



SWANMORE

— Art & Design: Art, craft & design —

How is my child assessed?

Component 1: Portfolio	Component 2: Externally set assignment
<p>What's assessed A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.</p>	<p>What's assessed Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.</p>
<p>How it's assessed</p> <ul style="list-style-type: none"> • No time limit • 96 marks • 60% of GCSE 	<p>How it's assessed</p> <ul style="list-style-type: none"> • Preparatory period followed by 10 hours of supervised time • 96 marks • 40% of GCSE
<p>Non-exam assessment (NEA) set and marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.</p>	<p>Non-exam assessment (NEA) set by AQA; marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.</p>

Component 1: Portfolio

Each student must select and present a portfolio representative of their course of study. The portfolio must include both:

1. **A sustained project** developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.
2. **A selection of further work** resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation skills projects.

The work submitted for this component will be marked as a whole. Students should carefully select, organise and present their portfolio and must ensure that it provides evidence of meeting all four assessment objectives. They must identify and acknowledge sources which are not their own and provide evidence of **drawing activity** and **written annotation**. Work is usually presented in a sketchbook with larger or 3D work accompanying it separately.

Component 2: Externally Set Assignment

In early January of Year 11 AQA provides a separate externally set assignment with a choice of seven different starting points. Students must select and respond to one. This task is similar in structure to the 'sustained project' but the timescales are much shorter (3 months).

In addition to the sketchbook evidencing the creative journey and coverage of all four assessment objectives, the students will also undertake 10 hours of supervised unaided work to create their final outcome(s) from this component. This takes place at the end of the 3 months (April Yr 11).

All work submitted for this component will be marked as a whole. **The supervised 10 hours must take place under the guidelines set out by JCQ for the conduct of examinations.**



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Assessment Objectives

AO1	AO2	AO3	AO4
Develop ideas through investigations, demonstrating critical understanding of sources.	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	Record ideas, observations and insights relevant to intentions as work progresses	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Subject Overview

Students begin the GCSE AQA Art, craft and design course by completing a skills project covering drawing, printmaking and painting. This project serves to equip students with a basic toolbox of skills which they can use, develop and refine in subsequent projects. Within this project, they learn how to explore and respond to the work of other artists, record from observation and learn how to annotate and present their work.

They then choose a theme for their '**sustained project**' which takes them right through into Y11, when they start their Externally Set Task(exam) in January.

Independent Learning: It is expected to spend a minimum of 1 hour a week independently working on coursework tasks. These may have been started in lesson time or be stand alone tasks. To help students with this we open R-Block three times a week after school between 3.10pm to 4.10pm on **Tuesday, Wednesday and Thursday**. Students are welcome to use the facilities as well as utilising the art teachers for advice, guidance or extra skills sessions.

How can students identify what a high quality portfolio looks like?

We keep copies of portfolios from former students to enable students to see previously assessed work. We also have the visual grading portfolios from AQA to refer to so students can see a variety of work at different grade boundaries.

Coursework Resources

WEBSITES:

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

AQA Exam Board information about the course and how it is assessed.

<https://www.bbc.co.uk/bitesize/subjects/z6hs34j>

GCSE Art on BBC Bitesize. A good overview of the artistic areas of study, the design process, the formal elements of art.

<https://www.bbc.co.uk/bitesize/topics/zk8xpv4>

GCSE Art of BBC Bitesize again, but specifically concerning the 'Creative Process' i.e. how to completed a '**sustained project**'.

<https://www.studentartguide.com/>

Shows examples of student work using different themes/materials.

BOOKS:

AQA GCSE Art & Design Student Handbook - Martin Piercy (AQA have not made a current version of this book, but it still contains a good overview of the course. The mark allocation mentioned is out of date)

Cambridge IGCSE™ Art and Design Student's Book (Collins Cambridge IGCSE™) - Gary Whitehead (This is not the exam board we use or the mark allocation, but the content of the course is the same as AQA and the book is useful to understand the course and get ideas).