



Getting Started Guide

GCSE (9-1) Art and Design

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Art and Design

Getting Started: GCSE Art and Design 2016

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1. Introduction

Art and Design equips students with the skills to enjoy, produce and engage with the visual arts throughout their lives, and it has immense value as a GCSE subject.

GCSE Art and Design provides the opportunity for students to:

- explore both contemporary and historical sources of art, craft and design first hand through, for example:
 - visiting museums, galleries, art shows and fairs
 - experiencing audio-visual productions, including still and moving imagery
 - their surroundings and environments
- take an individual approach to their art, craft and design making
- develop the skills of selecting their best and most appropriate work for presentation.

This *getting started guide* provides an overview of the new *GCSE Art and Design specification* to help you understand the changes you might need to make to your current course delivery.

We will be providing a package of support to help you plan and implement the new specification.

- **Planning:** in addition to the section in this guide, we will be providing an editable course planner and editable schemes of work that you can adapt to suit your department.
- **Delivery:** We will be producing guidance documents to give extra support on how to deliver Component 1 Personal Portfolio, and extra guidance on two new requirements in the GCSE course: drawing and written annotation.
- **Understanding the standard:** We will be creating a comprehensive bank of marked exemplar student work (for both Component 1 Personal Portfolio and Component 2 Externally Set Assignment across a range of abilities and endorsed titles) with accompanying examiner commentaries, as well as free teacher marking training events, to help you understand the standard of the new GCSE.
- **Personal, local support:** Our subject advisor service, led by Susan Young, will ensure you receive help and guidance when you need it.

These support documents will be available on the GCSE 2016 Art and Design pages: <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html>

