

## GCSE Art and Design 2016: frequently asked questions (FAQs)

Question	Answer	Is this different from the legacy qualification?
<p><b>What is the structure of the reformed qualification?</b></p>	<p>GCSE Art and Design consists of two internally assessed and externally moderated components:</p> <p><b>Component 1 Personal Portfolio</b> Internally set and worth 60% of the qualification</p> <p><b>Component 2 Externally Set Assignment</b> Worth 40% of the qualification</p>	<p>No – the structure of the reformed qualification is the same as the structure of the legacy specification.</p>
<p><b>How many areas of study must a student work in?</b></p>	<p>Students entered for an endorsed title must work in <b>at least one</b> area of study within the endorsed title for both components, although they should be encouraged to use techniques and practices from across the areas of study.</p> <p>Students entered for the Art, Craft and Design title are required to create work associated with areas of study chosen from <b>at least two</b> of the five endorsed titles for Component 1.</p> <p>For Component 2, Art, Craft and Design students are required to create work associated with <b>at least one</b> area of study.</p> <p>The areas of study define the specialist practices within each endorsed title.</p>	<p>No – there is a change in terminology from 'discipline' in the legacy qualification to 'area of study' in the reformed qualification, and guidance on this point has been clarified in the reformed qualification. However, this does not represent a change from the legacy qualification.</p>

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<p><b>What other new terminology is used in the reformed specification?</b></p>	<p>The term 'title' is new in the reformed qualification.</p> <p>The GCSE Art and Design qualification includes the broad-based Art, Craft and Design title, as well as the following five endorsed titles:</p> <ul style="list-style-type: none"> <li>• Fine Art</li> <li>• Graphic Communication</li> <li>• Textile Design</li> <li>• Three-dimensional Design</li> <li>• Photography</li> </ul>	<p>Yes – but this is a terminological change and will not affect your course delivery.</p>
<p><b>Is a short course GCSE available?</b></p>	<p>No – we no longer offer a short course GCSE.</p>	<p>Yes – the legacy qualification gave the option of entering students for a short course but this is not possible in the reformed qualification.</p>
<p><b>Is there a minimum number of projects required for the Personal Portfolio?</b></p>	<p>There is no requirement for a minimum number of theme(s), project(s) or task(s) for the Personal Portfolio.</p> <p>Centres are free to devise any theme(s), project(s) or task(s) appropriate to their students and resources. They may each have a separate focus or be interconnected.</p> <p>Students should demonstrate the ability to construct a sustained line of reasoning, which is coherent, relevant, substantiated and logically structured. All knowledge, skills, understanding and activities should therefore be relevant to the student's creative journey.</p> <p>The work undertaken for this component</p>	<p>No.</p>

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	should be seen as part of a substantive project(s), rather than a series of disjointed tasks, and work should evidence all the Assessment Objectives holistically.	
<b>Can students work in digital media?</b>	Students can work entirely in digital media or entirely in non-digital media, or in a mixture of both, provided the specification aims and Assessment Objectives are met.	No.
<b>Has the Externally Set Assignment paper changed?</b>	<p>The format of the paper has not changed – the paper will continue to offer students a single theme from which to develop their response.</p> <p>However, we have redesigned the paper to ensure that it is visually engaging and accessible to students.</p> <p>In addition, the paper will no longer include a list of additional contextual references. Instead, a list of additional contextual references, which you and your students might find useful when working on Component 1 or Component 2 can be downloaded from the Edexcel website at any time.</p>	Yes – the paper has been redesigned and additional contextual references will no longer be included.
<b>When is the Externally Set Assignment paper released to centres?</b>	The Externally Set Assignment paper will be available to download from the Edexcel website on 2 January each year, and can be given to students any time after its release.	No.
<b>How long is the preparatory period?</b>	<p>Centres are free to devise their own preparatory period.</p> <p>The preparatory period begins when students receive the paper and continues up until the</p>	Yes – we no longer recommend a preparatory period of approximately 20 hours. Rather, centres can devise a preparatory period appropriate to their students and timetable requirements.

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	<p>start of the period of sustained focus.</p> <p>In the preparatory period, students create preparatory studies in response to the theme.</p>	
<p><b>Can students continue working on their preparatory studies after the preparatory period has concluded and the sustained focus period has begun?</b></p>	<p>No – once the sustained focus period has begun, students may no longer work on their preparatory studies.</p> <p>Students should be given access to their own preparatory studies during the timed sessions of the sustained focus period but they may not alter or add to them.</p> <p>All work, including preparatory studies and work in progress, must be handed in and kept securely between timed sessions. Centres are responsible for ensuring no additional work is brought in or out of each session.</p> <p>Students will not be able to access any of their work outside of the timed sessions.</p> <p>Once the 10-hour sustained focus period has ended, students will not be able to add to or alter their work.</p>	<p>Yes – the opportunity to produce supplementary work between the timed sessions of the sustained focus period is no longer allowed.</p>
<p><b>How long is the sustained focus period?</b></p>	<p>The sustained focus period is 10 hours long and must be conducted under formal supervision. It may take place over multiple sessions (a maximum of four within three consecutive weeks).</p>	<p>No – although additional guidance given on how the sustained focus period may be split into multiple sessions.</p>
<p><b>What is the grading system?</b></p>	<p>The reformed qualification will be graded from 9 to 1, with 9 being the top grade.</p> <p>Under the new grading system:</p> <ul style="list-style-type: none"> <li>• Broadly the same proportion of students will achieve a grade 4 and above as</li> </ul>	<p>Yes – this is a new grading system to replace the legacy A* to G grading system.</p>

