

GCSE 2016 Art & Design

Launch event



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Agenda

- Introducing our accredited specification
- GCSE reforms and new requirements
- Our research and approach
- Our accredited specification
- Support and resources
- Next steps



Supporting creativity, independence and progression

- More **flexibility and choice** – design a course of study that appeals to your students and draws on your expertise
- A **visually engaging and accessible** Externally Set Assignment (ESA) – students can feel confident when completing the ESA, using and refining their knowledge, understanding and skills developed during the course
- A **straightforward assessment grid** and accompanying visual exemplars
- Similar structure to our AS/A level for **smooth progression** – the GCSE and the A level follow a common approach to the ESA and assessment to ensure smooth progression to A level
- **Develops transferable skills**



The GCSE reforms

- Updated content and assessment requirements from Department for Education and Ofqual
- Fully linear structure
- New 9–1 grading scale, where 9 is the top level
- A reduction in internal assessment, unless coursework or controlled assessment are the only valid ways of assessing the subject
- No change to guided learning hours



Timeline

	2015	2016	2017	2018
Current specification	Summer assessment	Summer assessment	Final assessment	Resit opportunity
New specification		First teaching of two-year GCSE		First ESA released in January; first assessment

- The last available assessment for the current GCSEs will be June 2017.
- The reformed GCSEs will be reported in the 2018 performance tables.

9–1 Grading

NEW GCSE GRADING STRUCTURE											
9	8	7	6	5	4	3	2	1	U		
<div><div><div><div><div>4</div><div>and above</div></div><div>=</div><div><div>C</div><div>and above</div></div></div><div><div>←</div><div>→</div></div></div><div><ul style="list-style-type: none">■ Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above.■ Broadly the same proportion of students will achieve a grade 7 and above as achieve an A and above.■ The bottom of grade 1 will be aligned with the bottom of grade G.</div></div>											
A*			A		B	C	D	E	F	G	U
CURRENT GCSE GRADING STRUCTURE											



9–1 Grading continued

- Broadly the same proportion of students will achieve a **grade 4** and above as currently 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 bottom of **grade 1** will be aligned with the bottom of **grade G**.
- **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, and the government has confirmed that grade 5 will be the new 'good pass'.



Key requirements for Art and Design from 2016

All GCSEs will comprise two components: a coursework component worth 60% and a controlled assessment component worth 40%

Students are required to:

- submit evidence of using **drawing** to support the development process in both components
- use **written annotation** and appropriate **specialist terminology**



Ofqual requirements

Assessment Objectives

	Assessment Objective	Weighting
AO1	Develop ideas through investigations, demonstrating critical understanding of sources	25%
AO2	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	25%
AO3	Record ideas, observations and insights relevant to intentions as work progresses	25%
AO4	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	25%



Our research

Research carried out since 2012 with:

- teachers from schools across the country in face-to-face and telephone interviews, and surveys
- experienced moderators in face-to-face and telephone interviews
- a subject advisory group, comprising representatives from the teaching community and universities



Our research: key findings

- Current flexibility and choice should be retained.
- A need for clear guidance on drawing and written annotation.
- Assessment grid can be difficult to apply to student work.
- Language in the ESA paper could be made clearer to make the paper more accessible to all.



Our approach

- Retaining flexibility and choice.
- Preparing students to progress to AS and A level Art and Design.
- Clear guidance on drawing and written annotation both in the specification and in support documents.
- A newly-designed assessment grid in response to teacher feedback and to give a consistent approach to assessment grids at GCSE, AS and A level.
- An Externally Set Assignment paper which is visually engaging and accessible to all students.



Our accredited specification

- We will offer the following titles:
 - Art, Craft and Design
 - Fine Art
 - Textile Design
 - Graphic Communication
 - Three-dimensional Design
 - Photography
 - We will no longer offer a short course.
- Endorsed titles



Our accredited specification

- In 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. In Component 2, Art, Craft and Design students are required to create work associated with **at least one** area of study.
- In all endorsed titles, students can develop work in **one or more** area of study.



Overview of new specification

Component 1 Personal 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



Component 1

Personal Portfolio

- Students create a personal portfolio of work in response to theme(s) set by the centre (in consultation with students).
- Centres are free to devise any theme(s), project(s) or task(s) appropriate to their students and resources.
- Theme(s), project(s) or task(s) may each have a separate focus or be interconnected.
- Students' work must comprise supporting studies and personal response(s).
- Students' work must show evidence of all four Assessment Objectives.
- All work is internally marked (and standardised) and a sample of work will be moderated by a visiting moderator.



Component 2 Externally Set Assignment (ESA)

- Students present personal response(s) to an externally set broad-based thematic starting point, set in the ESA paper released on 2 January.
- Centres are free to devise their own preparatory period of study prior to the start of the 10-hour sustained focus period.
- Students' work must comprise preparatory studies and personal response(s):
 - preparatory studies – a portfolio of development work based on the theme developed during the preparatory period
 - personal response(s) – produced during sustained focus period, with reference to preparatory studies.



Component 2 Externally Set Assignment (ESA) continued

- Students' work must show evidence of all four Assessment Objectives.
- All work is internally marked (and standardised) and a sample of work will be moderated by a visiting moderator.



