

## Mapping document: GCSE and BTEC First Award and Certificate in Art and Design

At Pearson we offer a range of Art and Design qualifications at Level 1 and Level 2 in both our Academic and Vocational suites. This document is designed to give you an overview of our GCSE and BTEC Firsts in Art and Design so that you can decide which would be the most suitable for you and your students. This document will also be helpful if you are considering moving between qualifications.

	<b>GCSE Art and Design</b>	<b>BTEC First Award</b>	<b>BTEC First Certificate</b>	<b>Comments</b>
<b>Endorsements</b>	<p>In GCSE Art and Design, learners choose from a range of endorsements:</p> <ul style="list-style-type: none"> <li>• Art and Design</li> <li>• Fine Art</li> <li>• Three-Dimensional Design</li> <li>• Textile Design</li> <li>• Photography – Lens and Light-based Media</li> <li>• Graphic Communication</li> </ul> <p>There is also the option of entering learners for a short course at the end of Year 10 or Year 11. For short course GCSE, the following endorsements are available:</p> <ul style="list-style-type: none"> <li>• Fine Art</li> <li>• Three-Dimensional Design</li> <li>• Textile Design</li> <li>• Photography – Lens and Light-based Media</li> </ul>	Art and Design	<p>There are a number of pathways available:</p> <ul style="list-style-type: none"> <li>• Art and Design</li> <li>• Design Crafts</li> <li>• Fashion &amp; Textiles</li> <li>• Photography</li> <li>• Product Design</li> <li>• Visual Arts</li> <li>• Visual Communication</li> </ul>	It is acceptable for a learner to be entered for more than one endorsement on the GCSE – there are no forbidden endorsement combinations.

	<ul style="list-style-type: none"> <li>Graphic Communication</li> </ul> <p>Note Art and Design is not available as a short course.</p>			
<b>Guided learning hours (GLH)</b>	Approximately 120 GLH	120 GLH*	240 GLH *	The BTEC First Award is the same size as 1 GCSE in Art & Design while the Certificate is the same size as 2 GCSEs in Art & Design. By “the same size as”, we mean that it takes the same curriculum time to deliver.
		* A strength of BTEC Firsts is flexibility of sizing. The choice of Award, Certificate, Extended Certificate and Diploma allows centres to choose the qualification that suits them and their learners best.		
<b>Assessment summary</b>	<p>GCSE (short course) in Art and Design and GCSE Art and Design each comprise two units:</p> <ul style="list-style-type: none"> <li>Unit 1 Personal Portfolio in Art and Design (60%)</li> <li>Unit 2 Externally Set Assignment in Art and Design (40%)</li> </ul>	<p>The BTEC First Award comprises four units (each worth 25%). Learners take two core units (detailed below) and two optional specialist units:</p> <ul style="list-style-type: none"> <li>Unit 1 Introduction to Specialist Pathways in Art and Design (25%)</li> <li>Unit 2 Creative Project in Art and Design (25%)</li> </ul>	<p>The BTEC First Certificate comprises up to eight units.</p> <p>Two core units:</p> <ul style="list-style-type: none"> <li>Unit 1 Introduction to Specialist Pathways in Art and Design (12.5%)</li> <li>Unit 2 Creative Project in Art and Design (12.5%)</li> </ul> <p>Two mandatory units:</p> <ul style="list-style-type: none"> <li>Unit 6 Investigating Contextual References in Art and Design (12.5%)</li> <li>Unit 7 Recording for Creative Intentions in Art and Design (12.5%)</li> </ul> <p>Up to four optional specialist units</p>	There are no optional units at GCSE but the endorsements give you the flexibility to focus the course on areas of particular interest.
<b>Grading</b>	L2 grades A* – G Unclassified	L2 Distinction* L2 Distinction L2 Merit	L2 D*D* L2 DD; D*D L2 MM; DM	For BTEC the qualification grade is calculated across the whole qualification using a

