

CCEA GCSE Specification in Art and Design

For first teaching from September 2009

For first award in Summer 2011

Subject Code: 3510

art and
design

Foreword

This booklet contains CCEA's General Certificate of Secondary Education (GCSE) Art and Design for first teaching from September 2009. We have designed this specification to meet the requirements of the following:

- GCSE Subject Criteria for Art and Design;
- GCSE Qualifications Criteria;
- Common Criteria for all Qualifications;
- GCSE Controlled Assessment Regulations for Art and Design; and
- GCSE Controlled Assessment Generic Regulations.

We will make the first full award based on this specification in summer 2011.

We will notify centres in writing of any major changes to this specification. We will also publish changes on our website at www.ccea.org.uk

The version on our website is the most up-to-date version. Please note that the web version may be different from printed versions.

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1 Introduction

This specification sets out the content and assessment details for our GCSE Art and Design course. First teaching begins from September 2009, and we will make the first awards for this specification in 2011. You can view and download the latest version of this specification on our website at www.ccea.org.uk

This specification is made up of two units. To fulfil the requirements of this qualification, students must complete both Unit 1 and Unit 2.

Unit 1 covers the core skills of visual language, media, materials, techniques and new technology. Students following this course must present a portfolio of work for Unit 1. This portfolio must contain edited work showing the breadth and depth of experience in art and design that they have gained over the two years of the course. The portfolio can contain work displaying a range of experiences, such as textile design, 3D design, critical and contextual studies, photography (SLR and digital) and graphic communication.

Unit 2 of the specification is an externally set examination called Working to a Stimulus.

All work presented for this qualification is internally marked and externally moderated.

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

Students who follow this specification in GCSE Art and Design continue to work on the Cross Curricular Skills of Communication, Using Mathematics and Using ICT, which they will have already encountered at Key Stage 3. These can be carried out at levels suitable for each individual student. The specification also provides opportunities for them to develop their skills in Problem-Solving, Self-Management and Working with Others. These are specified in the Statutory Order 2007 No. 44. *The Education (Other Skills) Order (Northern Ireland) 2007*, which states:

“At Key Stage 4, the other skills are Problem-Solving; Self-Management; and Working with Others. The other skills at Key Stage 4 incorporate creativity and managing information, but are grouped differently to reflect the approach to skills across the United Kingdom at this Key Stage.”

1.1 Rationale

The study of art and design promotes and enriches students' overall educational experience by presenting them with opportunities to develop their creative, intellectual and artistic abilities. It also provides them with stimulating and challenging opportunities to develop personal knowledge, understanding and skills and to achieve their full potential. These include investigating, realising, experimenting and problem-solving, which also contribute to their employability.

There is a wide range of opportunities available within the subject area, which supports students working in 2D and 3D, fine art and design. This includes:

- drawing;
- painting;
- graphic design;
- textile design;
- lens-based media;
- critical and contextual studies;
- 3D design; and
- sculpture.

1.2 Aims and learning outcomes

Students who take this course pursue an integrated, critical, practical and theoretical study of art and design. They also develop an appreciation of the work of artists and designers from a range of cultural backgrounds.

Students who take this course:

- use appropriate technical language to make relevant comments explaining how they have developed their ideas;
- realise their intentions and fulfil the requirements of the unit;
- understand the importance of health and safety issues;
- investigate and develop their ideas in a personal and creative way using a range of media, materials, processes, techniques and new technology;
- sustain a focused development of their work;
- experience working within the restrictions of a set stimulus;
- experiment with and explore the visual elements through research investigation, observation and analysis;
- review and modify their work to generate further ideas;
- understand, develop and use safe working practices;
- develop an appreciation of the work of artists and designers from a range of cultural backgrounds;
- work with relevant artists, designers, organisations, and creative and cultural industries and/or experience and learn from the working practices of these, where possible;
- experience working within real and relevant frameworks; and
- select, edit and present completed work for assessment and moderation.

They also:

- develop confidence in taking risks and learn from their mistakes when exploring and experimenting with ideas, materials, tools and techniques;
- develop competence, become more independent, and refine and develop ideas and proposals, personal outcomes or solutions;
- work with a broad range of media, materials and techniques, including, when appropriate, traditional and new media and technologies;
- develop their cultural knowledge, understanding and application of art, craft, design, media, and technologies in historical and contemporary contexts, societies and cultures;

- understand the different roles, functions, audiences and consumers of art, craft and design practice;
- develop an understanding of the role of art, craft and design in our everyday lives and develop a personal interest in why art, design and craft matter;
- develop critical understanding through investigative, analytical, experimental, interpretive, practical, technical and expressive skills to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds; and
- develop personal attributes, including self-confidence, resilience, perseverance, self-discipline and commitment.

This specification encourages students to pursue an integrated, critical, practical and theoretical study of art and design. They develop an appreciation of the work of artists and designers from a range of cultural backgrounds. They are also provided with opportunities to experience working with, and as, an art and design practitioner within real and relevant frameworks.

Studying art and design can provide students with unique skills of investigating, realising, experimenting and problem-solving. These skills can contribute to the employability of students who have completed this course successfully.

