

CCEA GCE Specification in Art and Design

For first teaching from September 2008

For first award of AS Level in Summer 2009

For first award of A Level in Summer 2010

Subject Code: 3510

art and design

Foreword

This booklet contains CCEA's Advanced Subsidiary (AS) and Advanced GCE Art and Design specification for first teaching from September 2008.

The AS is the first part of the full advanced GCE course and will be assessed at a standard appropriate for candidates who have completed the first half of the full Advanced GCE course.

The full Advanced GCE comprises the AS and the second half of the Advanced GCE course referred to as A2. However, the AS can be taken as a "stand-alone" qualification without progression to A2.

The A2 will be assessed at a standard appropriate for candidates who have completed a full advanced GCE course and will include synoptic assessment and an element of stretch and challenge.

The Advanced GCE award will be based on aggregation of the marks from the AS (50%) and the A2 (50%).

An A* will be awarded to the candidates who attain an overall grade A in the qualification and an aggregate of at least 90% of the uniform marks across the A2 units.

Subject Code	3510
QAN	500/2571/5
QAN	500/2504/1
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1 Introduction

This specification sets out the content and assessment details for our Advanced Subsidiary (AS) and Advanced Level (A Level) courses in Art and Design; for first teaching from September 2008. You can view and download the latest version of this specification on our website at www.ccea.org.uk.

Students can take the AS course as a final qualification or as the first half of the A Level qualification. Students who wish to obtain a full A Level qualification must also complete the second half of the course, referred to as A2. We will make the first AS awards for this specification in 2009 and will make the first A Level awards in 2010.

The specification builds on the broad objectives of the revised Northern Ireland Curriculum. It is also relevant to key curriculum concerns in England and Wales.

The study of Art and Design nourishes, enhances and celebrates students' creative, intellectual and artistic abilities. It stimulates and challenges students to realise their potential in a broad and relevant context. The overall educational development of the individual is central to the study of Art and Design.

The Art and Design AS specification requires students to engage in integrated critical, practical and theoretical study. The A2 specification builds on the AS course, allowing for greater depth of study. The four units for the specification are carefully structured to provide an appropriate balance of knowledge, skills and understanding at each stage of the course. The subsequent award should accurately reflect the student's ability and achievements in this subject.

1.1 Aims

Students should be encouraged to develop:

- intellectual, imaginative, creative and intuitive powers;
- investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement;
- independence of mind in relation to developing their ideas while refining their own intentions and personal outcomes;
- an interest in, enthusiasm for, and enjoyment of art, craft and design;
- their observation and recording from primary sources;
- the experience of working with a broad range of media, including traditional and new media and technologies;
- an understanding of the interrelationships between art, craft and design processes and an awareness of the contexts in which they operate;
- experience of working within relevant and real frameworks and, where appropriate, make links to careers in the creative industries;
- knowledge, understanding and application of art, craft, design and media and technologies in contemporary and past societies and cultures; and
- an awareness of different roles, functions and audiences and consumers of art, craft and design practice.

1.2 Key features

The key features of the specification are listed below:

- It builds on the art, craft and design experiences gained by students who followed a GCSE Art and Design specification or other similar qualifications.
- It provides a solid foundation for progression of study of art, craft and design at a higher level and for employment.
- It offers a four-unit qualification facilitating enjoyment, breadth and exploration of art, craft and design. This is a reduction of two units in the overall award.
- It maximises choice, freedom and flexibility within the prescribed criteria.
- It allows for stretch and challenge at AS and A2.

We provide a full support package for teachers and students, including guidance on internal assessment with a clear assessment grid and external moderation procedures for all units.

1.3 Prior attainment

This specification is designed to promote continuity, coherence and progression from the study of GCSE Art & Design or similar art and design courses and qualifications.

The AS specification builds on but does not depend upon knowledge, understanding and skills developed at GCSE. The A2 specification is based on a foundation of knowledge, understanding and skills developed at AS or similar courses and qualifications in art and design.

1.4 Prohibited combinations

There are no prohibited combinations for GCE Art and Design.

Every specification is assigned to a national classification code indicating the subject areas to which it belongs. Centres should be aware of students who enter for more than one GCE qualification with the same code. In this case they will have only one grade (the highest) counted for the purpose of the school or college performance tables.

