



GCSE Art and Design

Extra time and SEND FAQs

Can students receive extra time during the 10-hour period of sustained focus in Component 2?

The simple answer regarding extra time is that it depends on the student and their individual access arrangements as determined by the SENCO. It is not automatically applied to all subjects once allocated and is dependent on the needs evidenced in the application.

In September 2024, JCQ updated clause 5.2.5 of [Access Arrangements and Reasonable Adjustments 2024/25](#) (p.48) relating to extra time in Art and Design:

5.2.5

*Extra time **will not** be permitted in examinations testing the time in which a skill is performed, such as a Dance or Drama practical assessment, a musical performance, or a sport, where timing is an explicit part of the assessment objective.*

25% extra time would be awarded in a timed Art examination where a candidate has a formally diagnosed medical condition, a physical disability or a sensory impairment which has a substantial and adverse effect on their manual dexterity, their physical coordination. The candidate is demonstrably slower when, for example, mixing paints, painting and/or sketching.

In rare and exceptional circumstances there may be candidates with substantially slower processing, poor memory skills, difficulties with sequencing and/or visual perceptual weaknesses which are impacting on their ability to perform the skill to their expected level when under timed conditions.

Would a learner be granted the same period of extra time as a non-practical subject?

Access arrangements are determined according to individual needs and because the 10-hour supervised period is a practical assessment, extra time granted to a learner for non-practical reasons would not necessarily be applicable.

Can SEND students complete their 10 hours over a greater number of sessions than outlined in the specification?

For GCSE Art and Design, candidates can be allowed to sit the 10-hour sustained period in a flexible way in order to cater to their individual needs. For example, the timings can be broken up into smaller sessions to make them more manageable (a maximum of four sessions within three consecutive weeks) and you can have different sessions from the rest of the cohort for specific students if needed. If physical needs cannot be met through the flexible delivery of the qualification, an application would need to be made based on their needs and the arrangements put in place would be decided on an individual basis.

Can SEND students with a substantial impairment listen to music/white noise during the period of sustained focus?

Below is the guidance published in the JCQ document [Access Arrangements and Reasonable Adjustments 2024/25](#) (p.90) regarding listening to music/white noise for students with a substantial impairment.

5.23 LISTENING TO MUSIC/WHITE NOISE DUE TO A SUBSTANTIAL IMPAIRMENT

5.23.1 For those qualifications listed within the Deadlines section, an application must be processed using Access arrangements online.

5.23.2 The SENCo must complete Form 9 confirming the candidate's disability. This will be a candidate with social, emotional and mental health needs or a candidate with a sensory impairment such as tinnitus or misophonia. Formal evidence must be available to confirm the candidate's medical condition.

5.23.3 The centre must ensure that the candidate uses a device which cannot be connected to the internet.

The music playlist must be checked to ensure an advantage is not conferred to the candidate.

You can find more information at [Access arrangements | Pearson qualifications](#) and applications should be made in consultation with your SENCO. Please also see the JCQ guidance on [Regulations and Guidance - JCQ Joint Council for Qualifications](#).