1.3 Key features

This specification promotes continuity and coherence within the study of art, craft and design. It provides opportunities for progression from the study of art and design at Key Stage 3 of the Northern Ireland Curriculum as well as the study of the subject area in England and Wales. The course also offers opportunities to build on the skills and capabilities developed through the delivery of the Key Stage 3 curriculum in Northern Ireland. It meets the needs of students who intend to continue their studies in art and design at GCE level or as part of the National Diploma. It provides students who complete this course successfully with improved employment opportunities in related areas as well as relevant, skills-based knowledge and experience of the work practices of individuals and organisations.

This specification also facilitates students who have an interest and ability in art and design to improve their skills, personal experience and performance in the subject area.

We provide a full support package for both teachers and students, including guidance on controlled assessment (with an assessment matrix) and guidance on external moderation procedures for both units of work.

Centres are responsible for providing:

- an appropriate environment; and
- an adequate time allocation for candidates to carry out their controlled assessment and complete the Working to a Stimulus paper.

Centres should also provide teachers with adequate time to assess work, carry out internal standardisation and complete necessary paperwork.

1.4 Classification codes and subject combinations

Every specification is assigned a national classification code that indicates the subject area to which it belongs. The classification code for this qualification is 3510.

Progression to another school/college

Should a student take two qualifications with the same classification code, schools and colleges that they apply to may take the view that they have achieved only one of the two GCSEs. The same view may be taken if students take two GCSE qualifications that have different classification codes but have content that overlaps significantly. Students who have any doubts about their subject combinations should check with the schools and colleges that they wish to attend before embarking on their planned study.

Centres in England

Centres in England should also be aware that, for the purpose of the School and College Achievement and Attainment Tables, if a student enters for more than one GCSE qualification with the same classification code, only one grade (the highest) will count.

2 Specification at a Glance

	Unit 1: The Core Portfolio	Unit 2: Working to a Stimulus
Nature of Assessment	Controlled assessment Internally assessed Externally moderated	Externally set examination Internally assessed Externally moderated
Unit Weighting	60%	40%
Allocated time	Minimum of 45 hours over four terms Edited portfolio made up of no more than 20 A2 sheets	Minimum of 15 hours spent producing preparatory work. Final outcome completed within a set period of 10 hours
Total Raw Marks	80	80
Availability	Summer only	Summer only

3 Subject Content

This specification is made up of two units:

- Unit 1: The Core Portfolio – (Controlled Assessment); and
- Unit 2: Working to a Stimulus.

Art gives us a way to be creative and express ourselves. It makes us more thoughtful and well-rounded human beings. Art is something that is both functional and aesthetically pleasing to our eyes.

Art consists of form and content. Form means the elements of art, the principles of design and the actual, physical materials that the artist has used. Content means what the artist meant to portray, what the artist actually did portray and how we react to what the artist has created.

Craft encourages us to think with our hands as well as our head. It encourages us to engage creatively with materials and processes. Craft is about making things. It is a practice in which the very time it takes to produce an object becomes part of its value. Craft is about objects, the artists who make them and the people who use them.

Design has a positive impact on people. Everything around us is designed, and design decisions impact on nearly every part of our lives. Design could be viewed as an activity that translates an idea into a blueprint for something useful, whether it's a car, building, graphic, service or process. Design turns a concept into something that's desirable, viable, commercially successful and adds value to people's lives.

There are various disciplines within art, craft and design. Teachers should provide candidates with as broad a range of opportunities as possible to explore relevant images, artifacts and products from the past and present. This develops the candidate's awareness of a variety of traditions, styles and approaches to art, craft and design practices (including 2D and 3D media, processes, skills, techniques and new technologies).

Candidates should demonstrate appropriate knowledge, understanding, skills and techniques in the disciplines they choose to work in. They should also ensure that they can meet all four assessment objectives (see Section 4) in their work. They may use any combination of relevant disciplines to support their work and fully meet the four assessment objectives.

Candidates should develop their work in **more than one** discipline, and they must submit work for assessment in **more than one** discipline. They may use any combination of relevant disciplines to support their work and fully meet the four assessment objectives.

Below is a list of some of the disciplines that comprise art, craft and design along with examples of appropriate media. This list is not prescriptive.

Disciplines	Examples of Related Media
Fine Art	Drawing, painting, mixed media, sculpture, land art, installation, printmaking, lens-based and/or light-based media (for example film, animation, video and photography)
Graphic Communication	Illustration, advertising, packaging design, design for print, communication graphics, computer graphics, multimedia, web design, lens-based and/or light-based media (for example film, animation, video and photography)
Textile Design	Fashion and costume, printed and/or dyed fabrics and materials, domestic textiles, constructed and/or stitched and/or embellished textiles
3D Design	Ceramics; sculpture; installation; jewellery; body adornment; exhibition design; design for theatre, television and film; interior design; product design; environmental art and design; architectural design
Photography	Lens-based and light-based media including theme-based photography (portrait, landscape, still-life, reportage), documentary photography, photojournalism, narrative photography, experimental imagery, photographic installation, new media practice, video, television and film

3.1 Unit 1: The Core Portfolio - (Controlled Assessment)

The purpose of the Core Portfolio task is to provide an opportunity for candidates to explore what is meant by the visual elements and understand how artists and designers from different cultures and historical periods use visual elements to communicate their ideas and feelings. Candidates can explore and come to understand the visual elements by responding to and fulfilling the requirements of the four assessment objectives.

In Unit 1, the emphasis is on broad, creative learning experiences that fulfil the requirements of the assessment objectives. It introduces students of art, craft and design to the skills and technical knowledge that can be achieved, where possible, through work-related learning.