This specification code for this qualification is 3510.

2 Specification at a Glance

The table below summarises the structures of the AS and A Level courses:

Unit	Assessment	Weightings	Availability
AS 1 Coursework Portfolio	Teacher assessment of student's coursework portfolio, with external moderation.	60% of AS level 30% of A level	Summer only
AS 2 Externally Set Assignment	Teacher assessment of controlled test, with external moderation.	40% of AS level 20% of A level	Summer only
A2 1 Personal Investigation	Teacher assessment of personal investigation, with external moderation.	30% of A level	Summer only
A2 2 Externally Set Assignment	Teacher assessment of controlled test, with external moderation.	20% of A level	Summer only

Coursework is worth 60% and the Externally Set Assignment is worth 40%.

3 Subject Content

The AS course is divided into two units, AS 1 and AS 2. Students following the A Level course must study two further units, A2 1 and A2 2. The content of each of these units is set out below.

3.1 Unit AS 1: Coursework Portfolio

This unit should be based around themes and subject matter developed from personal starting points. The purpose of this unit is to provide an opportunity for the student to freely demonstrate and communicate artistic interests, visual curiosity, creativity and personal skills in art, craft and design. The final presentation should reflect the student's enjoyment and broad learning experience of art and design at this level.

This unit, when complete, should consist of a purposeful selection of work by the student which reflects ability and personal achievements in relation to the assessment objectives for this subject. It should include evidence of observations from primary sources and work in a range of media as advised by the teacher. A final outcome from one area of art, craft or design must be included in the selection of work.

This unit may contribute to a portfolio for presentation at interview for other courses or employment. It could also form a strong foundation for further study and development at A2.

This unit of work when complete should accurately represent the student's potential in art and design; an important factor when applying for courses, employment or a future career in the creative industries.

The table overleaf illustrates the relationship between the assessment objectives, what the students will be expected to demonstrate in their presentation of work, the unit content and the requirements for the unit.

Guidance Notes for AS 1: Coursework Portfolio

Assessment objectives	Students should be able to demonstrate	Unit content	Requirements
<p>AO 1 – Develop their ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. →</p>	<p>Purposeful communication and creative development of ideas with relevant references to contextual sources. →</p>	<p>Sketches, plans, working drawings with notes recording how the student's ideas have progressed. Evidence of critical analysis, understanding and application of contextual references.</p>	<p>The work for this unit may take the form of a folder, web page, exhibition of work, workbook, work journal, sketchbook, CD or any combination of these from a wide range of media.</p> <p>It should include an outcome in a medium/combination of media of the student's choice.</p> <p>This unit will require: Between 60 and 80 hours teacher/student contact time.</p> <p>A minimum of 8 A2 pages and a maximum of 14 A2 pages or the <u>equivalent</u> in other formats.</p>
<p>AO 2 – Experiment with and select appropriate resources, media, materials, techniques and processes reviewing and refining their ideas as their work develops. →</p>	<p>Evidence of enjoyment and a productive learning experience using appropriate media and processes. →</p>	<p>Studies representing the student's creative handling, experience and emerging expertise in the use of appropriate media and processes.</p>	
<p>AO 3 – Record in visual and/or other forms ideas, observations and insights relevant to their intentions, demonstrating an ability to reflect on their work and progress. →</p>	<p>Clear evidence of observations and personal insights from primary and appropriate secondary sources. Evidence of independent thinking and originality in visual, written, oral and other forms. →</p>	<p>Observations recording the student's 2D/3D response to primary and secondary sources in the form of drawings, paintings, mixed media, prints, photography, film, multimedia, written notes, video and digital recording or any other media as appropriate.</p>	
<p>AO 4 – Present a personal, informed and meaningful response demonstrating critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements. →</p>	<p>Realisation of ideas and a conclusion to the development of ideas in a final outcome. Evidence of a growing understanding and appreciation of the ideas, thinking and work of artists and designers. →</p>	<p>The overall response may be fine art or design, using any combination of media, processes and techniques.</p>	

3.2 Unit AS 2: Externally Set Assignment

This unit consists of an externally set task requiring preparatory work and a final response completed as a controlled test component. The theme/starting points for this unit will be presented in an examination paper issued in February of the year of examination.