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	<p>currently achieve a grade C and above.</p> <ul style="list-style-type: none"> <li>• Broadly the same proportion of students will achieve a grade 7 and above as currently achieve an A and above.</li> <li>• For each examination, the top 20 per cent of those who get grade 7 or above will get a grade 9 – the very highest performers.</li> <li>• The bottom of grade 1 will be aligned with the bottom of grade G.</li> <li>• Grade 5 will be positioned in the top third of the marks for a current grade C and bottom third of the marks for a current grade B. This will mean it will be of greater demand than the present grade C, and broadly in line with what the best available evidence tells us is the average PISA performance in countries such as Finland, Canada, the Netherlands and Switzerland.</li> </ul>	
<p><b>What will be regarded as a good pass?</b></p>	<p>Grade 5 will be considered the new 'good' pass.</p> <p>Grade level 5 is comparable to a low B or high C under the legacy specification grading system.</p>	<p>Yes – grade 5 will be of greater demand than the present grade C (positioned in the top third of the marks for a current grade C and the bottom third of the marks for a current grade B).</p>
<p><b>What is the requirement for drawing in the reformed qualification?</b></p>	<p>All students must demonstrate the ability to use drawing skills for different needs and purposes, appropriate to the context.</p> <p>However, students are not required to demonstrate technical mastery of drawing skills unless this is relevant to their area of</p>	<p>Yes – all students are now expected to produce explicit evidence of drawing.</p>

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<b>How will drawing be assessed?</b>	Drawing must feature as assessment evidence for all four Assessment Objectives, as appropriate to the student’s creative intentions. Drawing evidence should make a worthwhile contribution to a student’s body of work as a whole.	Yes.
<b>What is the requirement for written annotation in the reformed qualification?</b>	Students will be required to demonstrate the ability to record their ideas, observations, insights and independent judgements through written annotation, using appropriate specialist vocabulary, as work progresses. Written annotation should be purposeful, not descriptive: it should aim to analyse and explain, rather than exclusively describe, the growth of a student’s creative journey and intentions. The purpose of integrated written annotation is to allow students to: <ul style="list-style-type: none"> <li>• analyse critically, evaluate and reflect on their own work and that of others</li> <li>• record notes on developments, experiments, ideas or visits.</li> </ul> Students must show evidence of written annotation in every title.	Yes – all students are now expected to produce explicit evidence of written annotation.
<b>How will written annotation be assessed?</b>	Written annotation must feature as assessment evidence for Assessment Objective 3. However, it may also feature as assessment evidence for the other Assessment Objectives, as relevant to the student’s creative intentions.	Yes.

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<p><b>Will there be guidance about drawing and written annotation from Edexcel?</b></p>	<p>Comprehensive guidance about drawing and written annotation will be available from Edexcel.</p>	<p>Yes – no explicit guidance about drawing and written annotation was provided for the legacy specification.</p>
<p><b>What are the Assessment Objectives in the reformed qualification?</b></p>	<p>The four Assessment Objectives have been revised as follows:</p> <p>A01 Develop ideas through investigations, demonstrating critical understanding of sources</p> <p>A02 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>A03 Record ideas, observations and insights relevant to intentions as work progresses</p> <p>A04 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>	<p>Yes – all Assessment Objectives have been amended.</p> <p>In AO1 there is now emphasis on critical understanding rather than analytical and cultural understanding.</p> <p>In AO2 there is now emphasis on refining work by exploring ideas rather than refining ideas.</p> <p>In AO3 there is now emphasis on the purpose and value of recording as work develops.</p> <p>In AO4 there is now emphasis on evidencing understanding of visual language in realising intentions.</p>
<p><b>How many mark bands are there in the new assessment grid?</b></p>	<p>In the new assessment grid, there are six mark bands:</p> <ul style="list-style-type: none"> <li>• Limited</li> <li>• Basic</li> <li>• Emerging Competent</li> <li>• Competent and Consistent</li> <li>• Confident and Assured</li> <li>• Exceptional</li> </ul> <p>Each mark band contains three marks with</p>	<p>Yes – there were only five mark bands in the legacy assessment grid, each of which contained four marks.</p>

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	which to differentiate levels of performance within the band, according to whether a student just meet the descriptors, mostly fits the descriptors or fully meets the descriptors.	
<b>What is the maximum total mark available for the two components?</b>	There are 72 marks available for each component.	Yes – in the legacy qualification there were 80 available for each unit.
<b>What is the maximum mark for each Assessment Objective?</b>	The maximum mark available for each Assessment Objective is 18 marks.	Yes – the maximum mark available for each Assessment Objective in the legacy qualification is 20 marks.
<b>How should the performance within a mark band be determined?</b>	You need to decide whether a student’s assessment evidence ‘just’ meets, ‘mostly’ meets or ‘fully’ meets the descriptors in the band to determine the appropriate mark.	Yes.
<b>Will there be guidance about accurate assessment of students’ work for the two components available from Edexcel?</b>	Edexcel will provide assessment guidance including a range of visual exemplars and free teacher marking training events to support accurate assessment of students’ work for the Personal Portfolio and the Externally Set Assignment.	Yes – teacher marking training is now free.