The teacher is responsible for setting the Core Portfolio activities, themes and stimuli. Candidates should work individually and creatively to develop personal ideas in response to any given activity/theme/stimulus. They should experiment with a wide range of media, materials, techniques and new technologies to develop their existing skills and to acquire new skills.

Developing an idea through research and experimentation may not always lead to a final response or outcome, but the portfolio must include one activity that is fully realised. This outcome must be included in the edited selection of work presented for assessment and moderation.

Candidates must complete all work for the Core Portfolio (with the exception of research) under informal supervision. They may complete research under limited supervision. The teacher must confirm that all work the candidate presents is that candidate's own work. This is a requirement of task taking in Unit 1.

Candidates should have four terms in which to complete their portfolio. The work contained in the portfolio should reflect the candidate's ability to manage the time available to address the four assessment objectives fully. In the portfolio there should be clear evidence that the candidate has carried out a **minimum of 45 hours work** (including research) under informal supervision. Candidates must select the pieces of this work that best demonstrate their ability and personal achievement in relation to the assessment objectives for this subject. In the four terms available to complete the Core Portfolio, candidates should spend adequate time selecting, editing and presenting their work.

Candidates must submit work for assessment from **at least two** areas of study/disciplines. After the candidate has made their final selection of work, the portfolio is ready for assessment.

Centres are responsible for providing an appropriate environment and an adequate amount of time for candidates to complete and respond to the Core Portfolio task.

Further support materials for both teachers and candidates are available on our website and in hard copy.

The edited portfolio must be made up of **no more than 20 A2 sheets (or equivalent)**.

Level of control

See Section 6.5 for information on level of control for controlled assessment.

Task setting

The level of control for task setting is limited.

Centres must set the Core Portfolio task for Unit 1. It must be developed from candidates' personal and/or given starting points. The controlled assessment task provides opportunities for centres to contextualise the task to best suit their specific circumstances. This includes their availability of and access to resources.

Task taking

The level of control for task taking is medium.

Areas of Control	Detail of Control
Authenticity	Candidates must complete all work, with the exception of research, under informal supervision. They may complete research under limited supervision. We will provide centres and teachers with clear guidance regarding use of research and development, materials from other sources, and the preparation for final production of the work to be assessed.
Feedback	Teachers must supervise and monitor all work that is assessed as part of the controlled assessment tasks. They must do this in accordance with specification guidelines. They are also responsible for validating each candidate's work in order to prevent plagiarism.
Time Limit	Candidates have a minimum of 45 hours to complete the work for Unit 1: The Core Portfolio. They can do this at any time throughout the course. Centres set and timetable the period of time designated for the task. Centres must complete and submit all internal standardisation and marking to us by the May deadline.
Collaboration	A candidate's work may be informed by working with others; however, each candidate must provide an individual response.
Resources	For art, craft and design, each centre determines its candidates' access to resources. This is done in line with guidance we set.

Task marking

The level of control for task marking is medium.

Teachers mark the controlled assessment using mark schemes that we provide. Our moderation is consistent with the Code of Practice requirements. Teachers must ensure that each candidate's work is their own.

For up-to-date advice on plagiarism or any other incident in which candidate malpractice is suspected, please refer to the Joint Council for Qualifications' publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*, which is available on www.jcq.org.uk

3.1.1 Building the Core Portfolio - (Controlled Assessment)

Candidates may work independently or in collaboration with other candidates on assignments that the teacher sets. When group work is presented, they must outline, clearly, their personal input as well as how they have contributed to the overall success of the group.

The teacher should encourage candidates to use as wide a range of media, materials, techniques and new technology as possible and to work in both 2D and 3D. Candidates may work with both traditional and new media or solely with new media, providing that they meet the assessment objectives. Throughout the course, teachers may set several assignments, not all of which need to result in a final outcome or response.

Candidates must present evidence that they have addressed the following assessment objectives in Unit 1:

Assessment Objective	Candidates should be able to demonstrate:
AO1: develop their ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and cultural understanding	<ul style="list-style-type: none"> • creative thinking, originality and resourcefulness; • their use of relevant research materials, including contextual references that develop personal understanding and creative ideas;
AO2: refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes	<ul style="list-style-type: none"> • an enjoyment in, interest in and enthusiasm for art and design; • an ability to experiment with media, materials, techniques and processes; • a continuous process of review and refinement of work in progress; • problem-solving during activities;
AO3: record ideas, observations and insights relevant to their intentions in visual and/or other forms	<ul style="list-style-type: none"> • an ability to record from direct observation and personal experience; • critical thinking and analysis; • an understanding of skills;
AO4: present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements	<ul style="list-style-type: none"> • how they have explored and developed personal ideas and realised their intentions; • their experience of working within real and relevant frameworks; • an ability to make links between their personal work and the work of relevant artists and designers; and • their work for assessment.

Below are the learning outcomes for this unit:

Content	Learning Outcomes
Producing the Core Portfolio	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> • respond creatively using visual elements in both 2D and 3D, fine art and design through research, investigation, observation and analysis; • use relevant media, materials, processes and techniques; • show an ability to sustain purposeful and appropriate lines of enquiry; • demonstrate the practical skills and experience gained from studying the working practices of artists and/or designers; • explore the work of artists and designers from a range of different times and cultures; • support their understanding by investigating the work of relevant artists and/or designers; • follow one area of enquiry through to a final outcome in either fine art, craft or design in 2D or 3D; and • select, edit and present their work for assessment and moderation.

