativity, independence and progression

Discover our new qualification for 2016



Supporting creativity, independence and progression

This brochure will provide an overview of our new specification for **GCSE Art and Design** from 2016. We'll outline how it will engage your students and inspire them to become confident and creative artists – and how we will be supporting you every step of the way. Our new Art and Design GCSE will provide:

- ✂ A visually engaging and accessible Externally Set Assignment... **page 4**
- ✂ A straightforward assessment grid and accompanying visual exemplars... **page 6**
- ✂ More flexibility and choice for your course design... **page 8**
- ✂ A similar structure to our AS/A Level Art and Design for smooth progression... **page 9**
- ✂ A qualification that develops transferable creative skills... **page 10**
- ✂ Free expert support for planning and delivery... **page 11**

Working with you

We wanted to make sure our new GCSE Art and Design specification was shaped by you, for your students, to help them achieve their full potential. That's why we've been working with practising teachers and the art education community to design our brand new qualification.



Our new GCSE Art and Design specification

Our new GCSE specification is **reassuringly familiar**. It contains two components: the Personal Portfolio and the Externally Set Assignment. It offers a **wide range of choice and flexibility** so you can design a course of study that appeals to your students' interests and allows for best use of resources and staff expertise.

Component 1 Pearson Portfolio 60%	Component 2 Externally Set Assignment 40%
<ul style="list-style-type: none"> ✂ From centre-set theme(s) ✂ Students produce: <ul style="list-style-type: none"> ✂ supporting studies ✂ personal response(s) ✂ There are 72 marks available for this component 	<ul style="list-style-type: none"> ✂ From an externally-set theme (released on 2 January) ✂ Centres devise period of preparatory study in which students create preparatory studies ✂ Students have a 10-hour sustained focus period in which to produce personal response(s) ✂ There are 72 marks available for this component

View our new specification online:
www.edexcel.com/artanddesign2016

A visually engaging and accessible Externally Set Assignment

We have worked hard to ensure that our Externally Set Assignment (ESA) is **visually engaging and accessible for learners**.

Students develop their knowledge, understanding and skills throughout the GCSE course, and our ESA enables students to draw together, and refine, their knowledge and skills.

Freedom – natural world

Eugène Delacroix uses dynamic marks to depict the violence of a wild horse being attacked by a tiger. The horse is desperate to free itself from the tiger's grip.



Eugène Delacroix
Tiger Attacking a Wild Horse
painting

Andy Scott's imposing sculpture represents the horse's freedom from its traditional role as a working animal by giving it prominence in a natural landscape.



Andy Scott
The Heavy Horse
sculpture

Birds and flying insects are free to go anywhere. Their unrestricted ability to fly has been a source of inspiration for artists.

In spring, nature frees itself from the cold and dark of winter. The change of seasons can provide a rich source of visual inspiration.

Alexander McQueen embodies a freedom of expression in his designs, incorporating colours and elements from the natural world.

Protecting the natural world and ourselves from pollution and harmful chemicals is an issue that should concern us all. In his designs for The Body Shop, **Tom Anders** uses natural colour and forms to show that the products are free from artificial ingredients.



Alexander McQueen
Savage Beauty Collection
fashion design



Tom Anders
Body Shop advertisement
graphic design

George Karbus's powerful photograph shows the moment before a huge wave is about to break, capturing the strength and freedom of moving water.



George Karbus
Silver Arch
photograph

Here are some other suggestions that may stimulate your ideas:

- set free
- captive
- organic
- artificial
- nature

Using one of the above starting points, or starting points of your own, develop your ideas to produce a personal response to the theme 'Freedom'.

A broad theme with supporting visual and written stimuli.

Diverse visual artist references with accompanying text-based starting points to help students generate ideas and responses to the broad theme.

Accessible language to allow all students to access the paper.

Additional text-based starting points and bullet points not linked with visual artist references – to cater for a wide range of learning styles.

A straightforward assessment grid and accompanying visual exemplars

Our **clear performance descriptors** and **narrower mark bands** will help you and your students really understand the required standard and give you confidence marking student work.

We will produce a comprehensive selection of **visual exemplars** covering both components and a wide range of student achievements. Our free teacher marking training will help you understand how to apply the newly designed assessment grid to your students' work.

A single assessment grid for assessing all work.

Assessment grid

Please see page 31 for an explanation of how to apply the assessment grid to students' work.

A comprehensive set of visual exemplars will accompany this assessment grid.

Three marks per level of performance rather than four – you simply have to judge whether a student is just in the level, mostly in the level or fully in the level.