		L2 Pass L1 Pass Unclassified	L2 PP; MP L1 Pass Unclassified	points-based scale.  For GCSE the units have a 60%:40% weighting. Unit 1 Personal Portfolio (coursework) has a greater weighting as this unit is expected to cover the majority of the course content.
<b>Personal Portfolio (GCSE Unit 1)</b>	<p><b>Unit 1 Personal Portfolio</b></p> <p>The theme(s) for the Personal Portfolio will be selected and developed by centres.</p> <p>Centres are free to select any theme(s) appropriate to their students and resources.</p> <p>The theme(s) may each have a separate focus or be interconnected.</p> <p>The personal portfolio must include supporting studies and personal response(s).</p> <p>Unit 1 is internally set, marked and standardised, and externally moderated.</p> <p>Work produced for assessment under controlled conditions will consist of <b>approximately 45</b> hours of supervised activity.</p>			The 2 core units for the BTEC qualifications correlate with the 2 GCSE units – but Unit 1 Personal Portfolio in the GCSE will also incorporate work from BTEC Units 3 and 4 Communicating Ideas, Unit 6 Investigating Contextual References and elements of Unit 5 Developing an Art & Design Portfolio.
<b>Externally Set Assignment (GCSE Unit 2)</b>	<p><b>Unit 2 Externally Set Assignment</b></p> <p>The paper contains a broad theme, and suggested starting</p>	<p><b>Unit 2 Creative Project</b></p> <p>The set task provides themes and guidance on</p>	<p><b>Unit 2 Creative Project</b></p> <p>The set task provides themes and guidance on interpretation</p>	The Unit 2 papers for GCSE and BTEC are very similar in that each are based around broad set themes.

	<p>points and contextual references.</p> <p>The paper is available on the website in January each year (and can be made available to learners as soon as it is available on the website).</p> <p>The preparatory period is <b>approximately</b> 20 hours.</p> <p>Learners get a period of sustained focus of 10 hours in which to produce final outcome(s).</p> <p>Work produced for assessment will consist of <b>approximately</b> 30 hours of supervised activity, including 10 hours of sustained focus.</p> <p>This unit is externally set, internally marked and externally moderated.</p>	<p>interpretation.</p> <p>The task is available on the website in January each year.</p> <p>The preparatory period is approximately 20 hours.</p> <p>Learners get a period of 10 hours in which to produce final outcome(s).</p> <p>This unit is externally set, internally marked and externally moderated.</p>	<p>The task is available on the website in January each year</p> <p>The preparatory period is approximately 20 hours.</p> <p>Learners get a period of 10 hours in which to produce final outcome(s).</p> <p>This unit is externally set, internally marked and externally moderated</p> <p><b>Unit 7 Recording for Creative Intentions</b></p> <p>The theme is released to teachers on March 1 every year.</p> <p>The set paper is given to learners during a defined period in May. The set paper provides a choice of tasks.</p> <p>Learners get a period of 5 hours in which to select, record and generate ideas in response to the brief.</p> <p>This unit is externally set, internally marked and externally moderated.</p>	<p>For GCSE there is one theme and a variety of suggested starting points.</p> <p>For BTEC Certificate each pathway has its own set theme and a choice of projects. BTEC Award learners can select from any given pathway.</p> <p>Unit 2 in both the GCSE and the BTEC Award and Certificate involve a 10-hour timed test in which learners produce their final outcome(s) under controlled conditions.</p> <p>The additional externally assessed unit in the BTEC Certificate (Unit 7) assesses learners' ability to record from a stimulus, while developing their creative intentions. They do not have to produce finished outcomes during the timed test. Instead they must select, record and generate design ideas in response to the brief. The 5-hour timed test must be completed within a two week window in May.</p>
<p><b>Content</b></p>	<p>Learners should be encouraged to develop their personal ideas and present work which covers all four Assessment Objectives.</p> <p>Unit 1 Personal Portfolio and</p>	<p>This qualification offers a broad and engaging introduction to the art and design sector, and is designed to prepare learners for the</p>	<p>This qualification is built on two core units that form the fundamental knowledge and understanding of Art and Design principles. These core</p>	<p>The 2 core units for the BTEC qualifications correlate with the 2 GCSE units – but Unit 1 Personal Portfolio in the GCSE will also incorporate work from</p>