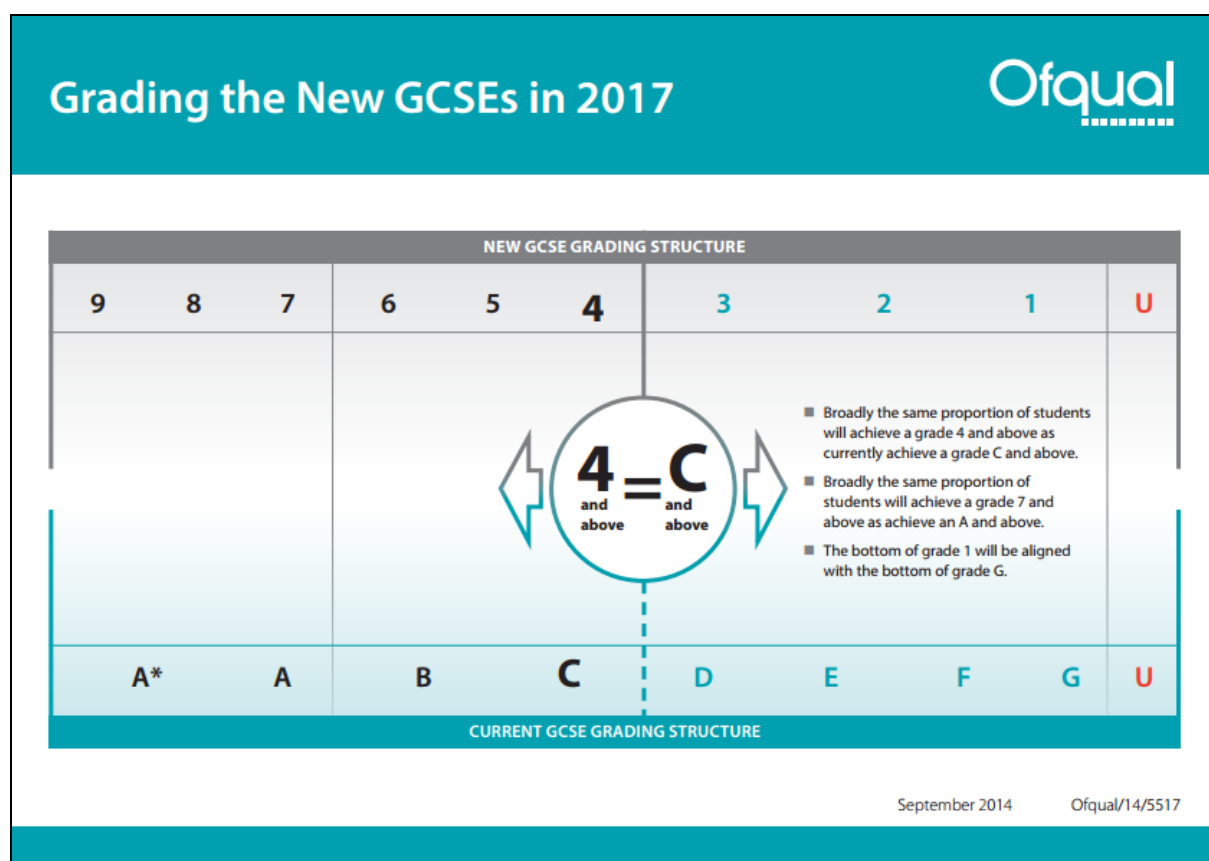


2. What's changed?

2.1 What are the changes to the GCSE qualification?

All GCSE qualifications are going through a phased programme of reform. There are some general changes that will apply to all GCSE qualifications.

- Fully linear structure: All reformed GCSE qualifications will be fully linear, with all assessments taking place at the end of the course. This change has a relatively small impact on GCSE Art and Design. Students will have to complete Component 2 Externally Set Assignment (ESA) in the year they have been entered for the qualification, and you will need to ensure that they are responding to the correct ESA theme (the one issued in their terminal year).
- New grading scale: All reformed GCSE qualifications will have a new grading scale, which means students will be graded from 9 to 1 (where 9 is the top grade) rather than from A* to G. The diagram below shows how the two grading scales compare (though note that Ofqual is cautioning against drawing direct comparisons).



- Ofqual has issued the following guidance on the new grading scale:
 - Broadly the same proportion of students will achieve a **grade 4** and above as current achieve a **grade C** and above.
 - Broadly the same proportion of students will achieve a **grade 7** and above as currently achieve a **grade A** and above.
 - For each assessment, the top 20 per cent of those who get **grade 7** and above will get a **grade 9** – the very highest performers.
 - The bottom of **grade 1** will be aligned with the bottom of **grade G**.

2. What's changed?

- **Grade 5** will be 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**. This means a grade 5 will be of greater demand than the present grade C.
- The government has confirmed that grade 5 will be the new 'good pass'.
- Controlled assessment: Other GCSE qualifications have seen a significant reduction in controlled assessment or the disappearance of controlled assessment altogether. However, the reformed GCSE Art and Design qualification will comprise Personal Portfolio (coursework) and an Externally Set Assignment, and both components will continue to be 100% internally assessed and externally moderated.

Changes to GCSE Art and Design content requirements

The content requirements for GCSE Art and Design have been revised. All awarding organisations' specifications for GCSE Art and Design must meet these criteria.

There have been some small changes in terminology in the content requirements and the resulting GCSE Art and Design qualification:

Old terminology	New terminology
Unendorsed Art and Design course	The unendorsed Art and Design course is now referred to as the Art, Craft and Design title
Endorsements, e.g. Fine Art, Photography	Endorsements are now referred to as endorsed titles
Disciplines	Disciplines are now referred to as areas of study

The content requirements specify the areas of study all awarding organisations must include as a minimum for each title offered. As a consequence, you will see significantly more areas of study in the reformed GCSE Art and Design qualification. These are listed in **Section 2.2 Changes to the specification**.

The GCSE Art and Design qualification requires students to demonstrate the knowledge and understanding listed below through practical application of skills to realise personal intentions relevant to their chosen title(s) and related area(s) of study.

Students will be required to know and understand:

- how sources inspire the development of ideas, drawing on:
 - the work and approaches of artists, craftspeople and designers from contemporary and/or historical contexts, periods, societies and cultures
 - contemporary and/or historical environments, situations or issues
 - other relevant sources researched by the student in the chosen qualification title and area(s) of study
- the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including:
 - colour
 - line
 - form
 - tone

2. What's changed?

- texture
- the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to students' own creative intentions and chosen area(s) of study
- the different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work.

Students will be required to demonstrate the ability to:

- develop their ideas through investigations informed by selecting and critically analysing sources
- apply an understanding of relevant practices in the creative and cultural industries to their work
- refine their ideas as work progresses through experimenting with media, materials, techniques and processes
- record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses
- use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of:
 - media
 - materials
 - techniques
 - processes
 - technologies
- use drawing skills for different needs and purposes, appropriate to the context
- realise personal intentions through the sustained application of the creative process.