Content	Learning Outcomes
<p>Externally set assignment</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • draw together the knowledge, understanding and skills learned in different parts of the AS Level course; • select and present work for examination, which demonstrates their strengths across the areas of knowledge and the range of skills described; • show their ability to sustain their own lines of enquiry and record and observe from primary sources; • bring together and make connections between the areas of knowledge, the work of artist(s), craftsperson(s) or designer(s) and the range of skills described and learned throughout the course; and • apply this by responding to one or more of the following in the examination paper: <ul style="list-style-type: none"> – a stimulus or issue; – a design brief or problem; – a task that specifies an image, object or other outcome to be achieved. <p>This externally set assignment will require:</p> <ul style="list-style-type: none"> • an adequate preparatory period; with • the final response to be completed within an 8-hour supervised examination period.

3.3 Unit A2 1: Personal Investigation

The purpose of this unit is to provide an opportunity for the student to freely demonstrate and communicate artistic interests, visual curiosity, creativity and personal skills in art, craft and design. It should be a presentation of work in an area of art, craft and design developed from the student's strengths and personal interests in this subject. It should consist of visual and written investigations including an extended essay, all of which contributes to a final outcome.

Through the written element the student will be expected to communicate effectively his or her understanding of images and texts related to their chosen area of study. While the subject should provide an appropriate level of personal challenge for the student, it should be clearly within the realm of art, craft and design. This written work will be assessed as an integral part of the unit. Candidates will be assessed on appropriate grammar, spelling, punctuation and legibility:

- the appropriateness of form and style of writing;
- the clear and coherent organisation of information.

A separate mark scheme is available for use with this unit.

The final presentation should reflect the student's potential, enjoyment and broad learning experience of art and design.

Additional guidance on this unit is available.

The table overleaf illustrates the relationship between the assessment objectives, what the student will be expected to demonstrate through their presentation of work, the unit content and the requirements for the unit.

Guidance Notes for A2 1: Personal Investigation

Assessment objectives	Students should be able to demonstrate	Unit content	Requirements
<p>AO 1 – Develop their ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. →</p>	<p>Clear and purposeful communication and creative development of ideas with relevant references to contextual sources. →</p>	<p>Extended development of themes, ideas or issues showing the students' ability to combine the written word with visual imagery.</p>	<p>This unit requires the student to communicate theoretical research and understanding through integrated practical and written forms and other communication devices.</p> <p>This unit may take the form of an extended essay, folder, web page, exhibition of work, workbook, work journal, sketchbook, CD or any combination of these.</p>
<p>AO 2 – Experiment with and select appropriate resources, media, materials, techniques and processes reviewing and refining their ideas as their work develops. →</p>	<p>Evidence of enjoyment and a productive learning experience through specialisation in a particular medium or process. →</p>	<p>Visual and written work communicating the student's creative handling, experience and greater expertise in the use of appropriate media and processes.</p>	<p>This unit will require: Between 60 and 80 hours teacher/student contact time.</p>
<p>AO 3 – Record in visual and/or other forms ideas, observations and insights relevant to their intentions, demonstrating an ability to reflect on their work and progress. →</p>	<p>Evidence of observations and personal insights from primary and appropriate secondary sources. Evidence of mature and independent thinking with originality in visual, written, oral and other forms. →</p>	<p>Evidence of the student's observations and response to primary and secondary sources in the form of a rigorous interdisciplinary or multi disciplinary approach to recording.</p>	<p>A minimum of 8 A2 pages and a maximum of 12 A2 pages or the <u>equivalent</u> in other formats.</p> <p>A written element with a minimum of 1000 and a maximum of 2000 words.</p> <p>An overall response in a presentation format of the student's choice.</p>
<p>AO 4 – Present a personal, informed and meaningful response demonstrating critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements. →</p>	<p>Realisation and a conclusion to the development of ideas in a final outcome. Evidence of personal and coherent work showing thorough understanding and appreciation of the thinking and work of artists, crafts people and designers. →</p>	<p>An overall response in a form chosen by the student as a result of their preparatory and contextual studies. This may be anything from 2D to 3D, Fine Art or Design or, any creative combination of these.</p>	

3.4 Unit A2 2: Externally Set Assignment

This unit consists of an externally set task requiring preparatory work and a final response completed as a controlled test component. The theme/starting points for this unit will be in an examination paper issued in February of the year of examination.