	<p>Unit 2 Externally Set Assignment will both involve:</p> <ul style="list-style-type: none"> <li>generating and developing ideas informed by primary and contextual sources</li> <li>refining ideas through experimenting with media, and developing and applying skills</li> <li>researching, recording, analysing and reviewing their own and others' work</li> <li>selecting, creating, realising and presenting personally-developed outcome(s)</li> </ul>	<p>world of the art and design practitioner.</p> <p>Learners need to be familiar with the language, practices and processes of the art and design professional, while developing their own creative skills and expression.</p> <p>The two core units give learners the opportunity to gain a broad understanding and knowledge of the vocational sector.</p> <p>The optional units provide a choice of the central educational and vocational themes in art and design, including 2D and 3D visual communication, use of contextual references, and management and development of a personal portfolio. The number of optional units gives learners the chance to study a broad range of units, and centres the opportunity to develop an engaging course relevant to local and learner needs.</p>	<p>units appear in all sizes of the qualification.</p> <p>The Certificate includes at least two additional mandatory units as well as a choice from 11 optional specialist units, providing an opportunity to develop a broader understanding of the art and design industries.</p> <p>In addition it introduces pathways that provide opportunities to acquire knowledge and skills in various art and design disciplines and build on the learning achieved in the core units.</p>	<p>BTEC Units 3 and 4 Communicating Ideas, Unit 6 Investigating Contextual References and elements of Unit 5 Developing an Art &amp; Design Portfolio.</p> <p>The optional specialist units for the Certificate would provide good evidence (combined with the above) for the endorsed GCSE qualifications. For example, Units 9, 10 and 12 all map to the Textiles endorsement in GCSE Art &amp; Design.</p>
<p><b>Delivery</b></p>	<p>Supporting studies</p> <p>For Unit 1 and Unit 2 supporting studies should show learners' progress</p>	<p>For the BTEC Art &amp; Design qualifications the majority of the units are assessed through internal assessment therefore each programme can be</p>	<p>For the BTEC Art &amp; Design qualifications the majority of the units are assessed through internal assessment therefore each programme can be</p>	<p>The delivery of Unit 1 Personal Portfolio (coursework) in the GCSE is very flexible.</p> <p>Centres are free to select any</p>

