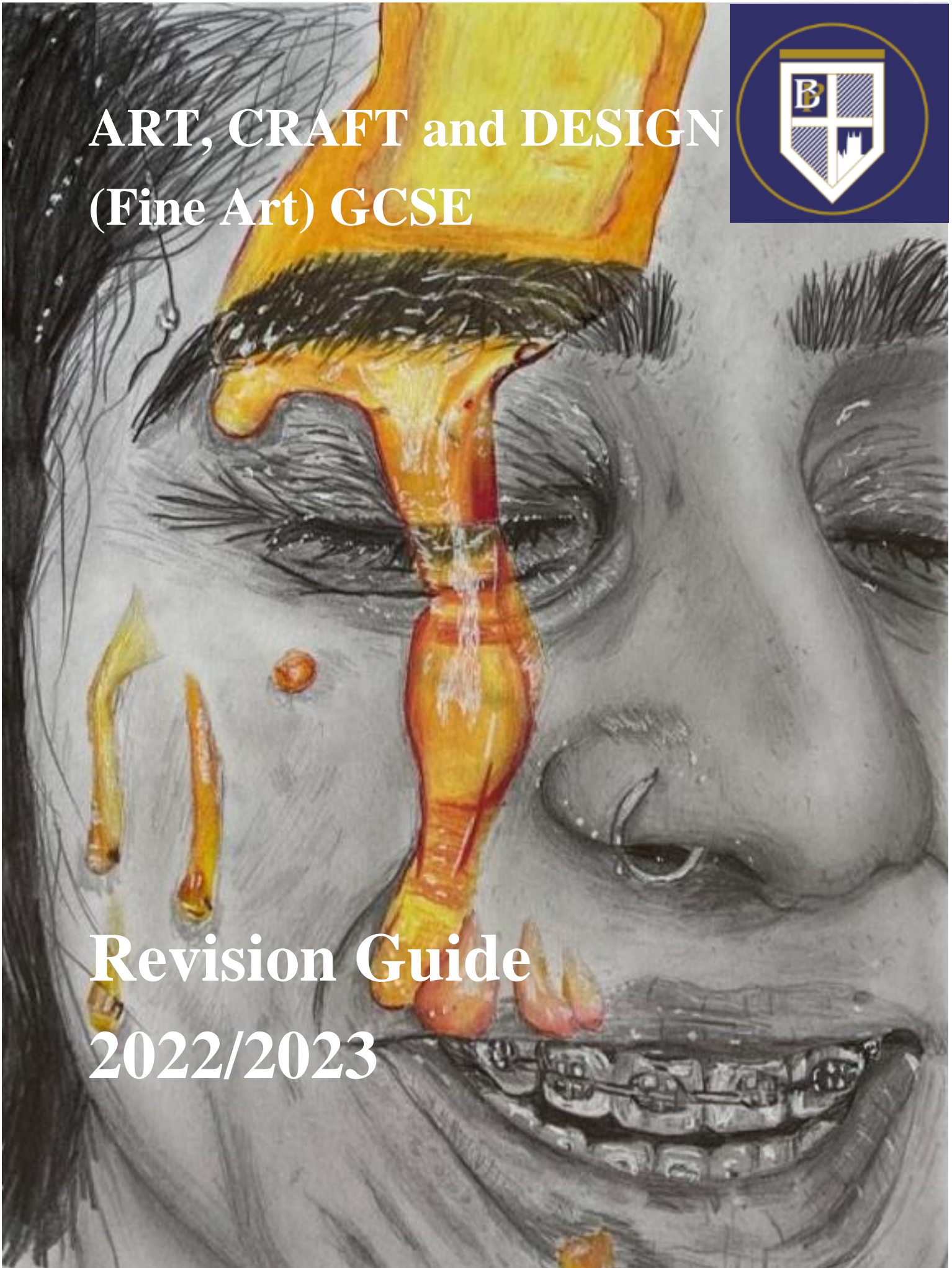


ART, CRAFT and DESIGN (Fine Art) GCSE



Revision Guide
2022/2023



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Course Details

The specification you are studying is Art, Craft and Design (Fine Art) with examination board Pearson/Edexcel and the qualification is made up as set out below:

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Art and Design consists of two internally assessed and externally moderated components.

