

GCE Subject Level Guidance for Art and Design

May 2014

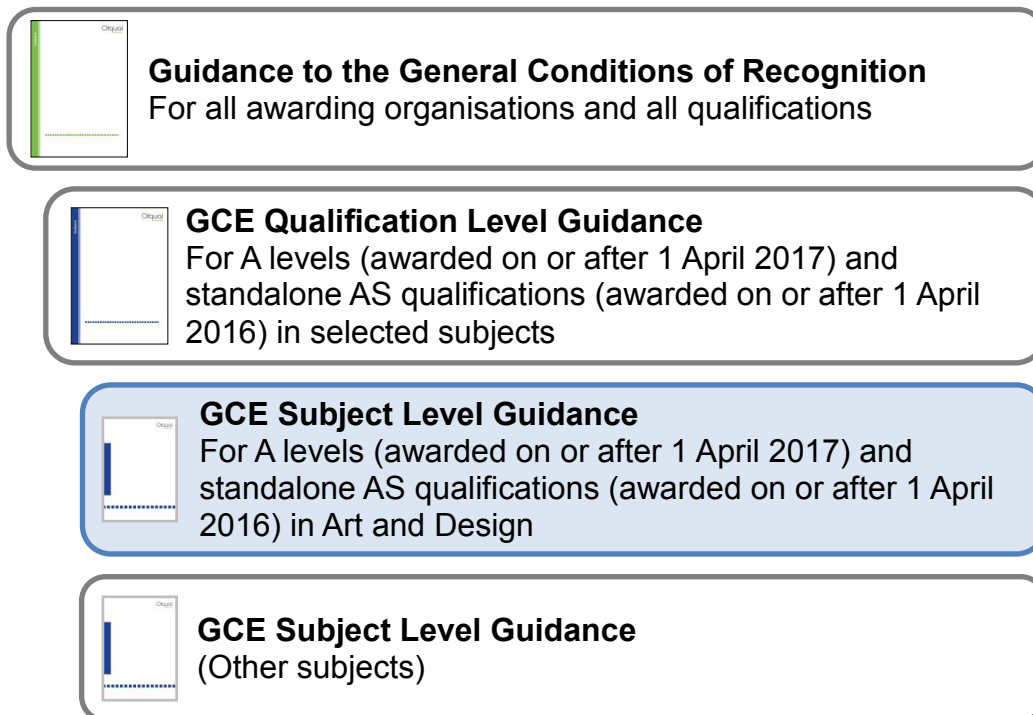
Contents

Introduction.....	2
About this document	2
Guidance set out in this document.....	3
Guidance in relation to non-examination assessment for GCE A levels in Art and Design	4
Guidance on assessment objectives for GCE Qualifications in Art and Design.....	5

Introduction

About this document

This document (highlighted in the figure below) is part of a suite of documents which outlines our guidance for awarding organisations offering GCE Qualifications.



This document sets out guidance which applies to the following qualifications:

- all GCE A levels in Art and Design awarded on or after 1 April 2017; and
- all standalone GCE AS qualifications in Art and Design awarded on or after 1 April 2016.

This guidance supports the GCE Subject Level Conditions and associated requirements for Art and Design.¹

This document constitutes guidance for the purposes of section 153 of the Apprenticeships, Skills, Children and Learning Act 2009 (the '2009 Act') and Conditions GCE(Art and Design)1.2 and GCE(Art and Design)2.4.

An awarding organisation has a legal obligation under the 2009 Act to have regard to this guidance, where relevant, in relation to each GCE Qualification in Art and Design that it makes available or proposes to make available. Condition GCE(Art and

¹ www.ofqual.gov.uk/documents/gce-subject-level-conditions-for-art-and-design/

Design)1.2 and Condition GCE(Art and Design)2.4 impose the same obligation in respect of the guidance below which is issued under those Conditions.

An awarding organisation should use the guidance in this document to help it understand how to comply with the GCE Subject Level Conditions and associated requirements for GCE Qualifications in Art and Design.

Guidance set out in this document

<p>This document provides guidance in relation to non-examination assessment for GCE A levels in Art and Design, and on assessment objectives for all GCE Qualifications in Art and Design</p>
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Guidance in relation to non-examination assessment for GCE A levels in Art and Design

Condition GCE(Art and Design)2.4 allows us to specify requirements and guidance in relation to non-examination assessments for GCE Qualifications in Art and Design.

We have chosen to provide such guidance in relation to GCE A levels in Art and Design only. We have not provided equivalent guidance in relation to non-examination assessment for GCE AS qualifications in Art and Design.

We do not expect that the details of the task or tasks set by an awarding organisation under Condition GCE(Art and Design)2.3(a) to be made available to Centres and Learners prior to 1 February in the calendar year during which the A level qualification is to be awarded to those Learners.

We also expect such tasks to be designed and set by an awarding organisation on the basis that they should be completed by Learners during periods of assessment totalling no more than 15 hours. Those tasks should be completed under controlled conditions specified by the awarding organisation.