Content	Learning Outcomes
<p>Externally set assignment</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • draw together the knowledge, understanding and skills learned in different parts of the AS Level course; • select and present work for examination, which demonstrates their strengths across the areas of knowledge and the range of skills described; • show their ability to sustain their own lines of enquiry and record and observe from primary sources; • bring together and make connections between the areas of knowledge, the work of artist(s), craftsman(s) or designer(s) and the range of skills described and learned throughout the course; and • apply this by responding to one or more of the following in the examination paper: <ul style="list-style-type: none"> – a stimulus or issue; – a design brief or problem; – a task that specifies an image, object or other outcome to be achieved. <p>This externally set assignment will require:</p> <ul style="list-style-type: none"> • an adequate preparatory period; with • the final response to be completed within a 12-hour supervised examination period.

4 Scheme of Assessment

4.1 Assessment opportunities

Students can choose either to be assessed in stages during their AS and A Level courses or to leave all assessment to the end of these courses. Section 2 shows the availability of assessment units for the specification.

Students can choose to resit AS and A2 assessment units. The best result for each assessment unit will count towards the AS and A Level qualifications.

Results for each assessment unit can continue to contribute to an AS or A Level qualification while the specification is offered.

4.2 Assessment objectives

The assessment objectives of the specification are listed below. Students must:

- develop their ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding (AO1);
- experiment with and select appropriate resources, media, materials, techniques and processes reviewing and refining their ideas as their work develops (AO2);
- record in visual and/or other forms, ideas, observations and insights relevant to their intentions, demonstrating an ability to reflect on their work and progress (AO3); and
- present a personal, informed and meaningful response demonstrating critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements (AO4).

4.3 Assessment objective weightings

The assessment objective weightings for each assessment unit and the overall AS and A Level qualifications are set out in the table below:

Coursework 60%, Externally Set Assignment 40%

Assessment Objective	Assessment Unit Weightings			
	AS 1	AS 2	A2 1	A2 2
AO1	25%	25%	25%	25%
AO2	25%	25%	25%	25%
AO3	25%	25%	25%	25%
AO4	25%	25%	25%	25%
Total	100%	100%	100%	100%
Overall	200%		200%	

4.4 Quality of written communication

Assessment in AS and A Level qualifications in Art and Design requires students to demonstrate their quality of written communication.

In particular, students are required to:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;
- select and use a form and style of writing appropriate to purpose and to complex subject matter; and
- organise information clearly and coherently, using specialist vocabulary where appropriate.

In the assessment of A2 1 Personal Investigation, the quality of written communication must be taken into consideration when reaching a final mark for this unit. Candidates should be rewarded for good written communication, they should not be penalised for inadequate written communication by having marks deducted. The quality of written communication will be assessed against the criteria for assessment objective 4 (AO4).

4.5 Synoptic assessment

All units of the A Level are regarded as synoptic in their practice. In Art and Design synoptic assessment requires that students demonstrate that they can:

- draw together the knowledge, understanding and skills learned in different parts of the A Level course;
- select and present work for examination which demonstrates their strengths across the areas of knowledge and the range of skills described;
- show their ability to sustain their own lines of enquiry and record and observe from primary sources;
- bring together and make connections between the areas of knowledge, the work of artist(s), craftsman(s) or designer(s) and the range of skills described and learned throughout the course;
- apply this by responding to one or more of the following:
 - a stimulus or issue;
 - a design brief or problem; and
 - a task that specifies an image, object or other outcome to be achieved.

4.6 Stretch and challenge

The A2 Assessment units provide opportunities for stretch and challenge. This is achieved by:

- Open-ended stimuli type questions in the externally set assignment, allowing for more complex solutions and engagement with a range of art, design, craftworks and their creators.
- Unit 1, Personal Investigation, which provides opportunities for extended writing, individual independent research and engagement with a range of disciplines and practices in Art, Craft and Design.

- Recognition of higher levels of performance through enhanced criteria in the top level of the mark scheme.

