



**GCSE
COURSE
GUIDE**

2011/12

This guide has been produced to introduce the GCSE Art & Design course to you. It sets out what you will be expected to complete over the next two years. It will show an outline of the course content and give information on project deadlines and examination dates. It will also give general guidelines to our assessment procedures, prep requirements and overall expectations.

OCR/GCSE ART J160

You are about to start a two year course in Art & Design which will be broad-based but which you will also be expected to focus on one or more of the following areas:

- ◆ Drawing and Painting
- ◆ Graphics
- ◆ Photography
- ◆ Mixed Media
- ◆ 3D Studies

The new course structure allows us to divide the two years up into very distinct programmes of study. Yr10 is to involve a rotation system where you will experience and experiment with a range of skills and be taught by all three art staff according to their specialism. The work produced here will be internally assessed and the best pieces contribute to your final portfolio. Yr11 will be externally assessed and the result will represent your GCSE grade.

YR 10 PRACTICAL EXPERIMENTATION

For this year you will be set projects with a common starting point where you will be expected to demonstrate your ability to investigate, explore, modify, develop and realise your ideas in a variety of areas. The emphasis is clearly on you learning skills and processes which you can later use in a more independent manner for Yr11. Each project will focus on either Painting and Drawing, Printmaking or Photography and will last for eight weeks before changing over.

For each project you are to keep an ideas/sketchbook/diary to document your approach. You are also required to demonstrate that you have considered critical issues relating to the wider world of Art & Design, through investigation of the work of artists/craftspersons. As part of this critical appraisal you will be required to make a study of some area of Art & Design that you find interesting. This will normally be a holiday assignment or part of an ongoing investigation throughout the course.

Yr11 COURSEWORK PORTFOLIO

- 60% weighting
- Only **ONE** body of work is required
- Candidates are given approximately 45 hours (15 -18 school weeks as a guide) to complete their portfolio .
- Centre-set starting points, briefs, scenarios or stimuli (can be candidate led)

Yr11 EXAMINATION/SET TASK

- 40% weighting
- Only **ONE** body of work is required
- Candidates have 10 hours of supervised, controlled time to produce evidence for the OCR-set Task unit
- Timetabled to suit the centre; no specified examination window
- OCR-set starting points, brief scenarios and stimuli issued in an early release question paper, which can be given out from 1st January onwards

This is a practical examination which is set by the Board, internally assessed and externally moderated. You will be given the examination paper, which will contain a number of open-ended starting points, at the beginning of the Spring Term. You will have six weeks of term time to develop and explore possible responses, with the examination taking place at the penultimate week of the Spring Term. You will have ten hours to complete the final piece, six of which will run concurrently and the rest made up in lesson time.

The back-up work you complete for the examination will play an important part in the final assessment and must be included with the final piece.

ASSESSMENT CRITERIA

Assessment will follow guidelines given in the syllabus and will cover four main areas:

1. Visual recording

You will be expected to explore, express and develop ideas by recording and reacting to source material through direct observation, personal experience, memory or imagination. Investigation can be in any form or media, which may include sketchbooks/diaries, model making etc. Secondary source material, such as working from other people's photographs, must not be a substitute for first hand experience.

2. Practical exploration

You will be expected to explore materials, processes and techniques and to understand elements such as line, tone, colour, pattern, texture, shape, form and space.

3. Understanding contexts in Art, Design Craft

You will be expected to integrate into your own work the knowledge and understanding of visual language gained from your analysis and evaluation of images, objects and artefacts, some of which should be from first-hand experience. You should demonstrate that you have:

- made connections with the work of other artists
- explored how ideas, feelings and meanings are conveyed in and artefacts
- understood how images and artefacts relate to their social, historical and cultural context
- explored approaches through a variety of methods and intentions, including the work of a number of practitioners from different times and cultures

4. Realising Intentions

The presentation of a personal response is required, demonstrating the realisation of intentions. You should demonstrate work from conception to completion, with a finished outcome.

Reading and looking at Art & Design is an important part of the learning process. This assessment area will identify how you make your own judgements and how it will inform and influence your own work.

Assessment will be:

- Continual, through individual discussion during classroom time.
- Weekly, through evidence of research and critical evaluation in your sketchbooks/diaries.
- At the end of the project.

Mark orders will be given to represent current attainment and effort, based on all assessment procedures and will be accompanied by a short written report on your classwork, homework and behaviour.