Six levels of performance rather than five to help differentiate students of different abilities.

Our performance descriptors are clear and straightforward to help you understand the required standard.

Band	Limited			Basic			Emerging Competent			Competent and Consistent			Confident and Assured			Exceptional			
	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	
Evidence meets requirements																			
Marks	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
AOs																			
AO1 - Develop ideas through investigations, demonstrating critical understanding of sources	No rewardable material	<ul style="list-style-type: none"> Development of ideas through investigations shows limited ability The investigation process shows limited critical understanding of the context of own ideas and the sources that have informed them 			<ul style="list-style-type: none"> Development of ideas through investigations shows basic ability The investigation process shows basic critical understanding of the context of own ideas and the sources that have informed them 			<ul style="list-style-type: none"> Development of ideas through investigations shows emerging competence The investigation process shows emerging competence in critical understanding of the context of own ideas and the sources that have informed them 			<ul style="list-style-type: none"> Development of ideas through investigations shows competent and consistent ability The investigation process shows competent and consistent critical understanding of the context of own ideas and the sources that have informed them 			<ul style="list-style-type: none"> Development of ideas through investigations shows confident and assured ability The investigation process shows confident and assured critical understanding of the context of own ideas and the sources that have informed them 			<ul style="list-style-type: none"> Development of ideas through investigations shows exceptional ability The investigation process shows exceptional critical understanding of the context of own ideas and the sources that have informed them 		
AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	No rewardable material	<ul style="list-style-type: none"> Limited ability to refine work, driven by insights gained through exploration of ideas and reflection Limited ability to explore ideas through a process of experimentation and review Limited ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions 			<ul style="list-style-type: none"> Basic ability to refine work, driven by insights gained through exploration of ideas and reflection Basic ability to explore ideas through a process of experimentation and review Basic ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions 			<ul style="list-style-type: none"> Emerging competence in ability to refine work, driven by insights gained through exploration of ideas and reflection Emerging competence in ability to explore ideas through a process of experimentation and review Emerging competence in ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions 			<ul style="list-style-type: none"> Competent and consistent ability to refine work, driven by insights gained through exploration of ideas and reflection Competent and consistent ability to explore ideas through a process of experimentation and review Competent and consistent ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions 			<ul style="list-style-type: none"> Confident and assured ability to refine work, driven by insights gained through exploration of ideas and reflection Confident and assured ability to explore ideas through a process of experimentation and review Confident and assured ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions 			<ul style="list-style-type: none"> Exceptional ability to refine work, informed by insights gained through exploring and reflecting on ideas Exceptional ability to explore ideas through a process of experimentation and review Exceptional ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions 		
AO3 - Record ideas, observations and insights relevant to intentions as work progresses	No rewardable material	<ul style="list-style-type: none"> Limited ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods Limited ability to record relevant to intentions 			<ul style="list-style-type: none"> Basic ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods Basic ability to record relevant to intentions 			<ul style="list-style-type: none"> Emerging competence in ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods Emerging competence in ability to record relevant to intentions 			<ul style="list-style-type: none"> Competent and consistent ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods Competent and consistent ability to record relevant to intentions 			<ul style="list-style-type: none"> Confident and assured ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods Confident and assured ability to record relevant to intentions 			<ul style="list-style-type: none"> Exceptional ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods Exceptional ability to record relevant to intentions 		
AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	No rewardable material	<ul style="list-style-type: none"> Limited ability to produce a personal and meaningful response Limited ability to realise intentions Realisations demonstrate limited understanding of visual language through application of formal elements 			<ul style="list-style-type: none"> Basic ability to produce a personal and meaningful response Basic ability to realise intentions Realisations demonstrate basic understanding of visual language through application of formal elements 			<ul style="list-style-type: none"> Emerging competence in ability to produce a personal and meaningful response Emerging competence in ability to realise intentions Realisations demonstrate emerging competence in understanding of visual language through application of formal elements 			<ul style="list-style-type: none"> Competent and consistent ability to produce a personal and meaningful response Competent and consistent ability to realise intentions Realisations demonstrate competent and consistent understanding of visual language through application of formal elements 			<ul style="list-style-type: none"> Confident and assured ability to produce a personal and meaningful response Confident and assured ability to realise intentions Realisations demonstrate confident and assured understanding of visual language through application of formal elements 			<ul style="list-style-type: none"> Exceptional ability to produce a personal and meaningful response Exceptional ability to realise intentions Realisations demonstrate exceptional understanding of visual language through application of formal elements 		



More flexibility and choice for your course design

The flexibility and choice within our specification allows you to design a course of study that appeals to your students' interests, and that draws on your department's expertise and resources. You will find more areas of study within each endorsed title than in the legacy specification, **giving you more choice when designing your course.**

Our qualification can be followed through the broad-based title of **Art, Craft and Design** or through one of five other titles:

- ✓ Fine Art
- ✓ Graphic Communication
- ✓ Textile Design
- ✓ Three-dimensional Design
- ✓ Photography

For **Component 1** Personal Portfolio, you are free to devise any theme(s), project(s) or task(s) appropriate to your students and resources.