4.7 Reporting and grading

We report the results of individual assessment units on a uniform mark scale that reflects the assessment weighting of each unit.

AS qualifications are awarded on a five grade scale from A to E with A being the highest. A Level qualifications are awarded on a six grade scale from A* to E with A* being the highest. We determine the AS and A Level grades awarded by aggregating the uniform marks obtained on individual assessment units. To be awarded an A*, candidates will need to achieve a grade A on their full A level qualification and an A* on the aggregate of their A2 units. For students who fail to attain a grade E, we report their results as unclassified (U).

The grades we award match the performance descriptions published by the regulatory authorities (see Section 6.4).

5 Guidance on Internal Assessment

Internal assessment reliability and fairness are initially achieved through the provision of:

- agreement trials for AS and A2 in the autumn term;
- a clear mark scheme assessing specific skills, set out in a user-friendly grid (page 17);
- a direct check on the marking standard of teachers through external procedures;
- quality control of internal and external assessment by the thorough briefing and supervision of moderators prior to and during the moderation period.

You can access updated assessment and moderation procedures on our website at www.ccea.org.uk.

5.1 Setting of tasks

Student tasks:

- Students should complete all units of work as required. This should be in line with the assessment criteria and deadlines as set by the centre and CCEA.
- Students are responsible for the completion and presentation of all work as required.

Teacher tasks:

- At AS Level you should support students in their portfolio compilation.
- At A2 you challenge the students to further develop their own investigations.
- At both AS and A2 you present an externally set assignment in February. The centre must allocate at AS a period of 8 hours and at A2 a period of 12 hours for the completion of the final response(s).
- You should collect and mark work from your students in advance of the date for the submission of TAC 1 to CCEA.
- The generated sample should be displayed as instructed by us, and you should check that all paperwork is accurate and complete.
- You should assess all work against the specification's marking grid, and centres must clearly show how they have awarded marks against these criteria.
- You must complete the appropriate documentation for each student in each unit.

You can access additional exemplar material and guidance on our website at www.ccea.org.uk.

Centre tasks:

- It is the centre's responsibility to provide an appropriate environment and the time for students to complete their coursework and externally set assignment for this subject.
- Centres will be expected to provide adequate time for you to assess and present the students' work.
- Centres will also be expected to provide adequate time for you to complete the necessary paperwork and internal standardisation.

5.2 Supervision of students

It is important that the supervising teacher authenticates the students' work. It is expected that centres will monitor students' work through development and realisation. You should remind students of their responsibility to acknowledge the work of others, and any influences or sources that contribute to their work. You should also make students aware of the serious consequences of plagiarised work. Any time there is practical or written work all references and sources should be correctly acknowledged.

Students and teachers must sign a declaration on the assessment form confirming that the work submitted is solely that of the student. You will also be required to declare any special circumstances or additional assistance provided for the student.

5.3 Assessment conditions

You must assess students' work against the specification's assessment criteria and mark scheme. This is set out on the assessment grid. You should make use of any additional exemplar or guidance material issued by CCEA.

A completed assessment sheet is required for each student's work in each unit; the appropriate box should be ticked to identify the assessment unit concerned. The marks awarded against each assessment criterion on the appropriate assessment sheet should be supported by unambiguous comments. The completed comment sections of the assessment sheet should inform the moderator of how and why marks have been awarded.

When the last criterion has been assessed, the final mark should be entered in the appropriate box. The mark for each criterion should be clearly recorded and the total marks must be correctly calculated and entered.

You should copy and retain completed assessment sheets and maintain confidentiality about the marks. The moderators will require the original assessment sheets relating to **all students** for **all units** in this subject and level.

Centres should be aware that this information may be available under the Data Protection Act after grades have been awarded.

GCE AS and A2 Art and Design Assessment Objectives and Mark Scheme

For use with all units except A2 1, for which there is a separate mark scheme.

This mark scheme should be used in conjunction with the standardised material and evidence from CCEA. Standardised materials are produced by CCEA at Agreement Trials in the autumn term. These should be used for reference in advance of centre marking.