	<p>through their work, and will be evidenced through the use of some or all of the following:</p> <p>sketchbooks, notebooks, worksheets, design sheets, different scale rough studies, samples, swatches, test pieces, maquettes, digital material and any other means that demonstrate learner thinking through the development of their ideas.</p> <p>Unit 1 Personal Portfolio</p> <p>A personal portfolio is a body of practical research and development relevant to the chosen endorsement, leading to one or more outcome(s) or to a variety of resolutions. Centres can devise the content of Unit 1 and plan, select and develop their own theme(s)/project(s) appropriate to their learners and resources. The work for Unit 2 may be separate in focus or interconnected.</p> <p>Unit 2 Externally Set Assignment</p> <p>The Externally Set Assignment represents the culmination of the GCSE course. The assignment consists of one</p>	<p>delivered in a way that suits learners and relates to local need.</p> <p>The Lead Verifier is responsible for submitting an assessment plan to the allocated Standards Verifier for the internal units. The centre must write suitable assignments or select assignments from available resources, adapting them as necessary. Set assignment briefs authorised by Edexcel are available.</p> <p>Evidence for assessment can be generated through a range of activities, including workplace assessment, role play, practical performance and verbal presentations.</p> <p>Delivery strategies should reflect the nature of work within art and design by encouraging learners to research and carry out assessment in the workplace, or in simulated working conditions, wherever possible.</p> <p>BTEC Art &amp; Design qualifications must adhere to the new BTEC Internal Assessment Rules (<a href="http://www.edexcel.com/btec/delivering-">http://www.edexcel.com/btec/delivering-</a></p>	<p>delivered in a way that suits learners and relates to local need.</p> <p>The Lead Verifier is responsible for submitting an assessment plan to the allocated Standards Verifier for the internal Units. The centre must write suitable assignments or select assignments from available resources, adapting them as necessary. Set assignment briefs authorised by Edexcel are available.</p> <p>Evidence for assessment can be generated through a range of activities, including workplace assessment, role play, practical performance and verbal presentations.</p> <p>Delivery strategies should reflect the nature of work within art and design by encouraging learners to research and carry out assessment in the workplace, or in simulated working conditions, wherever possible</p> <p>BTEC Art &amp; Design qualifications must adhere to the new BTEC Internal Assessment Rules (<a href="http://www.edexcel.com/btec/delivering-">http://www.edexcel.com/btec/delivering-</a></p>	<p>theme(s) appropriate to their students and resources. Many centres use past ESA themes as their stimulus for Unit 1 projects.</p> <p>Unlike the BTEC, there is no requirement for the Unit 1 projects / assignment briefs to be internally verified and unlike the BTEC, these Unit 1 projects / assignment briefs can also be used as a tool for teaching rather than for assessment only.</p> <p>At GCSE, it is vital that the work produced covers all the assessment objectives therefore the development of ideas, along with critical knowledge and analysis of their own and others' work must be evidenced in each project.</p> <p>The ESAs in both the GCSE and BTEC qualifications are very similar in that they are theme-based. However, the BTEC naturally has a more vocational focus, whilst the GCSE ESA, as a continuation of the coursework, requires the development of personal and creative ideas.</p>
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	<p>externally set broad-based thematic starting point, developed through a series of suggested starting points.</p> <p>A preparatory period of approximately 20 hours is recommended, and the centre can decide when learners sit the timed test.</p> <p>All work (Units 1 and 2) must be completed and assessed, and the marks submitted to Edexcel prior to the moderation visit.</p>	<p>btec/quality/pages/key-documents.aspx) and it is therefore vital that centres provide preparation and support for learners before the start of their final assessments.</p> <p>Work for Unit 2 is produced following the guidelines set out in the ESA. The centre decides on the length of the preparatory period and when students sit the timed test. Marks must be submitted to Edexcel prior to the moderation visit.</p>	<p>btec/quality/pages/key-documents.aspx) and it is therefore vital that centres provide preparation and support for learners before the start of their final assessments.</p> <p>Work for Unit 2 is produced following the guidelines set out in the ESA. The centre decides on the length of the preparatory period and when students sit the timed test.</p> <p>The extra ESA for this qualification, Unit 7 Recording for Creative Intentions in Art &amp; Design, must be delivered during a defined 2-week period in May.</p> <p>Marks from both externally set units must be submitted to Edexcel prior to the moderation visit.</p>	
<b>Assessment</b>	<p>All work is internally marked and then a sample is externally moderated by a visiting moderator.</p> <p>The Assessment Guidance Grid is used to assess work for both Unit 1 and Unit 2.</p> <p>All learners should present work which covers all four</p>	<p>All work is internally marked. All units will be sampled by the allocated Standards Verifier except for the ESA (Unit 2) which will be sampled by a visiting moderator.</p> <p>Each unit has different Learning Aims and students are assessed against these Learning Aims according to the</p>	<p>All work is internally marked. All units will be sampled by the allocated Standards Verifier except for the ESAs (Units 2 and 7) which will be sampled by a visiting moderator.</p> <p>Each unit has different Learning Aims and students are assessed against these Learning Aims according to the</p>	<p>The GCSE has an holistic approach to the assessment objectives, with the emphasis on art and design skills, integrating critical knowledge.</p> <p>There is only one Assessment Guidance Grid and this is used for both units.</p> <p>Learners may gain marks at different levels across the grid</p>