The Core Portfolio provides candidates with an opportunity to demonstrate and communicate artistic interests, visual curiosity, creativity and personal skills in art, craft and design. They choose their own theme/starting point. They select the work that reflects their ability and personal achievement in relation to the assessment objectives for this course. This includes evidence of observations from primary and secondary sources and work that displays a breadth of experience in a range of media.

3.2 Unit 2: Working to a Stimulus

We assess Unit 2 through an externally set examination called Working to a Stimulus. The examination paper takes the form of a series of suggested ideas based on a set stimulus.

Candidates should be able to:

- creatively investigate and develop ideas in response to the set stimulus;
- show an ability to sustain purposeful and appropriate lines of enquiry;
- use relevant media, materials, processes and techniques;
- support their understanding by investigating the work of relevant artists and designers;
- use creatively the work of artists and designers from a range of different times and cultures, where appropriate;
- produce a final outcome in fine art, craft or design in either 2D or 3D; and
- select, edit and present their work for assessment and moderation.

This externally set examination requires:

- an adequate preparatory period with a **minimum of 15 hours** spent producing preparatory work; and
- a final outcome that candidates must complete within a set period of **10 hours** and that they must carry out under controlled test conditions.

The candidate must present preparatory work and a final outcome that is based on either an idea suggested in the examination paper or on their own idea, which they've based on the set stimulus. The preparatory work the candidate produces must support the production of a final outcome in either fine art, craft or design in 2D or 3D.

Below are the learning outcomes for this unit:

Content	Learning Outcomes
Working to a Stimulus	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> • creatively investigate and develop ideas in response to the stimulus; • use a range of media, materials, processes and techniques to develop personal understanding of the most suitable way to develop their ideas successfully in fine art, craft or design in either 2D or 3D; • review and modify work to create more ideas; • research relevant artists and designers to inform the development of work; and

Content	Learning Outcomes
Working to a Stimulus (cont.)	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> • produce an outcome in fine art, craft or design in either 2D or 3D using the most appropriate media, materials, techniques and technology; • make relevant comments or explanations to show an understanding of the way work has developed using appropriate technical language; • make sure that the development of ideas is focused on the theme; • create a balance between the development of work and the time allowed; • select and present work for assessment; and • use equipment and tools safely.

3.2.1 Management guidance for Unit 2

Candidates are allowed to use all development work created during the timetabled period to produce their final outcome. For assessment, they should select, edit and present the work that best meets the four assessment objectives.

A medium level of control is required for the production of the final outcome for Unit 2. Teachers are responsible for ensuring that all work candidates develop to produce the final outcome, including work in progress, is kept within the centre under secure conditions.

We present the set theme and stimuli for Working to a Stimulus in an examination paper. **We issue the paper in January of the year of examination. Candidates must complete their final outcome by the May date we specify in our examination timetable.**

Candidates complete their final outcome during the supervised 10 hour period between the dates specified in our examination timetable.

Centres are responsible for providing an appropriate environment and the required amount of time for candidates to respond to and complete the Unit 2 paper.

Teachers must confirm that all work the candidate presents is that candidate's own work. This is a requirement of task taking in Unit 2.

4 Scheme of Assessment

4.1 Assessment objectives

Below are the assessment objectives for this specification. The four are interrelated and connections must be made. In their outcomes, candidates must demonstrate their ability to:

- develop their ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and cultural understanding (AO1);
- refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes (AO2);
- record ideas, observations and insights relevant to their intentions in visual and/or other forms (AO3); and
- present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements (AO4).

The following table illustrates the relationship between the assessment objectives, the aims as set out in Section 1, the content and the requirements for this specification:

Assessment Objective	Candidates should be able to demonstrate:	Content
AO1: develop their ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and cultural understanding	<ul style="list-style-type: none"> • creative thinking, originality and resourcefulness; • the use of relevant research materials, including contextual references that develop personal understanding and creative ideas; 	<p>Sketches, plans, working drawings, digital images and images created using new technology with evidence showing how their ideas have progressed</p> <p>Evidence of research into relevant contextual sources, analysed with understanding to inform their work</p>
AO2: refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes	<ul style="list-style-type: none"> • an enjoyment in, interest in and enthusiasm for art and design; • an ability to experiment with media, materials, techniques and processes; • a continuous process of review and refinement of work in progress; and • problem-solving during activities. 	<p>Studies in appropriate forms, both 2D and/or 3D, through which they have explored techniques and technologies and experimented with a diverse range of media, materials and processes</p> <p>Examples should show how they have been able to improve and refine their skills and review their progress</p>

Assessment Objective	Candidates should be able to demonstrate:	Content
<p>AO3: record ideas, observations and insights relevant to their intentions in visual and/or other forms</p>	<ul style="list-style-type: none"> • an ability to record from direct observation and personal experience; • critical thinking and analysis; • an understanding of skills; 	<p>Observations made from primary and secondary sources and recorded in 2D and/or 3D forms using a wide range of media</p> <p>Evidence in visual and/or written forms as to how candidates have been able to:</p> <ul style="list-style-type: none"> • make decisions; and • direct the course of their own work and the form it should take
<p>AO4: present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements</p>	<ul style="list-style-type: none"> • how they have explored and developed personal ideas and realised their intentions; • their experience of working within real and relevant frameworks; • an ability to make links between their personal work and the work of relevant artists and designers; and • their work for assessment. 	<p>Realisation of ideas in the form of one final response for each unit which may be 2D or 3D, fine art or design, using any combination of media, processes, techniques or new technologies</p> <p>Be responsible for the selection of work to be presented for assessment</p>

4.2 Assessment matrix for GCSE Art and Design Units 1 and 2

This specification does not require candidates to produce written material. Any written communication that candidates present is assessed with regard to presentation, specialist vocabulary, spelling, punctuation, grammar, form, style and organisation at AO3 and AO4 on the marking matrix.