Digital / non-digital

Two new explicit requirements for GCSE Art and Design qualifications are for students to submit evidence of drawing and written annotation. We say explicit requirements because we already see evidence of drawing and written annotation in lots of GCSE Art and Design submissions. Now, though, it is a requirement for students to submit evidence of drawing and written annotation. We provide additional guidance on these requirements in **Section 2.2 Changes to the specification**.

Changes to Assessment Objectives

The GCSE Art and Design Assessment Objectives have been revised, although the changes are relatively small as you can see from the table below.

	New Assessment Objectives	Old Assessment Objectives
AO1 25%	Develop ideas through investigations, demonstrating critical understanding of sources	Develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding
AO2 25%	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes

2. What's changed?

A03 25%	Record ideas, observations and insights relevant to intentions as work progresses	Record ideas, observations and insights relevant to their intentions in visual and/or other forms
A04 25%	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements

The essence of the Assessment Objectives is the same – students will still be expected to develop, refine, record and present. However, there are subtle differences:

- A01 has been simplified: Students need to demonstrate **critical understanding** of sources, and one of the best ways of demonstrating critical understanding of sources is to show that they have informed ideas and investigations.
- A02 remains largely unchanged: Students **refine work** by exploring ideas, rather than refining ideas, but they are still expected to do this through selecting and experimenting with appropriate media, materials, techniques and processes.
- A03 remains largely unchanged: **As work progresses** gives a new emphasis on recording as a continual process, which should take place throughout the creative journey. Although forms of recording aren't explicitly mentioned in the Assessment Objective, the subject content states that students should record 'visually and through written annotation'.
- A04 has been updated: There is a requirement for students to demonstrate their understanding of **visual language**. By visual language, we mean use of the formal elements and imagery to communicate visually.

2.2 Changes to the specification

Specification overview

Component 1 Personal Portfolio 60%	Component 2 Externally Set Assignment 40%
<ul style="list-style-type: none"> • From centre-set theme(s) in consultation with students • Students produce a portfolio of work demonstrating knowledge, understanding and skills, and comprising supporting studies and personal response(s) • There are 72 marks available for this component • Internally assessed • Externally moderated 	<ul style="list-style-type: none"> • The culmination of the GCSE course • From an externally-set theme (released on 2 January) • Centres devise a 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 • Internally assessed • Externally moderated

Changes to specification content

We will no longer offer a short course GCSE. All students will have to be entered for a full GCSE qualification.

We will continue to offer the following GCSE titles:

- Art, Craft and Design
- Fine Art
- Graphic Communication
- Textile Design
- Three-dimensional Design
- Photography

Within each of the titles, you will find significantly more areas of study in response to the content requirements. The areas of study define the specialist practices within each title. It is expected that students will use techniques and practices from across the areas of study as appropriate to their creative intentions.

Art, Craft and Design	<p>For Component 1, Art, Craft and Design students are required to create work associated with areas of study chosen from at least two of the five endorsed titles.</p> <p>For Component 2, Art, Craft and Design students are required to create work associated with at least one area of study.</p> <p>Art, Craft and Design students are not permitted to select both sculpture in Fine Art and sculpture in Three-dimensional Design as their chosen areas of study, nor are they permitted to select both installation in Fine Art and installation in Photography as</p>
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2. What's changed?

	their chosen areas of study. For more information, see page 11 of the <i>GCSE Art and Design specification</i> .
Fine Art	Students could develop work in at least one of the following areas of study: <ul style="list-style-type: none"> • Drawing • Installation • Lens-/light-based media • Mixed media • Land art • Printing • Painting • Sculpture
Graphic Communication	Students could develop work in at least one of the following areas of study: <ul style="list-style-type: none"> • Advertising • Communication graphics • Design for print • Illustration • Interactive design (including web, app and game) • Multi-media • Package design • Signage • Typography
Textile Design	Students could develop work in at least one of the following areas of study: <ul style="list-style-type: none"> • Constructed textiles • Digital textiles • Dyed fabrics • Printed fabrics • Fashion design • Installed textiles • Soft furnishings • Stitched and/or embellished textiles
Three-dimensional Design	Students could develop work in at least one of the following areas of study: <ul style="list-style-type: none"> • Architectural design • Interior design • Product design • Environmental/landscape design • Sculpture • Design for theatre, film and television • Jewellery and body adornment • Ceramics
Photography	Students could develop work in at least one of the following

	<p>areas of study:</p> <ul style="list-style-type: none">• Documentary photography• Photo-journalism• Studio photography• Location photography• Experimental imagery• Installation• Moving image: film, video and animation
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All students will be required to submit evidence of drawing and written annotation.

