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# **GCSE Art and Design 2016**

## **content mapping OCR**

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## **Information for current OCR centres**

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This document maps the legacy OCR 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 OCR qualification and the 2016 Edexcel qualification.

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

## Mapping

	<b>2009 OCR 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>• Graphic Communication</li> <li>• Photography – Lens and Light-Based Media</li> <li>• Textile Design</li> <li>• Three-dimensional Design</li> <li>• Critical and Contextual Studies</li> <li>• Applied</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>	<p>Neither Edexcel nor any of the other awarding organisations will be offering an Applied GCSE Art and Design course from 2016.</p> <p>With the exception of Critical and Contextual Studies, which we do not offer, the 2016 Edexcel GCSE in Art and Design offers you the same options as your current awarding organisation.</p> <p>Note the following changes in terminology:</p> <ul style="list-style-type: none"> <li>• The legacy unendorsed Art and Design course is now called the Art, Craft and Design title.</li> <li>• The legacy endorsements are now called endorsed titles.</li> </ul>

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	<b>2009 OCR GCSE in Art and Design</b>	<b>2016 Edexcel GCSE in Art and Design</b>	<b>Notes</b>
<b>GCSE overview</b>	<p>The legacy qualification comprises two units:</p> <ul style="list-style-type: none"> <li>• Unit 1: Portfolio (60%)</li> <li>• Unit 2: OCR-set Task (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>	<p>Both the legacy OCR specification and the 2016 Edexcel specification comprise two units or components. In the 2016 Edexcel 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.</p> <p>The weightings of the two components in the 2016 Edexcel specification are the same as those you are used to.</p>
<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>	<p>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>.</p> <p>All awarding organisations' 2016 GCSE Art and Design specifications have been developed using the same four revised Assessment Objectives.</p>

	<b>2009 OCR GCSE in Art and Design</b>	<b>2016 Edexcel GCSE in Art and Design</b>	<b>Notes</b>
<b>Personal Portfolio</b>	<ul style="list-style-type: none"> <li>• Worth 60% of the GCSE</li> <li>• Internally set – centres must set their own starting points, briefs, scenarios or stimuli</li> <li>• The portfolio will comprise research, preparatory and developmental studies, and outcome(s)</li> <li>• Students have approximately 45 hours in which to complete Unit 1</li> <li>• Work within the portfolio should provide evidence of meeting 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>• A Personal Portfolio is defined as a body of practical research and development leading to one or more outcomes or to a variety of resolutions</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>	<p>In the 2016 Edexcel GCSE in Art and Design, centres are free to devise any theme(s), project(s) or task(s) appropriate to their students or resources, in consultation with their students.</p> <p>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.</p> <p>We recommend that the proportion of the 120 teaching hours spent on Component 1 should reflect its 60% weighting.</p>

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	<b>2009 OCR 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>• OCR-set Task – on 1 January each year, OCR issues a paper containing a choice of written and visual starting points</li> <li>• Students must produce research, planning and development work, and a personal response in response to their chosen starting point</li> <li>• Centres determine the amount of time given for the preparation period prior to the start of the 10 hours of timed assessment</li> <li>• Work must show evidence of meeting 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 a single ESA paper containing one broad-based thematic starting point, with supporting visual and textual stimuli grouped by sub-theme</li> <li>• Students must produce preparatory studies and personal response(s) in response to the broad-based thematic starting point</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 Edexcel GCSE in Art and Design, you can share the ESA paper with students any time after it is issued on 2 January. Note that 2 January is the date on which all awarding organisations will release their papers.</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>

	<b>2009 OCR GCSE in Art and Design</b>	<b>2016 Edexcel GCSE in Art and Design</b>	<b>Notes</b>
<b>Art and Design / Art, Craft and Design</b>	<ul style="list-style-type: none"> <li>• A course which enables students to develop and produce personal responses that reflect a broad exploration of art, craft and design</li> <li>• For the portfolio, students must produce and submit practical work that shows evidence of working from at least two of the endorsements</li> <li>• For the OCR-set task, at least two areas of study must be evident in a student's preparatory work. However, the final outcome(s) may include only one area of study if desired</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>For the 2016 Edexcel GCSE in Art and Design, Art, Craft and Design students achieve the required breadth through the requirement for them to create work associated with areas of study chosen from at least two of the five endorsed titles for Component 1.</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> <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>

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	<b>2009 OCR 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 are expected to produce outcomes that reflect the endorsement that they are entered for</li> <li>However, their preparatory work could contain work in other media</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 Edexcel 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 the 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 OCR GCSE in Art and Design</b>	<b>2016 Edexcel GCSE in Art and Design</b>	<b>Notes</b>
<b>Written annotation</b>	<p>Although not an explicit assessed requirement, students may submit in their portfolio:</p> <ul style="list-style-type: none"> <li>annotated sheets as explicit evidence of the relationship process and outcome</li> <li>annotated journals as evidence of critical and contextual 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>	<p>For more information on written annotation in the 2016 Edexcel GCSE in Art and Design, please refer to the <i>written annotation guide</i>.</p>
<b>Assessment grid</b>	<ul style="list-style-type: none"> <li>A single grid for assessing both components</li> <li>Five levels of attainment</li> <li>Five marks available in each level of attainment</li> <li>25 marks available per Assessment Objective and 100 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>Six levels of performance instead of five 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> <p>For more information about how to apply the assessment grid, please see page 31 of the <i>specification</i>.</p> <p>Please also refer to the <i>visual exemplars</i> provided.</p>