LEVEL	1	2	3	4	5
Mark Range	0	5–8	9–12	13–16	17–20
(AO1) Develop ideas through sustained and focused investigation	Limited and inconsistent development of ideas	Some understanding in development of ideas	Growing involvement and success in the development of ideas	Keen awareness in the development of ideas	Sustained creativity in the development of ideas
Inform ideas using contextual and other sources	Limited and uncritical use of sources	Little appropriate use of sources	Use sources with some understanding	Use sources with personal understanding	Use sources with perception and insight
Demonstrate analytical and cultural understanding	Limited analysis with little cultural understanding	Little appropriate analysis with some cultural understanding	Appropriate analysis with cultural understanding	Consistent analysis with understanding of purpose in a cultural context.	Clear analysis with confidence and understanding of purpose in a cultural context
(AO2) Refine their ideas	Review, modify and refine work with little understanding	Review, modify and refine work to some extent	Review, modify and refine work successfully	Review, modify and refine work with discrimination	Review, refine and modify work creatively, purposefully and with understanding
Explore their ideas	Limited exploration of ideas	Some successful exploration of ideas	Explore ideas with purpose	Some confident exploration of ideas	Explore ideas with sustained confidence
Experiment and select appropriate resources, media, materials, techniques and processes	Minimal experimentation	Some successful experimentation	Experiment purposefully	Some creative experimentation	Experiment with sustained creativity

LEVEL	1	2	3	4	5
Mark Range	0	5–8	9–12	13–16	17–20
(AO3) Record observations in visual and/or other forms	Work in visual and other forms, including written work, that has no merit	Record with some success	Record with awareness	Record with keen awareness	Record accurately with clear understanding
Record thoughts and insights relevant to intentions	Record with limited skills relevant to intentions	Record with growing success relevant to intentions	Record with appropriate skill relevant to intentions	Record with sensitivity relevant to intentions	Record sensitively and skilfully relevant to intentions
Demonstrate an ability to reflect on work and progress	Demonstrate very limited progression	Demonstrate progression to some extent	Demonstrate successful progression	Demonstrate progression with discrimination	Demonstrate significant development as work progresses
	Where text is used there is: Limited attempt to select and use an appropriate form and style of writing; and Organisation of material, use of specialist vocabulary, presentation, spelling, punctuation and grammar that are basic	Where text is used there is: Some attempt to select and use an appropriate form and style of writing; and Organisation of material, use of specialist vocabulary, presentation, spelling, punctuation and grammar that are mostly adequate	Where text is used there is: A reasonable attempt to select and use an appropriate form and style of writing; and Organisation of material, use of specialist vocabulary, presentation, spelling, punctuation and grammar that are adequate	Where text is used there is: A good attempt to select and use an appropriate form and style of writing; and Organisation of material, use of specialist vocabulary, presentation, spelling, punctuation and grammar that are competent	Where text is used there is: A very good attempt to select and use the most appropriate form and style of writing; and Organisation of material, use of specialist vocabulary, presentation, spelling, punctuation and grammar that are highly competent

LEVEL	1	2	3	4	5
Mark Range	1-4	5-8	9-12	13-16	17-20
(AO4) Present a personal, informed response	Present a basic, personal response	Present a personal response with varying degrees of success	Present a successful, personal response	Present a well-balanced personal response	Present a comprehensive personal response
Demonstrate analytical and critical understanding	Attempt to demonstrate basic critical understanding	Demonstrate some critical understanding	Successfully demonstrate critical understanding	Demonstrate increasingly well informed, critical understanding	Demonstrate perceptive, critical understanding
Make connections between visual, written, oral or other elements	Make limited connections	Make generally appropriate connections	Make successful connections	Make carefully considered connections	Make perceptive connections displaying clear understanding
	Where text is used there is: Limited attempt to select and use an appropriate form and style of writing Organisation of material, use of specialist vocabulary, presentation, spelling, punctuation and grammar that are basic	Where text is used there is: Some attempt to select and use an appropriate form and style of writing; and Organisation of material, use of specialist vocabulary, presentation, spelling, punctuation and grammar that are mostly adequate	Where text is used there is: A reasonable attempt to select and use an appropriate form and style of writing; and Organisation of material, use of specialist vocabulary, presentation, spelling, punctuation and grammar that are adequate	Where text is used there is: A good attempt to select and use an appropriate form and style of writing; and Organisation of material, use of specialist vocabulary, presentation, spelling, punctuation and grammar that are competent	Where text is used there is: A very good attempt to select and use the most appropriate form and style of writing; and Organisation of material, use of specialist vocabulary, presentation, spelling, punctuation and grammar that are highly competent

4.3 Assessment objective weightings

The assessment objectives are equally weighted in each of the two units. This weighting is set out in the table below:

Assessment Objective	Assessment Objective Weighting	Assessment Objective Weighting
	Unit 1	Unit 2
AO1	25%	25%
AO2	25%	25%
AO3	25%	25%
AO4	25%	25%
Total	100%	100%

4.4 Quality of written communication

This specification does not require candidates to produce written material. Any written communication that candidates present is assessed with regard to presentation, specialist vocabulary, spelling, punctuation, grammar, form, style and organisation at AO3 and AO4 on the marking matrix.

