

IGCSE

Edexcel IGCSE

Art and Design (4310, 4311,  
4312, 4313)

November 2006

Examiners' Report

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## Introduction

The aim of this report is to give a realistic overview of the 2006 November series IGCSE Art and Design 4310 - 4313 which will hopefully help and support centres in future submissions. The November series had fewer submissions in comparison to the numbers entered for the May 2006 series. It is therefore appropriate that centres refer also to the Chief Examiner's report for the May 2006 series as many of the points made in this report are also applicable to the November series. This report can be found on the Edexcel International website - [www.edexcel.org.uk](http://www.edexcel.org.uk).

Also on the website are details of the online training event which took place on 20<sup>th</sup> September 2006. This included feedback on the summer 2006 examination and advice on how to enhance candidate performance.

The purpose of this event was to:

- Provide feedback on the summer 2006 examination
- Clarify and confirm the syllabus requirements and illustrate the expected standards.
- Consider ways of enhancing candidate performance.

The information is provided through:

1. Audio Presentation
2. Power Point slides

Below are a number of points which are worth reinforcing for the benefit of teaching staff and candidates.

## Key Features of the IGCSE

- A choice of four different specifications.
- A single practical exam for the external assessment route.
- 50% coursework option for approved centres.
- Postal assessment for approved centres.
- Opportunity to study local artists and designers.
- A full range of teacher support.
- A sound foundation for progression to Edexcel AS and A levels and other equivalent qualifications.
- Available twice a year in November and May.

## Submitting examination for assessment

The format for submitting work for the examination is made clear in the specification.

A number of centres allowed candidates to overlap sheets of studies when submitting examination preparatory work.

*This practice must not take place as it may adversely affect the candidate's final grade. Candidates must be limited to three sheets of A2 supporting studies with no overlapping. If the final piece is larger than A2 in size arrangements should be made for it to be photographed and then sent to Edexcel for marking. The candidate is expected to review and refine their submission.*

## Practical examination and preparatory studies

The theme of 'Light and Night' for the November series produced an interesting and varied response by candidates. Those candidates who performed well were generally from centres that had provided a well structured beginning to the examination.

## Preparatory period

The six week preparatory period prior to the exam is a taught period where art staff can assist and advise candidates about their work. As the preparatory studies progress it is helpful if candidates decide on their best idea and then collect more reference material to help in their exam. Candidates should avoid having a trial run at this stage, as work can often become stale and dull if it is just repeated again in the exam. It also means that candidates remain excited about their work during the ten hour examination.

## Ten hour examination

In general it was a pleasure to see the quality of work produced by candidates for their final submission.

## Strengths

- Broad range of different interpretations.
- Best examples from an inspiring, well structured launch and clear guidance throughout the preparatory six week period.
- An appropriately structured programme of work in which the assessment objectives had been well integrated.

## Weaknesses

- Copying other artists' work.
- Inadequate primary source material provided in candidate's initial research.

## Summary

Good teaching, well structured courses and appropriate resourcing ensure that candidates perform to their full potential in both the examination and coursework.

**Centres wishing to move their candidates forward and improve their performance must address the following issues.**

- Centres must develop a course structure for both coursework and examination, underpinned by the assessment objectives.
- Good teaching and learning stem from an emphasis on recording visually from first hand experience.
- With the help of the centre/tutor, it is important that candidates review and refine their submission for presentation, choosing the work which best illustrates their ability and adequately covers all assessment objectives.

(Please note - In the November 2006 series no work was submitted for route 2.)

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