There will also be self-assessment where you will judge the quality of your work and performance. You should always be appraising/reflecting on your work and looking for ways to actively improve it even before a teacher instructs you.

PREPARATION/HOMEWORK

You will be expected to continue to research your coursework or complete set tasks outside classroom time. You should aim to give at least one hour a week to this, as well as finding time to read material that relates to Art & Design in its broadest sense. This is the time where much of your artists' research will happen and be recorded in your sketchbook.

GENERAL EXPECTATIONS

It is assumed that you have chosen this subject because you enjoy it. We therefore expect a positive attitude throughout the course. The most productive approach will be one in which you are prepared to experiment, investigate and experience without pre-conceived ideas. To attain a top grade, you will need a high degree of technical ability and imagination, but it is quite possible to do well through hard work and honest endeavour.

Appendix B: Marking Criteria for Assessments

The Marking Criteria are based on an incremental system from partial to confident. The following criteria are designed to indicate how marks are to be awarded

Unit 1 (A110 – A117): Art and Design Portfolio & Unit 2 (A120 – A127) Art and Design OCR-set Task				
	A01	A02	A03	A04
	Develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding	Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes	Record ideas, observations and insights relevant to their intentions in visual and/or other forms	Present a personal, informed and meaningful response demonstrating analytical and critical understanding, relating intentions and, where appropriate, making connections between visual, written, oral or other elements
0 marks	Reflects that work has been produced but is below GCSE standard.			
Band 1 Partial 1 – 5 marks	Undertakes limited investigations that provide literal links to simplistic ideas Demonstrates a limited understanding of source material used for research showing minimal cultural understanding	Shows limited and minimal refinement of ideas Demonstrates minimal ability to experiment with few media, materials, techniques and processes Shows limited ability to select resources independently; choice of resources is minimal and weak	Demonstrates a limited ability to record observations and insights Demonstrates weak understanding through observations and insights that are disconnected from intentions	Demonstrates limited ability to present an informed and meaningful personal response, showing minimal critical and analytical understanding Demonstrates minimal realisation of intentions Makes simplistic and literal connections between visual, written, oral and other elements
Band 2 Basic 6 – 10 marks	Undertakes basic investigations that provide some superficial links to obvious and predictable ideas Demonstrates some superficial understanding of source material used for research and shows some cultural understanding	Shows basic and superficial refinement of ideas Demonstrates some ability to experiment with a small range of media, materials, techniques and processes Shows some ability to select resources independently; choice of resources is predictable and sometimes inappropriate	Demonstrates some ability to record observations and insights Demonstrates basic understanding through obvious and predictable observations and insights that show some connection to intentions	Demonstrates some ability to present an informed and meaningful personal response, showing basic critical and analytical understanding Demonstrates a basic realisation of intentions Makes obvious and predictable connections between visual, written, oral and other elements
	The quality of written work is limited; structure and style are simplistic. Work contains many significant errors of spelling, punctuation and grammar, which obscure meaning.			
	The quality of written work is basic and its meaning is often unclear; work has a basic structure but lacks fluency of style. Some elements of work are fit for purpose but work contains some significant errors of spelling, punctuation and grammar, which sometimes obscure meaning.			

Unit 1 (A110 – A117): Art and Design Portfolio & Unit 2 (A120 – A127) Art and Design OCR-set Task