Component 1: Personal Portfolio (internally set)

- 60% of the qualification
- 72 marks (18 marks for each of the four Assessment Objectives)
- The proportion of the 120 guided learning hours spent on this component should reflect its 60% weighting

Component 2: Externally Set Assignment

- 40% of the qualification
- 72 marks (18 marks for each of the four Assessment Objectives)
- The Externally Set Assignment (ESA) represents the culmination of the GCSE course as it draws together all the knowledge, understanding and skills developed in Component 1
- Students must continue to work in the same title as they did for the Personal Portfolio
- Students must present personal response(s) to an externally set broad-based thematic starting point, set by Pearson in the ESA paper.
- The ESA paper will be released on 2 January each year and may be given to students as soon as it is released.
- Centres are free to devise their own preparatory period of study prior to the start of the 10-hour sustained focus period
- The 10-hour sustained focus period under examination conditions may take place over multiple sessions
- During the 10-hour period of sustained focus under examination conditions, students will work unaided to produce personal response(s), with reference to their preparatory studies, in response to the ESA broad-based thematic starting point.

The Assessment Objectives

The four assessment objectives are used to mark both components of the GCSE. Component 1 counts for 60% and Component 2 counts for 40% of the total GCSE. The AO's are equally weighted and used to determine whether you have limited, basic, emerging competent, competent and consistent, confident and assured or exceptional knowledge. Each one of those descriptors is linked to a number which gives you the total mark for each assessment objective. Add all four AO's up and you will get your total mark. Boundaries change slightly each year meaning it is difficult to give exact numbers as to what each grade is in numbers.

The assessment objectives in more detail:

Students must:		% in GCSE
AO1	Develop ideas through investigations, demonstrating critical understanding of sources	25
AO2	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	25
AO3	Record ideas, observations and insights relevant to intentions as work progresses	25
AO4	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	25
Total		100%

Breaking Down the Assessment Objectives

Component	Assessment Objectives				Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	AO4 %	
Component 1: Personal Portfolio	15	15	15	15	60%
Component 2: Externally Set Assignment	10	10	10	10	40%
Total for GCSE	25%	25%	25%	25%	100%

The descriptors in the assessment grid should be understood as follows:

- Limited – insufficient knowledge, understanding and skills. Minimal evidence of, and lack of structure in the development and recording of ideas.
- Basic – some knowledge, understanding and skills demonstrated but they are simplistic and deliberate. Some structure and repetition in the development and recording of ideas.
- Emerging Competent - knowledge, understanding and skills are generally adequate but safe
- Competent and Consistent - knowledge, understanding and skills are secure and cohesive throughout
- Confident and Assured - knowledge, understanding and skills are effective and focused throughout
- Exceptional - knowledge, understanding and skills are in-depth, perceptive and accomplished throughout

It is good practice to self-assess individual pieces of work to develop your understanding of the assessment objectives. You also have access to a standards booklet that gives you access to past students sketchbooks and the grades they achieved. This means you can work towards a standard/goal. For example, if you are working at a grade 8, you can look at the grade eight sketchbooks and compare the standard of your work/make adjustments if necessary.

Band	Limited			Basic			Emerging Competent			Competent and Consistent			Confident and Assured			Exceptional			
	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	
Evidence meets requirements																			
Marks	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
AOs	No rewardable material																		
AO1 - Develop ideas through investigations, demonstrating critical understanding of sources	<ul style="list-style-type: none"> Development of ideas through investigations shows limited ability The investigation process shows limited critical understanding of the context of own ideas and the sources that have informed them 			<ul style="list-style-type: none"> Development of ideas through investigations shows basic ability The investigation process shows basic critical understanding of the context of own ideas and the sources that have informed them 			<ul style="list-style-type: none"> Development of ideas through investigations shows emerging competence The investigation process shows emerging competence in critical understanding of the context of own ideas and the sources that have informed them 			<ul style="list-style-type: none"> Development of ideas through investigations shows competent and consistent ability The investigation process shows competent and consistent critical understanding of the context of own ideas and the sources that have informed them 			<ul style="list-style-type: none"> Development of ideas through investigations shows confident and assured ability The investigation process shows confident and assured critical understanding of the context of own ideas and the sources that have informed them 			<ul style="list-style-type: none"> Development of ideas through investigations shows exceptional ability The investigation process shows exceptional critical understanding of the context of own ideas and the sources that have informed them 			
AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	<ul style="list-style-type: none"> Limited ability to refine work, driven by insights gained through exploration of ideas and reflection Limited ability to explore ideas through a process of experimentation and review Limited ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions 			<ul style="list-style-type: none"> Basic ability to refine work, driven by insights gained through exploration of ideas and reflection Basic ability to explore ideas through a process of experimentation and review Basic ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions 			<ul style="list-style-type: none"> Emerging competence in ability to refine work, driven by insights gained through exploration of ideas and reflection Emerging competence in ability to explore ideas through a process of experimentation and review Emerging competence in ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions 			<ul style="list-style-type: none"> Competent and consistent ability to refine work, driven by insights gained through exploration of ideas and reflection Competent and consistent ability to explore ideas through a process of experimentation and review Competent and consistent ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions 			<ul style="list-style-type: none"> Confident and assured ability to refine work, driven by insights gained through exploration of ideas and reflection Confident and assured ability to explore ideas through a process of experimentation and review Confident and assured ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions 			<ul style="list-style-type: none"> Exceptional ability to refine work, informed by insights gained through exploring and reflecting on ideas Exceptional ability to explore ideas through a process of experimentation and review Exceptional ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions 			