For **Component 2** Externally Set Assignment, the paper, issued by Pearson Edexcel, includes supporting visual and written stimuli which may help students generate ideas and responses to the broad theme, but the only requirement is for students to respond to the broad theme.

A similar structure to our AS/A Level Art and Design for smooth progression

Our GCSE, AS and A level specifications have been **developed together** to ensure a consistent experience for you and your students, and to encourage smooth progression.

We have followed a similar approach to several aspects of the qualification, including

- ✓ **Course structure and number of components** - two components: a Personal Portfolio and an Externally Set Assignment
- ✓ **Common titles**
- ✓ **A common assessment grid structure**
- ✓ **A similar approach to the Externally Set Assignment paper** - a broad theme with supporting visual and written stimuli.



A qualification that develops transferable creative skills

Students are required to actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds.

Students will learn to:

- ✓ Apply a creative approach to problem solving
- ✓ Consider and develop original ideas from initiation to realisation
- ✓ Analyse critically their own work and the work of others
- ✓ Express individual thoughts and choices confidently
- ✓ Take risks, experiment and learn from mistakes.



Free expert support for planning and delivery

There will be lots of free support available to help you deliver the new qualification. We will provide:

- ✓ Our **Getting Started** guide, which will give you an overview of the new GCSE Art and Design qualification to help you understand what the changes mean for you and your students.
- ✓ An editable **course planner** and **schemes of work** that you can adapt to suit your department.
- ✓ **Mapping documents** to highlight the key differences and similarities between this qualification and the 2009 qualifications.
- ✓ A **written annotation guide** and a **drawing guide** to support the new emphasis on these requirements in the new qualification.
- ✓ **Exemplar student work** and examiner commentaries.

We will also provide free teacher marking training to help you understand how to apply the newly-designed assessment grid to your students' work.

Subject support

If you have any questions, get in touch with **Susan Young**, Subject Advisor for Art and Design. You can sign up via our Art, Design and Media page on the website to receive emails from Susan and be kept up to date about key dates, training events, news and resources.

Visit online: www.edexcel.com/artdesignandmedia

Email: TeachingArtandDesign@pearson.com

Follow Susan on Twitter: [@Pearson_Art](https://twitter.com/Pearson_Art)



Susan Young
Art, Design and Media
Subject Advisor

Supporting you every step of the way

Launch Events - Autumn 2015

Face to face or online, our **free launch events** will help you to learn more about the new specifications and the support we are offering.

Our events will give you up to date knowledge about the reforms and guide you through our draft specifications and the support available so that you can plan for 2016 with confidence.

You'll benefit from the opportunity to:

- ✓ Hear a **full overview of the changes** to GCSE Art and Design
- ✓ Explore the **content of our draft specification** and what it offers you and your students
- ✓ Speak to **one of our Art and Design team**
- ✓ Find out about the **wide range of support** available to help you make the transition.

Getting Ready to Teach Events - Spring/Summer 2016

As part of the support we're providing to help you with delivering the new Edexcel GCSE Art and Design (9-1) qualification, we're running free Getting Ready to Teach events.