	AO1	AO2	AO3	AO4
<p>Band 3 Competent</p> <p>11-15 marks</p>	<p>Develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding</p> <p>Undertakes sound investigations that provide relevant links to the development of informed ideas</p> <p>Demonstrates a good understanding of a range of source material used for research and shows sound cultural understanding</p>	<p>Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes</p> <p>Shows effective and relevant refinement of ideas</p> <p>Demonstrates sound ability to experiment with a range of media, materials, techniques and processes</p> <p>Selects most resources independently, choice of resources is informed and usually appropriate</p>	<p>Record ideas, observations and insights relevant to their intentions in visual and/or other forms</p> <p>Demonstrates a sound ability to record observations and insights</p> <p>Demonstrates good understanding through informed and relevant observations and insights that show effective connections to intentions</p>	<p>Present a personal, informed and meaningful response demonstrating analytical and critical understanding, relating intentions and, where appropriate, making connections between visual, written, oral or other elements</p> <p>Demonstrates a sound ability to present an informed and meaningful personal response, showing good critical and analytical understanding</p> <p>Demonstrates an effective realisation of intentions</p> <p>Makes informed and relevant connections between visual, written, oral and other elements</p>
<p>The quality of written work is generally sound and its meaning is usually clear, work has an appropriate structure and some attempt at a fluent style. Work is generally fit for purpose but contains minor errors of spelling, punctuation and grammar.</p>				
<p>Band 4 Cofluent</p> <p>16-20 marks</p>	<p>Undertakes a range of purposeful investigations that provide appropriate and meaningful links to the development of independent and imaginative ideas</p> <p>Demonstrates a strong and consistent understanding of a wide variety of source material used for research and shows strong cultural understanding through personal and independent responses</p>	<p>Shows purposeful and considered refinement of ideas</p> <p>Demonstrates strong and consistent ability to experiment with a wide range of media, materials, techniques and processes</p> <p>Selects resources independently and thoughtfully, choice of resources is appropriate</p>	<p>Demonstrates a strong and consistent ability to record observations and insights through considered and meaningful observations and insights that show purposeful connections to intentions</p>	<p>Demonstrates a strong and consistent ability to present an informed and meaningful personal response, showing thoughtful and consistent critical and analytical understanding</p> <p>Demonstrates a strong and imaginative realisation of intentions</p> <p>Makes considered and meaningful connections between visual, written, oral and other elements</p>
<p>The quality of written work is good, has clear meaning and uses an appropriate structure and style. Work is fit for purpose; it contains a few errors of spelling, punctuation and grammar, but these do not obscure meaning.</p>				

Unit 1 (A110 – A117): Art and Design Portfolio & Unit 2 (A120 – A127) Art and Design OCR-set Task				
	AO1	AO2	AO3	AO4
	Develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding	Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes	Record ideas, observations and insights relevant to their intentions in visual and/or other forms	Present a personal, informed and meaningful response demonstrating analytical and critical understanding, making judicious and, where appropriate, making connections between visual, verbal, oral or other elements
Band 5	Undertakes a wide range of in-depth investigations that provide well-considered, focused and insightful links to the development of sophisticated, expressive and imaginative ideas	Shows decisive, focused and well-considered refinement of ideas	Demonstrates a very strong, sustained and focused ability to record detailed observations and insights	Demonstrates a very strong and sustained ability to present an informed and meaningful personal response, showing focused, in-depth and well-considered critical and analytical understanding
Confident	Undertakes a wide range of in-depth investigations that provide well-considered, focused and insightful links to the development of sophisticated, expressive and imaginative ideas	Demonstrates a very strong and sustained ability to experiment with a wide range of media, materials, techniques and processes	Demonstrates excellent understanding through well-considered and perceptive observations and insights that show sophisticated and imaginative connections to intentions	Demonstrates an expressive, imaginative and sophisticated realisation of intentions
21-25 marks	Demonstrates an excellent understanding of a wide variety of source material used for research and shows perceptive cultural understanding through independent, well-informed responses	Selects resources perceptively and imaginatively; choice of resources is clearly appropriate		Makes perceptive and insightful connections between visual, written, oral and other elements
The quality of written work is excellent, enhances meaning and uses a clear structure and fluent style. Work has good spelling, punctuation and grammar.				
The following is intended to help Assessors for the GCSE in Art and Design (Applied) where there are strong links to vocational and professional practice.				
	Purpose, meaning and related context refers to the constraints and requirements of the brief	Experimentation should be relevant to an exploration of the brief	'Intentions, meaning and related context' refers to stated constraints and appreciation of the client and/or the task requirements.	An effective client focus should constitute a key feature of the presentation.

<i>Year 1</i>		<i>Year 2</i>
Autumn		Autumn
1	Introduction to GCSE Project 1	Assessed Coursework Project (45hrs)
2		
3		
4		
5	Mark Order	
6		
7		
8	Half-term	
9	Mark Order	Mark Order
10		
11		
12		
13		
14		
15	Assessment and Review	
Spring		Spring
1	Project 2	Exam project preparation
2		
3		
4		
5	Mark Order	
6		
7	Half-term	
8	Assessment and Review	Examination (10hrs)
9		
10		
11		
12		
Summer		Summer
1	Trip to London Galleries Project 3	Private Study
2		
3		
4	Mark Order	
5		
6	Half-term	
7	Assessment and Review Holiday Assignment	Study Leave
8		
9		
10		
11		