Drawing

Students will be required to demonstrate the ability to use drawing skills for different needs and purposes, appropriate to the context.

Drawing is a new explicit requirement in GCSE Art and Design, and students will be expected to use drawing to support the development process within their chosen area(s) of study.

However, it is important to understand that students are not required to demonstrate technical mastery of drawing skills unless this is appropriate to their chosen area(s) of study.

Rather, we want to see all students using mark-making as a way of developing and expressing their ideas.

Page 8 of the *GCSE Art and Design specification* gives information on what drawing is taken to mean in the context of this qualification, and further detail is given on the title-specific pages (pages 13, 15, 17, 19 and 21).

In addition, we will be producing a *drawing guide* which will show visually just some of the multitude of forms drawing might take in each of the titles. This document will be available to download from the GCSE 2016 Art and Design pages: <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html>

There is some information on assessing drawing in the **Changes to assessment** section below, and more assessment guidance will be provided in the *drawing guide*.

Written annotation

Students will be required to demonstrate the ability to record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses.

Written annotation is a new explicit requirement in GCSE Art and Design but it doesn't mean that students should stop recording their ideas, observations, insights and independent judgements visually.

Written annotation should be purposeful, showing analytical and critical understanding of their own work and the work of others.

Page 8 of the *GCSE Art and Design specification* gives information on the purpose of integrated written annotation.

2. What's changed?

In addition, we will be producing a *written annotation guide* which will show just some of the many ways in which written annotation might be used to support a student's creative journey in each of the titles. This document will be available to download from the GCSE 2016 Art and Design pages:

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html>

There is some information on assessing written annotation in the **Changes to assessment** section below, and more assessment guidance will be provided in the *written annotation guide*.

Changes to assessment

The four Assessment Objectives are equally weighted and students' work must show evidence of all four Assessment Objectives.

We have redesigned the GCSE Art and Design assessment grid:

- in response to teacher feedback
- so that the performance descriptors relate directly to the new Assessment Objectives
- so that the GCSE, AS and A level assessment grids have a common structure, giving a consistent assessment experience across the qualifications.

The newly designed GCSE assessment grid will be used to assess all work produced for Component 1 Personal Portfolio and Component 2 Externally Set Assignment in all titles.

The newly designed grid has:

- Six levels of performance rather than five: More levels of performance allows you to differentiate between students of different abilities more easily.
- Three marks per level of performance rather than four: Fewer marks within each level of performance means that, once you have identified the correct level, you have fewer marks to choose between – you simply have to judge whether the student is 'just', 'mostly' or 'fully' in that level.
- 18 marks per Assessment Objective.
- 72 marks available in total (per component).

Drawing

Drawing can form part of a student's evidence for any of the four Assessment Objectives, as relevant to the student's creative intentions. Therefore, drawing will be assessed through all four of the Assessment Objectives.

Written annotation

Written annotation can support a student's evidence for any of the four Assessment Objectives, as relevant to the student's intentions. However, we expect written annotation to be assessed primarily through Assessment Objective 3 (record).

When making assessment judgements about drawing and written annotation, you should consider what the drawing and written annotation evidence contributes to the student's creative journey and creative intentions. What value does the drawing or written annotation evidence have within the body of work as a whole?

There is more information about assessing GCSE Art and Design in **Section 4 Assessment guidance** below.

3. Planning

3.1 Planning and delivering your course

In the first instance you need to decide, based upon the resources available to you and the areas of expertise within your department, which of the GCSE Art and Design titles to offer. Students must work in the same title for both components. You then need to plan a GCSE course that gives students opportunities to work in appropriate area(s) of study.

For Component 1, Art, Craft and Design students are required to create work associated with areas of study chosen from **at least two** of the five endorsed titles.

For Component 2, Art, Craft and Design students are required to create work associated with **at least one** area of study.

For both components, students following endorsed titles are required to create work associated with **at least one** area of study within the chosen endorsed title.