4.5 Reporting and grading

We award GCSE qualifications on an eight grade scale from A*–G, with A* being the highest. The grades are determined by aggregating the uniform marks obtained for each unit. For candidates who fail to achieve a grade G, we report their results as unclassified (U). The grades we award match the performance descriptions published by the regulatory authorities (see Section 5).

5 Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content.

The grade awarded depends in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of candidates' performance in the assessment may be balanced by better performances in others.

Grade	Description
A	<p>Candidates develop and explore ideas creatively through investigations. They sustain related activity perceptively and analyse and evaluate images, artefacts and products effectively. Responses, interpretations and subsequent developments are clearly informed by an understanding of culture and context. Candidates present imaginative and personal responses and intentions are realised in a coherent and competent manner. They make perceptive and informed connections between personal lines of enquiry and the work of others.</p> <p>Candidates refine their ideas through experimentation, confidently manipulating and exploiting a wide range of relevant resources, media, material, techniques and processes. They combine their knowledge, skills and understanding in resourceful, discriminating and purposeful ways. Significant relationships are established between process and product, and work is refined by continuing evaluation, planning and modification as it progresses.</p> <p>Candidates sensitively and skilfully record ideas and interpret observations and experiences. They present ideas and communicate the results of thorough research and enquiry in appropriate forms that clearly relate to and facilitate the realisation of intentions.</p>
C	<p>Candidates develop and explore ideas effectively through investigations. They analyse and evaluate images, artefacts and products with a clear sense of purpose. They demonstrate understanding of context when developing responses. Candidates make connections with the work of others, which inform personal responses and support the realisation of intentions.</p> <p>Candidates select and employ different resources, media, material, techniques and processes appropriately. They combine their knowledge, skills and understanding in a generally appropriate manner. They understand the relationship between process and product, and demonstrate growing ability to review, modify and refine their work as it progresses.</p> <p>Candidates record and respond to observations and experiences. They present ideas and results of their research and enquiry in forms that are consistent with intentions.</p>

Grade	Description
F	<p>Candidates develop and explore ideas through experimentation. They make an attempt to analyse and evaluate images, artefacts and products, and in their responses evidence modest understanding of context. They make a personal response when endeavouring to realise intentions and seek to make connections between their work and that of others.</p> <p>Candidates use media, material, techniques and processes with some control and understanding. They demonstrate some ability to combine the knowledge, skills and understanding they have developed. They make some modifications between their own work and that of others.</p> <p>Candidates select and record observations and draw upon their experiences. They present ideas with some understanding of the links between form and intention.</p>

6 Guidance on Assessment

6.1 Internal assessment

To ensure that internal assessment is carried out in a reliable and consistent manner, we make the following provisions:

- We carry out agreement trials in the autumn term.
- We provide a clear marking matrix for assessing specific skills.
- We carry out a direct check of the marking standard of teachers as part of our external moderation procedures.
- We safeguard the quality control of external assessment by thoroughly briefing and supervising moderators before and during the moderation process.

6.2 Marking

The marking matrix for this specification sets out the criteria for marking candidates' work based on the assessment objectives. It encourages sufficient flexibility to allow all credit worthy responses to be awarded.

In general, progressing across the mark bands is characterised by:

- increasing breadth and depth of understanding;
- increasing evaluation and analysis; and
- increasing creativity, independence and originality.

Within the work they submit for Units 1 and 2, candidates must show how they have fulfilled the assessment objectives.

Teachers should not award marks on the basis of a 'tick list', but rather on the overall response as it relates to the requirements stated for each mark band. They should adopt a holistic approach when reviewing candidates' work and achievement, and they should apply their informed professional judgement. Teachers should be aware that the four assessment objectives are interrelated and connections must be made between them. Teachers should carry out marking work using the marking matrix in Section 4. This will ensure consistency and accuracy in task marking.

We encourage teachers to use the full mark range, and where warranted, they should award maximum marks. Candidates' responses should be considered positively. There are no penalties. A mark of 0 should only be awarded where the candidate has presented no work of merit.

Teachers are required to show clearly how the candidate has achieved the marks awarded.

6.3 Controlled assessment review

We review our controlled assessment tasks periodically to ensure that they continue to set an appropriate challenge and to ensure that they remain valid, reliable and stimulating.

We review the exemplar material for our controlled assessment task(s) in the Core Portfolio every two years.

6.4 Skills assessed by controlled assessment

Teachers must assess the following skills through controlled assessment. Candidates must:

- undertake research and gather, select and organise visual, tactile and/or sensory materials and other relevant information;
- analyse, discuss and evaluate images and their meanings, objects and products, and make and record independent judgements in visual and other forms;
- generate and explore potential lines of enquiry using appropriate new media and techniques;
- review and modify work, and plan and develop ideas in the light of their own and others' evaluations; and
- organise, select and communicate ideas, solutions and responses and present them.

