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# **GCSE Art and Design 2016 content mapping Edexcel**

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## Information for current Edexcel centres

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This document maps the legacy Edexcel GCSE Art and Design qualification against the reformed Edexcel GCSE Art and Design qualification, to be taught from September 2016.

It gives a summary of the key similarities and differences between the legacy qualification and the 2016 qualification.

This document will be useful for current Edexcel GCSE Art and Design centres considering transition to the 2016 Edexcel GCSE Art and Design qualification.

## Mapping

|  | <b>2009 Edexcel GCSE in Art and Design</b>  | <b>2016 Edexcel GCSE in Art and Design</b>  | <b>Notes</b>  |
|--|---|---|---|
| <b>Endorsements offered (full GCSE)</b>    | <ul style="list-style-type: none"> <li>• Art and Design</li> <li>• Fine Art</li> <li>• Three-dimensional Design</li> <li>• Textile Design</li> <li>• Photography – Lens and Light-based Media</li> <li>• Graphic Communication</li> </ul> | <ul style="list-style-type: none"> <li>• Art, Craft and Design</li> <li>• Fine Art</li> <li>• Graphic Communication</li> <li>• Textile Design</li> <li>• Three-dimensional Design</li> <li>• Photography</li> </ul> | There have been some changes in terminology but, essentially, the same options are available in the 2016 GCSE in Art and Design. The legacy unendorsed Art and Design course is now called the Art, Craft and Design title, and the legacy endorsements are now called endorsed titles. |
| <b>Endorsements offered (short course)</b> | <ul style="list-style-type: none"> <li>• Fine Art</li> <li>• Three-dimensional Design</li> <li>• Textile Design</li> <li>• Photography – Lens and Light-based Media</li> <li>• Graphic Communication</li> </ul>                           | None  | From 2016, it will no longer be possible to deliver a short course GCSE in Art and Design. All students will have to be entered for a full GCSE.  |
| <b>GCSE overview</b>                       | <p>The legacy qualification comprises two units:</p> <ul style="list-style-type: none"> <li>• Unit 1: Personal Portfolio (60%)</li> <li>• Unit 2: Externally Set Assignment (40%)</li> </ul>  | <p>The 2016 qualification comprises two <b>components</b>:</p> <ul style="list-style-type: none"> <li>• Component 1: Personal Portfolio (60%)</li> <li>• Component 2: Externally Set Assignment (40%)</li> </ul>    | Both the legacy and 2016 qualifications comprise two units or components. In the 2016 specification, we have used the term 'components' instead of 'units' to try to prevent confusion in the year when you will be teaching both the legacy and the 2016 qualifications.               |

## Content mapping Edexcel

|                              | <b>2009 Edexcel GCSE in Art and Design</b>   | <b>2016 Edexcel GCSE in Art and Design</b>  | <b>Notes</b>   |
|------------------------------|--|---|--|
| <b>Assessment Objectives</b> | <ul style="list-style-type: none"> <li>• AO1 Develop</li> <li>• AO2 Refine</li> <li>• AO3 Record</li> <li>• AO4 Present</li> </ul>   | <ul style="list-style-type: none"> <li>• AO1 Develop</li> <li>• AO2 Refine</li> <li>• AO3 Record</li> <li>• AO4 Present</li> </ul>  | The Assessment Objectives have not changed significantly, although there are small changes of emphasis to be aware of. For example, in AO2, the emphasis in the 2016 specification is on 'refining work by exploring ideas', rather than 'refining ideas'. For more information, please see pages 4–5 of the <i>getting started guide</i> .  |
| <b>Personal Portfolio</b>    | <ul style="list-style-type: none"> <li>• Worth 60% of the GCSE</li> <li>• Internally set – the theme(s) are selected and developed by centres</li> <li>• Students must produce supporting studies and personal response(s)</li> <li>• Work submitted for assessment will consist of approximately 45 hours' supervised activity</li> <li>• Work must show evidence of all four Assessment Objectives</li> <li>• Internally assessed</li> <li>• Externally moderated</li> </ul> | <ul style="list-style-type: none"> <li>• Worth 60% of the GCSE</li> <li>• Internally set – centres are free to devise any appropriate theme(s), project(s) or task(s)</li> <li>• Students must produce supporting studies and personal response(s)</li> <li>• The proportion of the 120 guided learning hours spent on this component should reflect its 60% weighting</li> <li>• Work must show evidence of all four Assessment Objectives</li> <li>• Internally assessed</li> <li>• Externally moderated</li> </ul> | In the 2016 GCSE in Art and Design, centres are free to devise any theme(s), project(s) or task(s) appropriate to their students or resources. They may each have a separate focus or be interconnected. However, it is important that any theme(s), project(s) or task(s) selected allows students to demonstrate their ability to construct a sustained line of reasoning. Work undertaken for this component should be seen as part of a substantive project(s), rather than a series of disjointed tasks.<br><br>We recommend that the proportion of the 120 teaching hours spent on Component 1 should reflect its 60% weighting. |