The GCSE Art and Design qualification is 120 guided learning hour course of study. We have produced an editable course planner showing ways in which the 120 guided learning hours can be delivered over 1, 2 or 3 years (but note that we **do not** recommend delivering GCSE Art and Design in fewer than 120 guided learning hours). The *course planner* is available to download from the GCSE 2016 Art and Design pages: <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html>

Induction period

If time allows, we would recommend building an induction period into your GCSE Art and Design course to give students the chance to start developing the knowledge, understanding and skills that will underpin the rest of the course, including opportunities for mark-making and recording written observations, without the pressure of producing work for assessment.

As the course planner suggests, students could be given the opportunity to generate and develop ideas by completing a small discrete project.

We would recommend that work produced during the induction period is not submitted for assessment unless you and your student feel it evidences the creative journey the student has been on. This will give students the freedom to experiment and express their ideas without worrying about assessment.

If resources are available, an induction period is also an excellent time to try to organise enrichment opportunities, such as gallery visits, workshops with local artists, craftspeople or designers, or visits to areas of local interest.

Component 1 Personal Portfolio

The Personal Portfolio is a body of practical research and development leading to the creation of a personal response(s) relevant to the student's own ideas and chosen areas of study.

Centres are free to devise any theme(s), project(s) or tasks(s) appropriate to their students and resources. They may each have a separate focus or be interconnected. We don't place any restrictions on centres in terms of task-setting for the Personal Portfolio, however it's very important that the tasks set give students the opportunity to:

- address all of the Assessment Objectives

3. Planning

- produce evidence of drawing and written annotation
- work in appropriate area(s) of study
- show a coherent journey with a sustained focus.

We have produced a *Personal Portfolio guide*, which gives extensive advice on devising theme(s), project(s) or task(s) for Component 1 Personal Portfolio. The *Personal Portfolio guide* is available to download from the GCSE 2016 Art and Design pages: <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html>

You may find it beneficial to plan time in the course to run a mock Externally Set Assignment, perhaps using the *Sample Assessment Materials* or past papers. This will give students a chance to experience what it is like producing personal response(s) in 10 hours under examination conditions to a theme set by Edexcel. Work produced as part of this mock Externally Set Assignment could be submitted as part of the body of work for the Personal Portfolio.

Finally, you may like to consider completing the Externally Set Assignment early enough to give students time to revisit their Personal Portfolio work prior to submitting it for assessment, after which time they may not add to or alter it.

The proportion of the 120 guided learning hours spent on this component should reflect its 60% weighting.

Component 2 Externally Set Assignment

The Externally Set Assignment represents the culmination of the GCSE course as it allows students to draw together all the knowledge, understanding and skills they have developed working on Component 1 Personal Portfolio.

The Externally Set Assignment paper will be released by Edexcel each year on 2 January. It will be available to download from the Edexcel website from this time and hard copies will be sent to centres based on estimated entries. The paper can be given to students any time after 2 January. Teachers will not be able to access the paper before 2 January.

Centres are free to devise their own preparatory period of study – it can start any time after the release of the paper and it must end once the period of sustained focus has begun.

The preparatory period of study can be an excellent time to try to organise an enrichment opportunity. For example, a gallery visit, workshop or visit to a local area of interest could support students' responses to the externally set theme, and could inspire some interesting ideas.

Once the preparatory period of study has concluded, students may not add to or alter their preparatory studies. Although students should be given access to their own preparatory studies during the timed sessions, they are not permitted to add to or alter them (and centres must ensure that no additional work is brought in to or out of timed sessions).

The 10-hour period of sustained focus under examination conditions, in which students work unaided to produce personal response(s) with reference to their preparatory studies, may take place over multiple sessions (a maximum of four within three consecutive weeks). Students must not be given access to their preparatory studies or their personal outcome(s) either between timed sessions or once the timed sessions have concluded.

At the end of the course

Students should be given the time and opportunity to select work carefully for submission. Make it clear to them that the work they select must show:

- convincing evidence of all four Assessment Objectives
- evidence of drawing and written annotation

- evidence of working in appropriate area(s) of study
- evidence of a coherent journey with a sustained focus.

You should reiterate to students that the quality of their work (and not the quantity) is the important factor, and be prepared to guide them in deselecting work that does not contribute anything to their assessment evidence as a whole.

You must ensure that all student work is marked accurately and, where marking has been carried out by more than one teacher in a centre, a process of internal standardisation has been carried out. There is more information about internal standardisation on page 27 of the *GCSE Art and Design specification*.

3.2 Suggested resources

Students must have equal access to IT resources.