Drawing

- Drawing is at the heart of art and design and forms a core element of the practice of artists, craftspeople and designers.
- Drawing in the context of this GCSE is taken to mean:
 - recording the observed world, using mark-making in appropriate media
 - exploring ideas visually through the act of mark-making
 - investigating, through the exploration of drawing media to find new ways of expressing ideas, feelings or observations
 - experimenting with various tools, materials and techniques.



Drawing continued

- Students need to:
 - be aware that drawing takes many forms including two-dimensional mark-making and using materials to define three-dimensional space, and forms a core element of the practice of artists, craftspeople and designers
 - develop a range of drawing techniques and processes in order to communicate developing ideas clearly.



Drawing in Fine Art

Drawing can be applied in all its forms across traditions and technologies, and it can be critical and accurate as well as explorative and experimental. Drawing takes many forms from two-dimensional mark-making, to lines made using materials to define three-dimensional space.

Drawing is essential to recording from life, describing a mood or emotion, as well as capturing an expression, atmosphere or tension.



Drawing in Graphic Communication

Drawing in Graphic Communication is inherent in the process from initial idea to final realisation of the product. Design roughs to final working drawings, including digital drawings, form part of the essential process of discovery. Students should create drawings from primary sources using a range of media, techniques and processes. Students should also be aware of new and emerging technologies, which can be used in the processes of drawing and mark-making.



Drawing in Textile Design

Drawing is an essential skill in the development process of Textile Design, from initial visual research, recording from primary sources, through to the translation of ideas into finished designs. Drawing in Textile Design can embrace a range of tools across all areas of study, and outcomes can be digital and/or non-digital. A range of drawing and mark-making methods will encourage students to consider multiple ways of reading, thinking and applying drawing in different contexts.



Drawing in Three-dimensional Design

Students of Three-dimensional Design need to demonstrate how a three-dimensional world can be translated into a two-dimensional one through technical and free-hand drawings. It is important to develop drawing skills to express a range of emotions, using different tools, materials and techniques. The formal elements should also be applied, especially those such as texture, colour and light.



Drawing in Photography

The word 'photography' could be taken to mean 'a graphic representation with light'. In this way, a photograph can take on the qualities of a drawing. Drawing methods such as pen or pencil on paper may enhance students' development and understanding of photographic ideas, for example to plan shots, analyse and deconstruct their own imagery, or record ways in which practitioners have used formal elements and visual language. Students should use a variety of tools and materials, as appropriate, for recording their surroundings and source materials.



Written annotation

- Students will be expected to demonstrate the ability to record ideas, observations, insights and independent judgements visually and through informative written annotation, using suitable specialist vocabulary.
- The purpose of integrated written annotation is to encourage students to analyse critically, evaluate and reflect on their own work and that of others.



Course delivery

[Video](#) showing a 2015 GCSE exhibition (up to 2 minutes)



Our assessment grid

- A single assessment grid to be used to assess all work.
- Students' work must show evidence of all four Assessment Objectives.
- The four Assessment Objectives are equally weighted.
- Our draft assessment grid has:
 - More levels of performance (six rather than five);
 - Fewer marks within each level of performance (three rather than four);
 - A total of 72 marks available (18 marks per Assessment Objective).
- There is a total of 72 marks available for each component.



Our enhanced Externally Set Assignment

A visually engaging and accessible paper:

- A central theme with supporting visual and written stimuli.
- Four sub-sections: people, man made, environment, natural world.
- Each sub-section contains five visual artist references, seven text-based starting points and five bullet points:
 - Text-based starting points are brief statements giving different artistic and conceptual approaches to the theme;
 - Five text-based starting points link directly with the five visual artist references;
 - The two additional text-based starting points give further concepts that may apply to the theme.



Planning and delivery support

- A getting started guide will give an overview of the qualification and help you understand the changes and what they mean for your course and your students.
- An editable course planner and schemes of work.
- Mapping documents to highlight the differences and similarities between this qualification and the legacy qualifications.
- A guide on the Personal Portfolio.
- A guide on drawing in the qualification.
- A guide on written annotation in the qualification.
- A student guide.



Understanding the standard

- A comprehensive bank of marked exemplar student work and examiner commentaries to help you understand the standard of the new GCSE. We will be producing:
 - exemplars for both Component 1 Personal Portfolio and Component 2 Externally Set Assignment
 - exemplars across a range of student abilities
- Free teacher marking events.



Training from Pearson

Events to help you prepare to teach the new specification:

- Free Getting Ready to Teach events in spring/summer 2016.
- Free Teacher Marking events.
- Professional development events with a focus on developing expertise to support good teaching and learning.

www.edexcel.com/training



Subject Advisor

- Our Art and Design subject advisor service, led by Susan Young, will ensure you receive help and guidance when you need it.
- Through her eUpdates, Susan will keep you up to date with:
 - qualification news
 - information about support and resources.
- You can contact Susan and her team:
 - email: TeachingArtandDesign@pearson.com
 - telephone: 0844 576 0032 (+44 (0) 207 010 2181 from outside UK)





Pearson is recruiting

- Pearson is recruiting for GCSE Art and Design.
- We have exciting opportunities to become a moderator for Art and Design:
 - get closer to the qualification you are teaching
 - gain insight on national standards
 - grow your career.
- Apply via the Pearson website.



Next steps

- Sign up for our subject advisor eUpdates - TeachingArtandDesign@pearson.com
- Visit the website to download further copies of the accredited specification and register your interest in the qualification – www.edexcel.com/gcseart16
- Look out for information about our Getting Ready to Teach events