Band	Limited			Basic			Emerging Competent			Competent and Consistent			Confident and Assured			Exceptional			
	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	
Evidence meets requirements																			
Marks	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
AO3 - Record ideas, observations and insights relevant to intentions as work progresses	<ul style="list-style-type: none"> Limited ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods relevant to intentions 			<ul style="list-style-type: none"> Basic ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods relevant to intentions 			<ul style="list-style-type: none"> Emerging competence in ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods relevant to intentions 			<ul style="list-style-type: none"> Competent and consistent ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods relevant to intentions 			<ul style="list-style-type: none"> Confident and assured ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods relevant to intentions 			<ul style="list-style-type: none"> Exceptional ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods relevant to intentions 			
AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	<ul style="list-style-type: none"> Limited ability to produce a personal and meaningful response Limited ability to realise intentions Realisations demonstrate limited understanding of visual language through application of formal elements 			<ul style="list-style-type: none"> Basic ability to produce a personal and meaningful response Basic ability to realise intentions Realisations demonstrate basic understanding of visual language through application of formal elements 			<ul style="list-style-type: none"> Emerging competence in ability to produce a personal and meaningful response Emerging competence in ability to realise intentions Realisations demonstrate emerging competence in understanding of visual language through application of formal elements 			<ul style="list-style-type: none"> Competent and consistent ability to produce a personal and meaningful response Competent and consistent ability to realise intentions Realisations demonstrate competent and consistent understanding of visual language through application of formal elements 			<ul style="list-style-type: none"> Confident and assured ability to produce a personal and meaningful response Confident and assured ability to realise intentions Realisations demonstrate confident and assured understanding of visual language through application of formal elements 			<ul style="list-style-type: none"> Exceptional ability to produce a personal and meaningful response Exceptional ability to realise intentions Realisations demonstrate exceptional understanding of visual language through application of formal elements 			

Links to exam board specification/Standards booklets for exemplar work

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html>

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design2016.coursematerials.html#filterQuery=Pearson-UK:Category%2FTeaching-and-learning-materials>

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Strategies for the completion of coursework/exam work

There is a significant amount of art work that needs to be done over the course of the year. Try and do the following:

- Try and have an area at home where you can leave any art work/equipment out
- Timetable at least a 30 minute slot into your revision timetable as often as possible. Any small amount of time that you can spend on your art work will help to get it finished. If you can always leave it out, it makes it so much easier.
- Speak to your Art teacher if you need specific help on something, so that they can be ready to help.
- Complete the mini weekly homework deadlines that your teacher sets, this is to help you. If you keep on top of your workload it is a lot more manageable and enjoyable. Remember art is a subject that cannot be crammed at the last minute.
- You must attend Y11 art hub on a Tuesday.
- There is at least one art room open at lunch/before/after school every day, make use of the equipment and teachers whilst we are there.

So what do I actually need to do?

- Focus on component 1 until Christmas
- Make sure you are completing all assessment objectives to the same standard as they are all equally weighted
- Compare your work to the standards booklet that is shared on teams
- Use your GCSE manual
- Use your checklist to tick off the work you have completed from 'The Everyday Project' (Component 1)
- Work to your strengths, if you are really good at portraits, focus on that

Exam Plan for the year

The Everyday Project: Component 1

Task	Assessment Objective	Deadline	Done?
Moodboard/Mindmap	A03/A01	16 th September	
Artist Copy One	A01	23 rd September	
Artist Copy Two	A01	30 th September	
Idea One	A01	7 th October	
Idea Two	A01	14 th October	
Development One	A02	21 st October	
Development Two	A02	11 th November	
Development Three	A02	25 th November	
Final Piece	A04	11 th November	
Observational Drawing	A03	9 th December	

External Exam: Component 2

Task	Assessment Objective	Deadline	Done?
Moodboard/Mindmap	A03/A01	13 th January	
Artist Copy One	A01	20 th January	
Artist Copy Two	A01	27 th January	
Idea One	A01	3 rd February	
Idea Two	A01	10 th February	
Development One	A02	3 rd March	
Development Two	A02	17 th March	
Development Three	A02	31 st March	
Final Piece	A04	28 th April	
Observational Drawing	A03	26 th May	

Final Deadline for all work: Friday 26th May