Summary of Assessment Objectives and Criteria	Below Level 1 1 – 5	Level 1 6 – 8	Level 2 9 – 11	Level 3 12 – 14	Level 4 15 – 17	Level 5 18 – 20
AO 1 Develop their ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.	Minimal development. Superficial understanding and very limited use of sources.	Limited development. Some understanding and limited use of sources.	Satisfactory development at times. A growing understanding, showing appropriate use of sources.	Effective and logical development. Good understanding and considered use of sources.	Creative and effective development. Very good understanding and confident use of sources.	Original, creatively complex and highly effective development. Perceptive and mature understanding with confident, imaginative use of sources.
AO 2 Experiment with and select appropriate resources, media, materials, techniques and processes reviewing and refining their ideas as their work develops.	Very limited experimentation. Media rarely suited to purpose. Bare evidence of reviewing and refining.	Limited experimentation. Media sometimes suitable for purpose. Some evidence of reviewing and refining	Satisfactory experimentation. Media mostly suited for purpose. Quite competent in reviewing and refining	Good experimentation. Media suited for purpose. Competent in reviewing and refining	Very good experimentation. Media thoughtful and purposeful. Very competent in reviewing and refining	Excellent experimentation. Media wide ranging, highly purposeful and innovative. Highly competent and thorough in reviewing and refining.

Summary of Assessment Objectives and Criteria	Below Level 1 1 – 5	Level 1 6 – 8	Level 2 9 – 11	Level 3 12 – 14	Level 4 15 – 17	Level 5 18 – 20
AO 3 Record in visual and/or other forms ideas, observations and insights relevant to their intentions, demonstrating an ability to reflect on their work and progress.	Basic skills in observation and recording. Minimal ability to reflect on own work and progress.	Limited skills in observation and recording. Limited ability to reflect own work and progress.	Satisfactory skills in observation and recording. Adequate ability to reflect.	Good skills. Good ability to reflect.	Very good skills. Very good ability to reflect.	Excellent skills. Excellent ability to reflect.
AO 4 Present a personal, informed and meaningful response demonstrating critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements.	Insufficient content and presentation. Few/inappropriate connections.	Uneven content and presentation. Some appropriate connections.	Satisfactory content and presentation. Mostly appropriate connections.	Good content and presentation. Relevant and appropriate connections.	Very good content and presentation. Clearly explained, appropriate and relevant connections.	Excellent content and presentation. Fluent explanations and perceptive insights. Effective, exciting and original connections.

GCE Art and Design Assessment Objectives and Mark Scheme for use with A2 1: Personal Investigation

This mark scheme should be used in conjunction with the standardised material and evidence from CCEA. Standardised materials are produced by CCEA at Agreement Trials in the autumn term. These should be used for reference in advance of centre marking.

Summary of Assessment Objectives and Criteria	Below Level 1 1 – 5	Level 1 6 – 8	Level 2 9 – 11	Level 3 12 – 14	Level 4 15 – 17	Level 5 18 – 20
AO 1 Develop their ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.	Minimal development. Superficial understanding and very limited use of sources.	Limited development. Some understanding and limited use of sources.	Satisfactory development at times. A growing understanding, showing appropriate use of sources.	Effective and logical development. Good understanding and considered use of sources.	Creative and effective development. Very good understanding and confident use of sources.	Original, creatively complex and highly effective development. Perceptive and mature understanding with confident, imaginative use of sources.
AO 2 Experiment with and select appropriate resources, media, materials, techniques and processes reviewing and refining their ideas as their work develops.	Very limited experimentation. Media rarely suited to purpose. Bare evidence of reviewing and refining.	Limited experimentation. Media sometimes suitable for purpose. Some evidence of reviewing and refining	Satisfactory experimentation. Media mostly suited for purpose. Quite competent reviewing and refining	Good experimentation Media suited for purpose. Competent reviewing and refining	Very good experimentation. Media thoughtful and purposeful. Very competent reviewing and refining	Excellent experimentation. Media wide ranging, highly purposeful and innovative. Highly competent and thorough reviewing and refining.