Elements of these skills may also be assessed externally by us.

Teachers must assess these skills in the context of the content specified in paragraph 11 of the publication *GCSE subject criteria for art and design*, which is available on the QCA website at www.qca.org.uk

6.5 Level of control

Rules for controlled assessment in art and design are defined for the three stages of the assessment:

- task setting;
- task taking; and
- task marking.

For each stage, to ensure reliability and authenticity, the level of control is set as high as possible for the skills assessed.

6.6 Task setting

The level of control for task setting is limited.

Centres must set the Core Portfolio task for Unit 1. It must be developed from candidates' personal and/or given starting points. The controlled assessment task provides opportunities for centres to contextualise the task to best suit their specific circumstances. This includes their availability of and access to resources.

6.7 Task taking

The level of control for task taking is medium.

Areas of Control	Detail of Control
Authenticity	Candidates must complete all work, with the exception of research, under informal supervision. They may complete research under limited supervision. We will provide centres and teachers with clear guidance regarding use of research and development, materials from other sources, and the preparation for final production of the work to be assessed.
Feedback	Teachers must supervise and monitor all work that is assessed as part of the controlled assessment tasks. They must do this in accordance with specification guidelines. They are also responsible for validating each candidate's work in order to prevent plagiarism.
Time Limit	Candidates have a minimum of 45 hours to complete the work for Unit 1: The Core Portfolio. They can do this at any time throughout the course. Centres set and timetable the period of time designated for the task(s). Centres must complete and submit all internal standardisation and marking to us by the May deadline.
Collaboration	A candidate's work may be informed by working with others; however, each candidate must provide an individual response.
Resources	For art, craft and design, each centre determines its candidates' access to resources. This is done in line with guidelines we set.

6.8 Task marking

The level of control for task marking is medium.

Teachers mark the controlled assessment using mark schemes that we provide. Our moderation is consistent with the Code of Practice requirements. Teachers must ensure that each candidate's work is their own.

For up-to-date advice on plagiarism or any other incident in which candidate malpractice is suspected, please refer to the Joint Council for Qualifications' publication Suspected Malpractice in Examinations and Assessments: Policies and Procedures, which is available on www.jcq.org.uk

6.9 Internal standardisation

Centres with more than one teaching group must carry out internal standardisation of the controlled assessment tasks before submitting them to us. This is to ensure, as far as possible, that each teacher has applied the assessment criteria consistently when marking assessments.

6.10 Moderation

Teachers must apply the following guidelines to the moderation of GCSE Art and Design:

- It is the responsibility of the centre to provide an appropriate environment and an adequate time allocation for candidates to complete their Unit 1: Core Portfolio and respond to the Unit 2: Working to a Stimulus paper.
- The centre is responsible for the moderation of internally assessed work.
- Teachers should be provided with adequate time to assess work, carry out internal standardisation and complete necessary paperwork.
- Centres must confirm, on a TAC 2 form, that they have carried out internal standardisation.
- Centre sample is by random, computer-generated selection; we notify centres of the work that we require for the sample in mid-April.
- The external moderation process includes the top and bottom mark for each unit.
- If adjustments are required for either Unit 1 or Unit 2, they will apply to **all** of the candidates in the centre for that unit.
- Visiting moderators will confirm that the marking in each centre is consistent with the required standard.
- The Enquiry About Results service is available for this subject.

Information on moderation and assessment is summarised in the *Instructions to Teachers* booklet, which is available on our website. You can also access updated assessment and moderation procedures on our Art and Design microsite on www.ccea.org.uk

We may adjust a centre's marking. This is to bring the assessment of the candidates' work into line with our agreed standards.

We issue full instructions about the details of the moderation procedures and the nature of the sample we require well in advance of submission.

6.11 Reusing marks

We **do not** allow candidates to carry forward marks from moderated controlled assessments. **A new submission of all units must be made.**

See Appendix 1 for a glossary of terms for controlled assessment.

7 Links

7.1 Support

We provide the following resources to support this specification:

- our website;
- a subject microsite within our website;
- specimen papers and mark schemes; and
- controlled assessment tasks.

Some support material from the previous specification may also remain useful.

We intend to expand our range of support to include the following:

- past papers;
- mark schemes;
- support guidance material for teaching the text;
- Chief Examiner's reports;
- Principal Moderator's reports;
- guidance on progression from Key Stage 3;
- schemes of work;
- centre support visits;
- support days for teachers with materials;
- training days;
- agreement trials;
- student guides;
- controlled assessment guidance for teachers;
- controlled assessment guidance for candidates;
- a resource list;
- exemplification of standards; and
- the True Colours exhibition.

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

7.2 Curriculum objectives

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

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

This GCSE Art and Design specification provides opportunities for students to engage with aspects of Learning for Life and Work as specified for Key Stage 4 in the statutory order 2007 No. 46: *The Education (Curriculum Minimum Content) Order (Northern Ireland) 2007*.

The specification builds upon the following elements of the Order:

“LEARNING FOR LIFE AND WORK

Employability

Pupils should be enabled to:

- explore self employment and identify relevant sources of support;
- examine the impact of globalisation on employment;
- investigate the recruitment and selection process, taking into account the rights and responsibilities of employees and employers;
- consider how employees and employers might maintain an effective working environment;
- investigate the increasing social responsibility of business in the community; and
- develop a personal career plan based on relevant information and guidance.