The resources (media, materials) required will depend both on the titles delivered and the chosen area(s) of study.

We have produced a document containing *contextual references* to support teachers delivering and students taking GCSE Art and Design. While they are organised by title, it is extremely important to remember that there is great value in students looking at a wide range of visual stimuli across different titles and areas of study to help them understand how other artists, craftspeople and designers use visual language, processes, materials and techniques in their work.

These *contextual references* are available to download from the GCSE 2016 Art and Design pages: <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html>

3.3 Delivery models

One of the strengths of the GCSE Art and Design qualification is its flexibility.

We recommend that centres design a course of study which is appropriate for its students and resources, drawing on areas of staff expertise.

To support centres in so doing, we have produced an editable *course planner* and editable *schemes of work* (one for Component 1 and one for Component 2). These documents are available to download from the GCSE 2016 Art and Design pages: <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html>

4. Assessment guidance

4.1 Implications of linear assessment

All reformed GCSE qualifications will be fully linear, with all assessments taking place at the end of the course.

GCSE Art and Design students will have to complete Component 2 Externally Set Assignment (ESA) in the year in which they are entered for the qualification, and you will need to ensure that they are responding to the correct ESA theme (the one issued in January of their terminal year).

If a student wishes to retake their GCSE Art and Design qualification, they will have to submit a completely new Personal Portfolio, and they will have to respond to the ESA released in the year that the resit is taken. Work already submitted for assessment cannot be resubmitted.

4.2 Assignment setting

Component 1 Personal Portfolio

Centres must devise appropriate theme(s), project(s) or task(s) in consultation with students, which may each have a separate focus or be interconnected. Centres must ensure that theme(s), project(s) or task(s) set give students opportunities to:

- address all of the Assessment Objectives
- produce evidence of drawing and written annotation
- work in appropriate area(s) of study
- show a coherent journey with a sustained focus.

The proportion of the 120 guided learning hours spent on this component should reflect its 60% weighting.

Students' work must comprise supporting studies and personal response(s). Supporting studies should show students' develop of ideas and progress through their work. The quality of the work submitted for assessment is key; students should be encouraged to select a focused body of work for submission that evidences:

- the progression of their ideas and work
- a coherent journey with a sustained focus
- the four Assessment Objectives
- drawing and written annotation
- work in appropriate area(s) of study.

Component 2 Externally Set Assignment

The Externally Set Assignment is set by Pearson and will be released on 2 January in the year of assessment. The Externally Set Assignment will be available on our secure website from 2 January, and hard copies will be dispatched to centres based on estimated entries.

You can share the Externally Set Assignment with students as soon as it is released on 2 January.

All students should be given a copy of the Externally Set Assignment exactly as it appears on the website.

Students' work must comprise preparatory studies (produced during the centre-devised preparatory study period) and personal response(s) (produced during the 10-hour period of sustained focus).

Preparatory studies

Preparatory studies should show students' development of ideas and progress through their work.

Work on preparatory studies must conclude once the 10-hour period commences. From the commencement of the assessment period until its completion, and at all times in between, students must not add to or alter their preparatory studies.

10-hour period of sustained focus

During the 10-hour period of sustained focus, students will produce their final response(s) to the Externally Set Assignment, based on their preparatory studies.

Final response(s) could be a single artefact, a series of artefacts or a group of artefacts.

Students must work unaided under examination conditions during this time. Teachers must not give students feedback on work in progress or suggest how to improve or develop response(s).

The 10-hour period of sustained focus under examination conditions may take place over multiple sessions (a maximum of four within three consecutive weeks).

Once the sustained focus period has started, all work, including the preparatory studies and personal response(s) in progress, must be retained by the centre under secure conditions and students must not have access to them, including between timed sessions.

Students must not add to their supervised work between the supervised sessions for the 10-hour period of sustained focus, and it is the responsibility of the centre to ensure that no additional work is brought in to or out of each timed session.

Work must not be added to or altered once submitted for assessment.

Students should plan the best use of the 10 hours to complete all response(s) within this time.

The 10-hour period of sustained focus does not include teacher direction, demonstration, preparation of workspaces or materials, clearing or storage of work.

4.3 Assignment taking**Authenticity**

In Component 2, students must produce work unaided during the 10 hours of sustained focus.

Teacher knowledge of student work in progress will help to confirm the authenticity of work submitted for assessment.