Summary of Assessment Objectives and Criteria	Below Level 1 1 – 5	Level 1 6 – 8	Level 2 9 – 11	Level 3 12 – 14	Level 4 15 – 17	Level 5 18 – 20
AO 3 Record in visual and/or other forms ideas, observations and insights relevant to their intentions, demonstrating an ability to reflect on their work and progress.	Basic skills in observation and recording. Minimal ability to reflect on own work and progress.	Limited skills in observation and recording. Uneven ability to reflect on own work and progress.	Satisfactory skills in observation and recording. Adequate ability to reflect on own work and progress.	Good skills. Good ability to reflect on own work and progress.	Very good skills. Very good ability to reflect on own work and progress.	Excellent skills. Excellent ability to reflect on own work and progress.

Summary of Assessment Objectives and Criteria	Below Level 1 1 – 5	Level 1 6 – 8	Level 2 9 – 11	Level 3 12 – 14	Level 4 15 – 17	Level 5 18 – 20
AO 4 Present a personal, informed and meaningful response demonstrating critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements.	<p>Insufficient content and presentation.</p> <p>Few/inappropriate connections.</p> <p>Written response is superficial.</p> <p>Lack of understanding in the use of specialist vocabulary.</p>	<p>Uneven content and presentation.</p> <p>Some appropriate connections.</p> <p>Written response is descriptive.</p> <p>Some use and understanding of specialist vocabulary.</p>	<p>Satisfactory content and presentation.</p> <p>Mostly appropriate connections.</p> <p>Written response is satisfactory.</p> <p>Satisfactory use and understanding of specialist vocabulary.</p>	<p>Good content and presentation.</p> <p>Relevant and appropriate connections.</p> <p>Written response is informed with some evidence of independent judgement.</p> <p>Good use and understanding of specialist vocabulary.</p>	<p>Very good content and presentation.</p> <p>Clearly explained, appropriate and relevant connections.</p> <p>Written response is well informed with evidence of independent judgement.</p> <p>Informed and effective use of specialist vocabulary.</p>	<p>Excellent content and presentation.</p> <p>Fluent explanations and perceptive insights.</p> <p>Effective, exciting and original connections.</p> <p>Written response is in-depth and authoritative, showing strong, independent judgements.</p> <p>Well informed and highly effective use of specialist vocabulary.</p>

The quality of written communication including grammar, spelling and punctuation; appropriateness of form and style of writing and clear and coherent organisation of information will be assessed at all levels for Unit A2 1: Personal Investigation.

5.4 Marking and internal standardisation

Moderators will regard as final (subject to alteration) only the marks recorded and submitted on the TAC1 form. Students' work submitted after the TAC1 is due will not be credited.

For all specifications where there is more than one teaching group in a subject, internal standardisation of assessment must be carried out before submitting final marks to CCEA. Guidance on this is provided in the specification and in the Teacher's Instruction booklet.

A teacher (usually the head of department, subject leader or coordinator designated to represent the centre) must sign the TAC 2 form. This will confirm that internal standardisation has been carried out for each assessment unit. TAC 2 top copies should be forwarded along with completed TAC1 forms.

Examination principles require that all centres work to the same cut-off date.

As of September 2008, these dates will be available on request or from the CCEA website www.ccea.org.uk.

5.5 Moderation

The following applies to the moderation of GCE Art and Design:

- Moderation of internally assessed work will be by centre.
- Centres must confirm on a TAC2 form that internal standardisation has been carried out.
- Centre sample is by random selection; schools will be notified of this in mid-April.
- Centres will submit the work of the sample generated by CCEA (which is chosen from the centre as a whole), to represent the standards of marking in the subject.
- The external moderation will include the top and bottom mark for each unit.
- Adjustments, if needed, will apply to all of the students in a centre and not to individual teaching groups.
- A service of Final Moderation is offered upon request from centre or moderator.

Information on assessment, moderation and final moderation is summarised in the Instructions to Teacher's booklet. You can also access updated assessment and moderation procedures on our website at www.ccea.org.uk.

6 Links

6.1 Support materials

We currently provide the following materials to support this specification:

- a website;
- Art, Craft and Design microsite;
- specimen papers;
- mark schemes;
- online resource list;
- support and training days; and
- True Colours exhibition – two locations.

We will expand our range of support materials to include:

- portfolio clinics;
- schemes of work;
- past papers;
- True Colours exhibition;
- True Colours CD;
- CD of exemplar units using ICT among other processes;
- agreement trials visuals on the web;
- training and support for new teachers;
- centre support visits; and
- additional guidance, etc.