|  | <b>2009 Edexcel GCSE in Art and Design</b>   | <b>2016 Edexcel GCSE in Art and Design</b>   | <b>Notes</b>   |
|--|--|--|--|
| <b>Externally Set Assignment (ESA)</b> | <ul style="list-style-type: none"> <li>• Worth 40% of the GCSE</li> <li>• Externally Set Assignment – in January each year, Edexcel issues an ESA paper containing one broad-based thematic starting point</li> <li>• Students must produce supporting studies and personal response(s)</li> <li>• Work submitted for assessment will consist of approximately 30 hours' supervised activity, including 10 hours of sustained focus</li> <li>• Work must show evidence of all four Assessment Objectives</li> <li>• Internally assessed</li> <li>• Externally moderated</li> </ul> | <ul style="list-style-type: none"> <li>• Worth 40% of the GCSE</li> <li>• Externally Set Assignment – on 2 January each year, Edexcel issues an ESA paper containing one broad-based thematic starting point</li> <li>• Students must produce preparatory studies and personal response(s)</li> <li>• Centres are free to devise their own preparatory period prior to the start of the 10-hour sustained focus</li> <li>• Work must show evidence of all four Assessment Objectives</li> <li>• Internally assessed</li> <li>• Externally moderated</li> </ul> | <p>For the 2016 GCSE in Art and Design, you can share the ESA paper with students any time after it is issued on 2 January.</p> <p>Work on preparatory studies must conclude once the period of sustained focus begins.</p> <p>The 10 hours of sustained focus may take place over multiple sessions (a maximum of four within three consecutive weeks). Note that all work, including preparatory studies and work in progress, must be stored securely between timed sessions.</p> <p>For more information, see page 25 of the <i>specification</i>.</p> <p>We have worked hard to produce a visually engaging and accessible ESA paper – take a look at our <i>sample assessment materials</i>.</p> |

|  | 2009 Edexcel GCSE in Art and Design  | 2016 Edexcel GCSE in Art and Design   | Notes   |
|--|--|---|---|
| <p><b>Art and Design / Art, Craft and Design</b></p> | <ul style="list-style-type: none"> <li>• A general course, encompassing art, craft and design, enabling students to explore a range of two- or three-dimensional approaches to their studies</li> <li>• Students should work in <b>at least two</b> disciplines chosen from at least two different endorsements</li> </ul> | <ul style="list-style-type: none"> <li>• A broad and flexible course that requires students to develop an appreciation of the creative process using a variety of two-dimensional and three-dimensional media, materials, techniques and processes</li> <li>• For Component 1, students are required to create work associated with areas of study chosen from <b>at least two</b> of the five endorsed titles</li> <li>• Art, Craft and Design students are not permitted to select both sculpture in Fine Art and sculpture in Three-dimensional Design, nor are they permitted to select both installation in Fine Art and installation in Photography</li> <li>• For Component 2, Art, Craft and Design students are required to create work associated with <b>at least one</b> area of study</li> </ul> | <p>Art, Craft and Design students are prevented from choosing sculpture for both areas of study or installation for both areas of study because doing so would not give students a broad enough experience.</p> <p>All students, regardless of the course they are following, have the option to specialise in Component 2, by working in at least one area of study (rather than two).</p> |

|                                       | <b>2009 Edexcel GCSE in Art and Design</b>  | <b>2016 Edexcel GCSE in Art and Design</b>  | <b>Notes</b>  |
|---------------------------------------|---|---|---|
| <b>Endorsements / endorsed titles</b> | <ul style="list-style-type: none"> <li>Students should work in <b>at least two</b> disciplines from within the chosen endorsement</li> </ul>                                      | <ul style="list-style-type: none"> <li>Students could develop work in <b>at least one</b> of the areas of study from within the chosen endorsed title</li> <li>Work is not limited to one area of study</li> </ul>  | In the 2016 GCSE in Art and Design, students who choose to study an endorsed title only have to create work associated with one area of study, although we would encourage students to use techniques and practices from across areas of study. |
| <b>Drawing</b>                        | <ul style="list-style-type: none"> <li>Not an explicit assessed requirement though, of course, many centres encourage students to draw as part of the creative process</li> </ul> | <ul style="list-style-type: none"> <li>All students must use drawing to support the development process within each chosen area of study</li> <li>However, students are not required to demonstrate technical mastery of drawing skills unless this is relevant to their area of study</li> <li>Drawing will be assessed through all the Assessment Objectives</li> </ul> | For more information on drawing in the 2016 GCSE in Art and Design, please refer to the <i>drawing guide</i> .  |

|                           | <b>2009 Edexcel GCSE in Art and Design</b>   | <b>2016 Edexcel GCSE in Art and Design</b>   | <b>Notes</b>  |
|---------------------------|--|--|---|
| <b>Written annotation</b> | <ul style="list-style-type: none"> <li>Not an explicit assessed requirement though, of course, many centres encourage written annotation as part of the creative process (and annotated sketchbooks are listed as an appropriate format for presenting portfolio work)</li> </ul>  | <ul style="list-style-type: none"> <li>Students will be expected to demonstrate the ability to record their ideas, observations, insights and independent judgements visually and through informative written annotation, using suitable specialist vocabulary</li> <li>Written annotation should be purposeful, not descriptive</li> <li>Annotation will be assessed through AO3</li> </ul>                               | For more information on written annotation in the 2016 GCSE in Art and Design, please refer to the <i>written annotation guide</i> .  |
| <b>Assessment grid</b>    | <ul style="list-style-type: none"> <li>A single grid for assessing both components</li> <li>Five levels of attainment (limited, basic, competent, confident and fluent)</li> <li>Four marks available in each level of attainment</li> <li>20 marks available per Assessment Objective and 80 marks available in total per unit</li> </ul> | <ul style="list-style-type: none"> <li>A single grid for assessing both components</li> <li>Six levels of attainment (limited, basic, emerging competent, competent and consistent, confident and assured, and exceptional)</li> <li>Three marks available in each level of attainment (just, mostly, fully)</li> <li>18 marks available per Assessment Objective and 72 marks available in total per component</li> </ul> | <p>The redesigned assessment grid will give a consistent assessment experience at GCSE, AS and A level.</p> <p>More levels of performance will allow you to differentiate students of different abilities.</p> <p>Within each level of performance, you have fewer marks to choose between – you simply have to judge whether the student is just in that level, mostly in that level or fully in that level.</p> |