Personal Development

Pupils should be enabled to:

- develop an understanding of how to maximise and sustain their own health and well-being;
- reflect on, and respond to, their developing concept of self, including managing emotions and reactions to ongoing life experiences;
- recognise, assess and manage risk in a range of real-life contexts;
- develop their understanding of relationships and sexuality and the responsibilities of healthy relationships;
- develop an understanding of the roles and responsibilities of parenting; and
- develop further their competence as discerning consumers in preparation for independent living.

Local and Global Citizenship

Pupils should be enabled to:

- respond to the specific challenges and opportunities which diversity and inclusion present in Northern Ireland and the wider world;
- identify and exercise their rights and social responsibilities in relation to local, national and global issues;
- develop their understanding of the role of society and government in safeguarding individual and collective rights in order to promote equality and to ensure that everyone is treated fairly;
- develop their understanding of how to participate in a range of democratic processes;
- develop awareness of key democratic institutions and their role in promoting inclusion, justice and democracy; and
- develop awareness of the role of non-governmental organisations.”

Consideration of Employability, Personal Development and Local and Global Citizenship may occur within the contexts for work developed by students.

For further guidance on how this specification enables progression from the Northern Ireland Curriculum at Key Stage 3, go to our subject microsite, which you can access at www.ccea.org.uk

7.3 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; and
- 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

7.4 Examination Entries

Entry codes for this subject and details on how to make entries are available on our Examinations Administration Handbook microsite, which you can access at www.ccea.org.uk

Alternatively, you can telephone our Examination Entries, Results and Certification team using the contact details provided in this section.

7.5 Equality and inclusion

We have considered the requirements of equalities legislation in developing this specification.

GCSE qualifications often require the assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare students for a wide range of occupations and higher level courses.

The revised GCSE and qualification criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any students with disabilities. 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 and equality groups and with people with disabilities.

During the development process, we carried out an equality impact assessment. This was to ensure that we identified any additional potential barriers to equality and inclusion. Where appropriate, we have given consideration to measures to support access and mitigate against barriers.

Reasonable adjustments are made for students with disabilities in order to reduce barriers to access assessments. For this reason, very few students will have a complete barrier to any part of the assessment. However, 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 (AO3). Those with a physical disability may be restricted as to which media they may work in (AO2).

It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment. **You can find information on reasonable adjustments 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*.**

7.6 Contact details

The following list provides contact details for relevant staff members and departments:

- 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 1200, email: mmiller@ccea.org.uk)
- Moderation: Craig Burns
(telephone: (028) 9026 1200, email: cburns@ccea.org.uk)
- Examination Entries, Results and Certification
(telephone: (028) 9026 1262, email: entriesandresults@ccea.org.uk)
- Examiner Recruitment
(telephone: (028) 9026 1243, email: appointments@ccea.org.uk)
- Distribution (past papers and support materials)
(telephone: (028) 9026 1242, email: cceadistribution@ccea.org.uk)
- Support Events Administration
(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)
(telephone: (028) 9026 1244, email: appealsmanager@ccea.org.uk).

Appendix 1

Glossary of Terms for Controlled Assessment Regulations

Term	Definition
Component	<p>A discrete, assessable element within a controlled assessment/qualification that is not itself formally reported and for which the awarding body records the marks</p> <p>May contain one or more tasks</p>
Controlled assessment	A form of internal assessment where the control levels are set for each stage of the assessment process: task setting, task taking, and task marking
External assessment	A form of independent assessment in which question papers, assignments and tasks are set by the awarding body, taken under specified conditions (including detailed supervision and duration) and marked by the awarding body
Formal supervision (High level of control)	The candidate must be in direct sight of the supervisor at all times. Use of resources and interaction with other candidates is tightly prescribed.
Informal supervision (Medium level of control)	<p>Questions/tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work.</p> <p>Supervision is confined to:</p> <ul style="list-style-type: none"> • ensuring that the contributions of individual candidates are recorded accurately; and • ensuring that plagiarism does not take place. <p>The supervisor may provide limited guidance to candidates.</p>
Limited supervision (Low level of control)	Requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes.

Term	Definition
Mark scheme	<p>A scheme detailing how credit is to be awarded in relation to a particular unit, component or task</p> <p>Normally characterises acceptable answers or levels of response to questions/tasks or parts of questions/tasks and identifies the amount of credit each attracts</p> <p>May also include information about unacceptable answers</p>
Task	<p>A discrete element of external or controlled assessment that may include examinations, assignments, practical activities and projects</p>
Task marking	<p>Specifies the way in which credit is awarded for candidates' outcomes</p> <p>Involves the use of mark schemes and/or marking criteria produced by the awarding body</p>
Task setting	<p>The specification of the assessment requirements</p> <p>Tasks may be set by awarding bodies and/or teachers, as defined by subject-specific regulations. Teacher-set tasks must be developed in line with awarding body specified requirements.</p>
Task taking	<p>The conditions for candidate support and supervision, and the authentication of candidates' work</p> <p>Task taking may involve different parameters from those used in traditional written examinations. For example, candidates may be allowed supervised access to sources such as the internet.</p>
Unit	<p>The smallest part of a qualification that is formally reported and can be separately certificated</p> <p>May comprise separately assessed components</p>

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	28 July 2009	20	Additions and amendments to Assessment matrix (AO3)
Version 2	28 July 2009	28	Amendments to 6.11 Reusing marks