You can access details of our Annual Support Programme of events and materials for Art and Design on our website at www.ccea.org.uk.

6.2 Key skills

This specification provides students with opportunities to develop the following skills:

- Application of Number
- Communication
- Improving own Learning and Performance
- Information and Communication Technology
- Problem Solving
- Working with Others.

Where appropriate, you should cross-reference this list to the Key Skills standards on the QCA website at www.qca.org.uk.

6.3 Curriculum objectives

This specification addresses and builds upon the broad curriculum objectives for Northern Ireland, England and Wales. In particular, it enables students to understand, relate and explore:

- spiritual, moral, ethical, social, legislative (including equality and disability discrimination) economic and cultural issues;
- sustainable development, health and safety considerations and European developments; and
- the 'skills agenda' and employability.

6.4 Performance descriptions

You can obtain performance descriptions for the AS and A2 judgemental A/B and E/U boundaries from the QCA website at www.qca.org.uk.

6.5 Examination entries

The following entry codes apply to individual assessment units and the overall AS and A Level cash-ins in art, craft and design:

AS 1:	AAA11
AS 2:	AAA12
AS cash-in:	S3512
A2 1:	AAA21
A2 2:	AAA22
A Level cash-in:	A3512

You can view details of how to make entries on our website. Alternatively, you can contact our Entries Team using the details provided in Section 6.8.

6.6 Students with particular requirements

We have designed this specification to minimise the need to adjust the assessment of students who have particular requirements. Details of the arrangements you can make for such students are available in the Joint Council for Qualifications document *Access Arrangements and Special Consideration: Regulations and Guidance Relating to Candidates Who Are Eligible for Adjustments in Examinations*.

6.7 Disability Discrimination Act (DDA)

AS/A Levels often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised AS/A Level qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in the Joint Council for Qualifications document *Access Arrangements and Special Consideration: Regulations and Guidance Relating to Candidates Who are Eligible for Adjustments in Examinations*.

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all of the competences have been addressed. *This will be kept under review and may be amended in the future.*

In A Level Art and Design students with a visual impairment may have difficulty in preparing for the assessments, as there is a requirement to record experiences and observations, mainly in visual form. Those with a physical disability may be restricted as to which media they may work in.

6.8 Contact details

The following list provides contact details for relevant members of our staff:

- Specification Support Officer: Nola McLarnon
(telephone: (028) 9026 1200, extension 2235, email: nmclarnon@ccea.org.uk)
- Officer with Subject Responsibility: Marion Miller
(telephone: (028) 9026 1436, email: mmiller@ccea.org.uk)
- Examination Entries, Results and Certification: Nichola Laight
(telephone: (028) 9026 1262, extension 2304, email: nlaight@ccea.org.uk)
- Examiner Recruitment
(telephone: (028) 9026 1243, email: appointments@ccea.org.uk)
- Distribution (past papers and support materials) Bernard Trainor
(telephone: (028) 9026 1242, extension 2168, email: btrainor@ccea.org.uk)
- Support Events Administration: Events Information Service
(telephone: (028) 9026 1401, email: events@ccea.org.uk)
- Information Section (including Freedom of Information requests)
(telephone: (028) 9026 1200, email: info@ccea.org.uk)
- Business Assurance (appeals): Heather Clarke
(telephone: (028) 9026 1205, extension 2904, email hclarke@ccea.org.uk).

Summary of Changes since First Issue

(all document changes are marked in red)

Revision History Number	Date of Change	Page Number	Change Made
Version 1	N/A	N/A	First issue
Version 2	14 May 2009	5	Amendment to weightings column
Version 2	14 May 2009	24	Change of contact details for Appeals
Version 3	2 July 2009	9	Sentence inserted above final paragraph.
Version 3	2 July 2009	16	In 5.3 in the 4 th paragraph the words students and units have been changed to bold.
Version 3	2 July 2009	24	Changes to contact details for Appeals
Version 4	21 December 2009	7	Replacing the word reasoning to realising.
Version 4	21 December 2009	10	Replacing the word reasoning to realising.
Version 4	21 December 2009	18	Replacing the word reasoning to realising.
Version 4	21 December 2009	21	Replacing the word reasoning to realising.