We expect an awarding organisation to set a minimum word limit of 1000 words for the written component of each personal investigation. However, we would not expect a Learner to be specifically penalised on the basis that the length of his or her written component differed from that indicative word limit.

Guidance on assessment objectives for GCE Qualifications in Art and Design

Condition GCE(Art and Design)1.2 allows us to specify requirements and guidance relating to assessment objectives for GCE Qualifications in Art and Design.

We published our requirements in relation to assessment objectives in *GCE Subject Level Conditions and Requirements for Art and Design*, and reproduce them in the table below.

		<i>A level</i>	<i>AS</i>
AO1	Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding	20-30%	20-30%
AO2	Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops	20-30%	20-30%
AO3	Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress	20-30%	20-30%
AO4	Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements	20-30%	20-30%

We set out below our guidance for the purposes of Condition GCE(Art and Design)1.2. This guidance explains how we expect awarding organisations to interpret these assessment objectives in terms of:

- the discrete ‘elements’ within each assessment objective which questions and tasks could target and/or seek to credit – our expectation is that each and every question/task should target or seek to credit at least one of these elements, and may target or seek to credit multiple elements across one or more assessment objectives;
- the coverage expectations, such as in relation to the different elements within each assessment objective and how those elements should be sampled over time; and
- the key areas of emphasis in each assessment objective and the particular meaning for the subject of any key terms and phrases used; defined terms are shown in bold text, followed by their definitions.

In line with the obligations set out in Condition GCE(Art and Design)1.2, we expect awarding organisations to be able to demonstrate how they have had regard to this guidance. For example, an awarding organisation could map how it has regard to the guidance as it:

- develops its sample assessment materials;
- delivers the qualification;
- develops and applies its approach to sampling the elements into which the assessment objectives are divided; and
- monitors the qualification to make sure it addresses all elements appropriately.

AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding		20-30% (A level) 20-30% (AS)	
Strands	Elements	Coverage	Agreements and definitions
n/a	<i>The AO is a single element</i>	<ul style="list-style-type: none"> ■ There must be full coverage in each set of assessments (but not every assessment) 	<ul style="list-style-type: none"> ■ Higher-level responses would typically show evidence of: <ul style="list-style-type: none"> □ developing and expanding ideas confidently through focused and in-depth investigation of a range of relevant sources; □ demonstrating clear critical understanding by perceptively analysing sources. ■ Lower-level responses would typically show evidence of: <ul style="list-style-type: none"> □ developing and expanding some ideas from a limited range of relevant sources; □ demonstrating limited critical understanding in the analysis of sources.

AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops		20-30% (A level) 20-30% (AS)	
Strands	Elements	Coverage	Agreements and definitions
n/a	<i>The AO is a single element</i>	<ul style="list-style-type: none"> ■ There must be full coverage in each set of assessments (but not every assessment) 	<ul style="list-style-type: none"> ■ Higher-level responses would typically show evidence of: <ul style="list-style-type: none"> □ experimenting with a wide range of appropriate resources, media, materials, techniques and processes by recognising and exploiting emerging possibilities to successfully develop solutions; □ demonstrating skills and competencies effectively, perceptively and with focus by recognising, reviewing and refining potential solutions as work develops. ■ Lower-level responses would typically show evidence of: <ul style="list-style-type: none"> □ limited exploration of some appropriate resources, media, materials, techniques and processes to extend work; □ demonstrating limited ability to control and organise ideas, by reviewing and refining them as work develops.

AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress		20-30% (A level) 20-30% (AS)	
Strands	Elements	Coverage	Agreements and definitions
n/a	<i>The AO is a single element</i>	<ul style="list-style-type: none"> ■ There must be full coverage in each set of assessments (but not every assessment) 	<ul style="list-style-type: none"> ■ Higher-level responses would typically show evidence of: <ul style="list-style-type: none"> □ recording ideas, observations and insights confidently and with focus, to inform personal interests and concerns; □ demonstrating reflective, critical and independent judgements regarding ideas, intentions and progress ■ Lower-level responses would typically show evidence of: <ul style="list-style-type: none"> □ recording ideas, observations and insights, conveying some sense of purpose and relevance to intentions; □ demonstrating limited ability to reflect critically on work and progress

AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements		20-30% (A level) 20-30% (AS)	
Strands	Elements	Coverage	Agreements and definitions
n/a	<i>The AO is a single element</i>	<ul style="list-style-type: none"> ■ There must be full coverage in each set of assessments (but not every assessment) 	<ul style="list-style-type: none"> ■ Higher-level responses would typically show evidence of: <ul style="list-style-type: none"> □ presenting a personal and meaningful response, realising intentions in an imaginative, coherent and independent manner; □ making significant connections between visual, written, oral and other elements, where appropriate and showing these convincingly in responses. ■ Lower-level responses would typically show evidence of: <ul style="list-style-type: none"> □ presenting a response with some evidence of a personal and meaningful realisation of intentions; □ showing some evidence of connections between visual, written, oral and other elements, where appropriate.

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