Students and teachers must sign the Authentication Sheet on page 41 of the *GCSE Art and Design specification*.

Collaboration

As part of the creative process, working with others may be of great benefit. However, teachers and centres must be satisfied that the work submitted for assessment is the student's own, and both student and teacher must sign the Authentication Sheet to this effect.

Feedback

During the period of sustained focus, teachers can help students to understand instructions, assessment criteria and controls. Teachers will also be able to support students with matters such as working space, materials and equipment, however they will not be able to give creative feedback and critique.

Assessment guidance

Resources

During the 10-hour period of sustained focus under examination conditions:

- in situations where computer workstations are situated near one another, invigilators must ensure that students are working independently
- internet access is prohibited and must be disabled on school workstations used
- mobile devices with internet access are not permitted.

Storing students' work

Component 1 Personal Portfolio

Work must not be added to or altered once submitted for assessment.

Personal Portfolio work submitted for assessment must be saved and kept securely until 20 September of the same year.

Component 2 Externally Set Assignment

Where the 10 hours of sustained focus is split into multiple sessions, all student work must be saved and kept securely between timed sessions. This includes work in progress and preparatory studies.

It is the responsibility of the centre to ensure that no additional work is brought in to or out of each timed session.

Work must not be added to or altered once submitted for assessment.

Work submitted for assessment must be saved and kept securely until 20 September of the same year.

4.4 Marking, internal standardisation and moderation

Marking

Before marking work, teachers should read page 31 of the *GCSE Art and Design specification*: Applying the assessment grid. They should also access and familiarise themselves with the range of *visual exemplars* available to download from the GCSE 2016 Art and Design pages:

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html>

These marked *visual exemplars* with accompanying examiner commentaries will help teachers understand the standard of the GCSE Art and Design qualification.

Centres should also try to send one member of the department to our free teaching marking training events.

Teachers should mark all student work using the assessment grid on pages 32 and 33 of the *GCSE Art and Design specification*.

A *teacher mark sheet* will be available to download from the GCSE 2016 Art and Design pages: <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html>

A separate sheet should be used for each component. You should write a mark for each criterion in the boxes provided and then total them.

The sheets for each student need to be displayed with the relevant work for moderation.

Internal standardisation

Where marking has been carried out by more than one teacher in a centre, there must be a process of internal standardisation carried out to ensure that there is a consistent application of the assessment criteria.

During the internal standardisation process, teachers must:

- refer to nationally standardised exemplars to ensure understanding of the standards of assessment are not isolated to achievement within the centre
- mark their own group's responses
- mark sample pieces of work together to compare marking standards across all teaching groups
- discuss any differences and ensure there is a common understanding of the criteria
- amend marks so they are consistent
- pay particular attention to marks awarded across both components and across all titles to ensure consistency of marking, using the generic assessment grid on pages 32 and 33 of the *GCSE Art and Design specification*.

Moderation

Marks awarded by the centre will be subject to external moderation by a visiting moderator from Pearson. Moderation will ensure consistency with national standards. Pearson will notify centres of the students whose work has been selected for moderation. This sample will take cohort size into account.

The moderator will contact the centre to arrange a visit at a mutually convenient time.

On the day of the moderator's visit, the centre must present all work from students identified in the sample so that it can be moderated during the visit.

Work should be presented in the most appropriate format for the medium of the work, allowing visiting moderators to view the original work in all cases.

Reproductions of the original artwork, including photographs of non-photographic work, on-screen display of artwork, online portfolios or video are acceptable means of presentation for assessment where the work is:

- digital in nature
- created specifically with the intention of implementing a digital medium or format as an integral part of the final piece.

Student work must be clearly labelled and identifiable by name and component number. Each component submitted for assessment must be accompanied by a completed *teacher mark sheet* and a signed copy of the *authentication sheet*, both of which are available to download from the GCSE 2016 Art and Design pages: <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html>.

Please refer to Pearson's *centre guidance* for GCSE Art and Design for detailed information on the presentation and submission of work. This will be available to download from the GCSE 2016 Art and Design pages:

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html>.

If the moderation indicates that centre assessment does not reflect national standards, an adjustment may be made to students' final marks to compensate.

For further information about standardisation and moderation please refer to the Joint Council for Qualifications (JCQ) Instructions for Conducting Coursework on the JCQ website: <http://www.jcq.org.uk>. The assessment of this qualification must comply with these instructions.