

**Analysis of responses to our
consultation on Conditions and
guidance for AS and A level history of
art**



March 2016

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Executive Summary

Our consultation about the Conditions and guidance for AS and A Level history of art took place between 21 January 2016 and 18 February 2016. The consultation questions were available to either complete online or to download. A copy of the consultation is available at www.gov.uk/government/consultations/as-and-a-level-reform-regulations-for-history-of-art.

There were five responses to the consultation – three from organisations, and two individual responses.

One respondent did not comment directly on our proposals, but instead provided general comments on the process for reform of GCSEs, AS and A levels.

All respondents who commented on them were supportive of our proposals. One respondent suggested changes to our guidance on assessment objectives to enable the development of short response questions, and differentiation across the full range of attainment.

The consultation on the Conditions and guidance for AS and A Level history of art

This report is a summary of the views expressed by those who responded to our consultation on the Conditions and guidance for AS and A Level history of art which took place between 21 January 2016 and 18 February 2016.

Background

New GCSE, AS and A level qualifications are being introduced in England. We have consulted on and announced our policy on the general design of these new qualifications. We have also set out our policy and technical arrangements for the subjects where first courses began in September 2015,¹ and for the subjects which will be introduced for first teaching from September 2016.²

Following an earlier consultation, we took decisions on the design of the reformed AS and A Level qualifications in history of art that are to be introduced for first teaching from September 2017.³

This consultation focused on the regulatory arrangements that we must put in place to make sure that awarding organisations design, deliver and award the new AS and A Level qualifications in history of art in line with our policy decisions.

¹ New GCSEs in English language, English literature and mathematics, as well as new AS and A levels in art and design, biology, business, chemistry, computer science, economics, English language, English language and literature, English Literature, history, physics, psychology and sociology.

² New GCSEs in art and design, biology, chemistry, citizenship studies, classical Greek, combined science, computer science, dance, drama, food preparation and nutrition, French, geography, German, history, Latin, music, physical education, physics, religious studies and Spanish. New AS and A levels in classical Greek, dance, drama and theatre, French, geography, German, Latin, music, physical education, religious studies and Spanish.

³ www.gov.uk/government/consultations/development-of-new-gcses-and-a-levels-for-teaching-from-2017

1. Who responded?

We received a total of five responses to our consultation – three from organisations, and two individual responses. All of the responses were from organisations or individuals based in England.

Table 1: Breakdown of consultation responses

Personal / organisation response	Respondent type	Number
Personal response	Teacher	2
Organisation	Awarding organisation	1
Organisation	Independent school or college	1
Organisation	Union	1

2. Approach to analysis

We published the consultation on our website. Respondents could choose to respond using an online form, by email or by posting their answers to the consultation questions to us. The consultation included seven questions.

This was a consultation on the views of those who wished to participate and while we made every effort to ensure that as many respondents as possible had the opportunity to reply, it cannot be considered as a representative sample of the general public or any specific group.

Data presentation

We present the responses to the consultation questions in the order in which they were asked.

The consultation asked seven questions and each had a different focus. Respondents could choose to answer all or just some of the questions.

For some of the questions, respondents could indicate the extent to which they agreed with our proposals, using a 5-point scale (Strongly agree, Agree, Neither agree nor disagree, Disagree and Strongly disagree), as well as providing free-text comments on our proposals.

For these questions, we set out respondents' views using the 5-point scale. Where respondents provided further comments, we present these separately.

During the analysis phase we reviewed every response to each question.

3. Views expressed – consultation response outcomes

In this section we report the views, in broad terms, of those who responded to the consultation document. We have structured this around the questions covered in the consultation document.

As noted above, one respondent chose not to answer our questions directly, and instead submitted more general comments. We set these out under ‘Other issues’ below.

A consultation is not the same as a survey and the responses only reflect the views of those who chose to respond. Typically these will be those with strong views and/or particular experience or interest in a topic. What follows is a fair reflection of the views expressed by respondents to the consultation.

A list of the organisations that responded to the consultation is included in Appendix A.

Our approach to regulating AS and A Level history of art

Question 1: To what extent do you agree or disagree that we should introduce a Condition which requires exam boards to comply with the relevant subject content and assessment objectives?

Two respondents (one individual, one organisation) agreed, and two (one individual, one organisation) strongly agreed that we should introduce a condition that requires exam boards to comply with the subject content and assessment objectives.

Question 2: To what extent do you agree or disagree that we should introduce guidance which clarifies how exam boards should interpret our assessment objectives?

Three respondents (one individual, two organisations) strongly agreed, and one (an individual) agreed that we should introduce guidance clarifying how exam boards interpret our assessment objectives. Respondents expressed the view that this would help to ensure parity over different exam series, and across specifications.

Our proposed Conditions and guidance

Question 3: Do you have any comments on our proposed Conditions and requirements for AS and A Level history of art?

None of the respondents provided any comments on our proposed Conditions and requirements for AS and A level history of art.

Question 4: Do you have any comments on our proposed guidance for AS and A Level History of art?

Only one respondent (an organisation) commented on our guidance. They suggested that assessment objective AO1 (demonstrate knowledge and understanding of the contexts of art), should be split into two separate elements, one dealing with knowledge, and the other dealing with understanding.

The same respondent also suggested that assessment objective AO2 (analyse and interpret artists' work, demonstrating understanding of visual language) should also be separated into two distinct elements, one dealing with analysis, and one dealing with interpretation.

The respondent commented that splitting the assessment objectives into separate elements would allow for effective distribution of marks across the full attainment range, and would allow for the development of short answer questions.

Equality Impact Assessment

Question 5: We have not identified any ways in which the proposals for AS and A level history of art would impact (positively or negatively) on persons who share a protected characteristic. Are there any potential impacts we have not identified?

Question 6: Are there any additional steps we could take to mitigate any negative impact resulting from these proposals on persons who share a protected characteristic?

Question 7: Do you have any other comments on the impacts of the proposals on students who share a protected characteristic

None of the respondents provided any comments in relation to questions 8, 9 or 10.

Other issues

One respondent (an organisation) did not comment directly on our proposals. Instead they commented that it was important that relevant subject associations were consulted in individual subjects, that qualifications reforms needed to take account of the needs of all relevant stakeholders, and that reforms should be phased in gradually over time.

Appendix A: List of organisational consultation respondents

When completing the questionnaire, respondents were asked to indicate whether they were responding as an individual or on behalf of an organisation.

Below we list those organisations that submitted a response to the consultation. We have not included a list of those responding as an individual; however all responses were given equal status in the analysis.

AQA

Association of School and College Lecturers (ASCL)

Wycombe Abbey School

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