	<p>Assessment Objectives:</p> <ul style="list-style-type: none"> <li>• AO1: Develop ideas</li> <li>• AO2: Refine ideas</li> <li>• AO3: Record ideas</li> <li>• AO4: Present responses</li> </ul> <p>There is a maximum mark of 20 for each assessment objective, giving a total mark of 80 for each unit.</p> <p>The assessment objectives are divided into the following performance criteria:</p> <ul style="list-style-type: none"> <li>• Limited (1–4 marks)</li> <li>• Basic (5–8 marks)</li> <li>• Competent (9–12 marks)</li> <li>• Confident (13–16 marks)</li> <li>• Fluent (17–20 marks)</li> </ul> <p>Teachers must clearly show how the final mark (out of 80) has been awarded from marks achieved (out of 20) for each of the four Assessment Objectives.</p> <p>Exemplar work across different levels and endorsements is available on the website for the purpose of centre standardisation.</p>	<p>given criteria for L1 Pass, L2 Pass, Merit or Distinction.</p> <p>Centres must:</p> <ul style="list-style-type: none"> <li>• ensure each assessment brief is fit for purpose, valid, and will deliver reliable assessment outcomes across assessors</li> <li>• get each assessment brief authorised before use</li> <li>• make careful and consistent assessment decisions based only on the defined assessment criteria and unit requirements</li> <li>• validate and record assessment decisions carefully and completely</li> </ul>	<p>given criteria for L1 Pass, L2 Pass, Merit or Distinction.</p> <p>Centres must:</p> <ul style="list-style-type: none"> <li>• ensure each assessment brief is fit for purpose, valid, and will deliver reliable assessment outcomes across assessors</li> <li>• get each assessment brief authorised before use</li> <li>• make careful and consistent assessment decisions based only on the defined assessment criteria and unit requirements</li> <li>• validate and record assessment decisions carefully and completely</li> </ul>	<p>– e.g. a learner may be in the competent band for AO2 but in the fluent band for AO4.</p> <p>Work across different endorsements and/or teaching groups must be internally standardised to ensure that there is consistent application of the Assessment Objectives.</p>
<b>Moderation</b>	Centres will be contacted	A Standards Verifier will be	A Standards Verifier will be	GCSE has only one visit from



	<p>directly by their visiting moderator in April.</p> <p>Centres should agree with the moderator a mutually convenient date and time when the moderator will visit the centre.</p> <p>The moderation period is from mid-May to the end of June.</p> <p>All student work must be marked and the marks submitted Edexcel prior to the moderator’s visit.</p> <p>The asterisked sample of work, including the highest- and lowest-marked student for each unit, must be presented for moderation but all student work must be available on the day of the moderation should the moderator request to sample it.</p> <p>There will be a separate sample for each unit.</p> <p>Visiting moderators will review the submissions of work for those students in the moderation sample for each unit in order to ensure that the centre’s marking conforms to the overall standards of the examination.</p>	<p>allocated to the centre following student registration. The Lead Verifier for the course will liaise with the Standards Verifier regarding sampling arrangements for the internally assessed units.</p> <p>The moderation window for the ESA starts on 1 May. The moderator will get in touch to arrange a mutually convenient date for their visit. The latest possible date for the moderator’s visit is the last working day in June. All student work must be marked and the marks submitted Edexcel prior to the moderator’s visit.</p> <p>The asterisked sample of work, including the highest- and lowest-marked student for the unit, must be presented for moderation but all student work must be available on the day of the moderation should the moderator request to sample it.</p> <p>Visiting moderators will review the submissions of work for those students in the moderation sample for this unit in order to ensure that the centre’s marking conforms to</p>	<p>allocated to the centre following student registration. The Lead Verifier for the course will liaise with the Standards Verifier regarding sampling arrangements for the internally assessed units.</p> <p>The moderation window for the ESAs starts on 1 May. The moderator will get in touch to arrange a mutually convenient date for their visit. The latest possible date for the moderator’s visit is the last working day in June. All student work must be marked and the marks submitted Edexcel prior to the moderator’s visit.</p> <p>The asterisked sample of work, including the highest- and lowest-marked student for each unit, must be presented for moderation but all student work must be available on the day of the moderation should the moderator request to sample it.</p> <p>There will be a separate sample for each unit.</p> <p>Visiting moderators will review the submissions of work for those students in the moderation sample for each</p>	<p>the moderator per year. The moderator will sample the assessment decisions for both Units 1 and 2 during this visit.</p> <p>GCSE paperwork consists of:</p> <ul style="list-style-type: none"> <li>• an assessment grid for each learner showing the final mark and the Assessment Objective marks for Unit 1 and Unit 2</li> <li>• a signed authentication sheet for each learner</li> <li>• the OPTEMS or a copy of the Edexcel Online or EDI printout</li> <li>• a plan/map, showing the location of work in the sample</li> <li>• an order of merit for each unit if possible (though this is not a requirement).</li> </ul> <p>GCSE would normally have a course leader but there is no requirement for a Lead Verifier, Assessment Plan, OSCA, etc.</p>
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