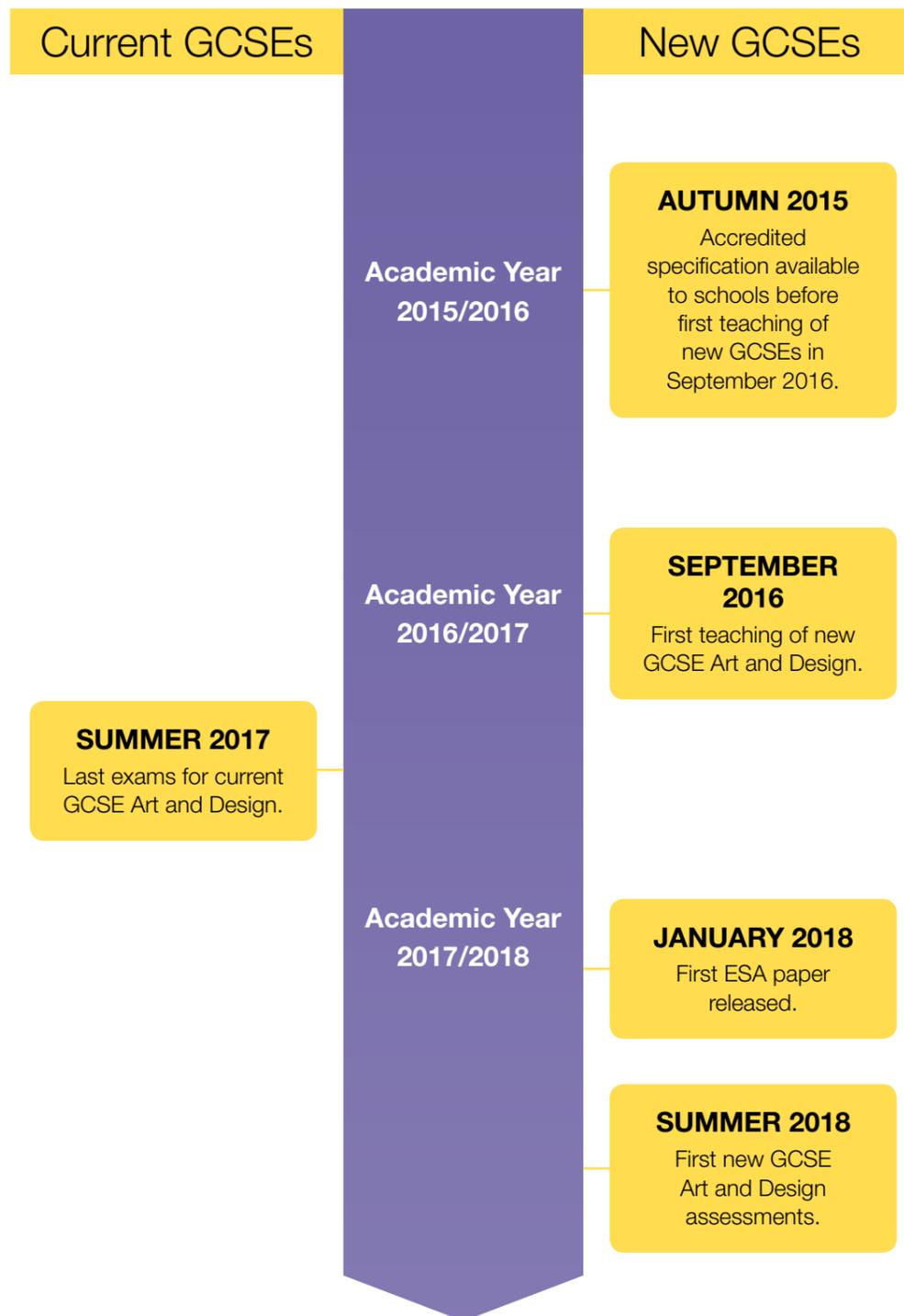
Each whole-day event will look at how the new GCSE Art and Design (9-1) can be delivered in the classroom. They will explore topics including:

- ✓ The **structure, content and assessment** of our new specification
- ✓ **Teaching strategies**, including ideas for how to incorporate drawing and written annotation into your course
- ✓ The **full range of support** available for delivering the new qualification.

You'll also have the opportunity to **network** with other teachers and discuss **best practice**.



Timeline of GCSE reforms



Learn more: www.edexcel.com/artanddesign2016

Key facts: GCSE (9-1) Art and Design

These changes will apply to all awarding organisations' specifications:

- ✓ The structure of the qualification, and the component weightings, will remain unchanged:
 - ✓ Component 1 Personal Portfolio will be worth 60% of the qualification.
 - ✓ Component 2 Externally Set Assignment will be worth 40% of the qualification.
- ✓ The 2016 GCSE will comprise **100% non-exam assessment**, which means that all student work for both components is internally assessed by the centre and externally moderated by Edexcel, just as it is now.
- ✓ All students will have to submit **evidence of using drawing** to support the development process in both Component 1 and Component 2. *Note that students will have to use drawing skills for different needs and purposes appropriate to the context, and that technical mastery of drawing skills is not required unless relevant to the chosen area of study.*
- ✓ All students will have to **use written annotation and appropriate specialist terminology** to record their ideas, observations, insights and independent judgements.

There's more online

You can get the latest updates, news about events and download free materials on our website.

www.edexcel.com/artanddesign2016

Get in touch

For queries, information and support, we're here to help.



Call us on: **020 7010 2181**



Email us: **TeachingArtandDesign@pearson.com**



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