

Analysis of Responses to our Consultation on Conditions and Guidance for GCSE Art and Design



April 2015

Ofqual/15/5666

Contents

Executive summary	2
1. Introduction	3
The consultation on the Conditions and guidance for GCSE art and design	3
Background	3
2. Who responded?.....	4
3. Approach to analysis.....	5
Data presentation	5
4. Views expressed – consultation response outcomes.....	6
Appendix A: List of organisational consultation respondents.....	10

Executive summary

Our consultation about the Conditions and guidance for GCSE art and design took place between 5th February and 6th March 2015. 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/gcse-reform-regulations-for-art-and-design.

There were eight responses to the consultation from individuals and organisations. All responses were in a form that matched or broadly followed the layout of the online consultation. Of these responses, three were from individuals and five were from organisations.

The responses broadly supported our proposals, with some suggesting minor improvements. The main concern (raised by one respondent) was that exam boards could move away from the current approach of moderating marks awarded by teachers – which it felt could result in unfair assessment or unnecessary costs.

Respondents also commented on two issues that were not the subject of this consultation:

- the Department for Education's subject content,¹ which it has consulted on separately;² and
- the approach to assessing GCSE art and design, which we have already decided following an earlier consultation.³

¹ www.gov.uk/government/publications/gcse-art-and-design

² www.gov.uk/government/consultations/gcse-and-a-level-reform

³ www.gov.uk/government/consultations/gcse-as-and-a-levels-reform-of-subjects-for-september-2016

1. Introduction

The consultation on the Conditions and guidance for GCSE art and design

This report is a summary of the views expressed by those who responded to our consultation on the Conditions and guidance for GCSE art and design, which took place between 5th February and 6th March 2015.

Background

Reformed GCSEs are being introduced in England. The primary purpose of the new qualifications will be to provide evidence of students' achievements against demanding and fulfilling content, and a strong foundation for further academic and vocational study and employment. If required, the qualifications should also be able to provide a basis for schools and colleges to be held accountable for the performance of all of their students.

We have consulted on and announced our policy on the general design of reformed GCSEs, and on our policy and technical arrangements relating to those subjects that are due to be introduced for first teaching in 2015.⁴

Following an earlier consultation, we have also taken decisions on the design of the reformed GCSEs in art and design that are to be introduced for first teaching in 2016.⁵

This consultation focused on more technical matters – that is, on the regulatory arrangements that we must put in place to make sure that exam boards design, deliver and award the new GCSEs in art and design in line with our policy decisions.

⁴ Reformed GCSEs in English language, English literature and mathematics will be taught from September 2015.

⁵ www.gov.uk/government/consultations/gcses-as-and-a-levels-reform-of-subjects-for-september-2016

2. Who responded?

We received a total of eight responses to our consultation.⁶ There were three responses from individuals and five responses from organisations (see Table 1 for a more detailed breakdown). All of the responses were from individuals or organisations based in England or Wales.

Table 1: Breakdown of consultation responses

Personal / Organisation response	Respondent type	Number
Personal	Teacher	2
Personal	Educational specialist	1
Organisation response	Awarding organisation	2
Organisation response	Union	2
Organisation response	Local authority	1

⁶ Where responses were received in hard copy, we entered them into the online platform.

3. 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 six 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 of any specific group.

Data presentation

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

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

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

4. 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 and provide analysis of the data broken down by stakeholder.

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.

Question 1 – Do you have any comments on the draft Conditions for reformed GCSEs in art and design?
--

Our draft Conditions stated that exam boards must ensure they:

- comply with the Department for Education’s subject content requirements for new GCSEs in art and design,⁷ and with our published assessment objectives;
- assess new GCSEs in art and design using only non-exam assessment, with 40 per cent of total marks for tasks set by the exam board, and the remaining 60 per cent for tasks set within schools;
- comply with any rules and guidance that we put in place around assessments (we asked a separate question about our proposed assessment rules).

Four respondents (two individuals, two organisations) did not comment on this question. Four respondents did comment:

- One (an individual) commented that they had not seen the Conditions.
- One (an organisation) commented on our proposed assessment rules – we have analysed these comments under question 2 below.
- Two (both organisations) expressed support for the Condition as worded, and commented that this was consistent with other reformed GCSE subjects.

⁷ www.gov.uk/government/publications/gcse-art-and-design

Question 2 – Do you have any comments on the draft assessment requirements for reformed GCSEs in art and design?

This question referred to our draft assessment rules, which specified the nature, structure and conduct of non-exam assessments for reformed GCSEs in art and design.

Two respondents (one individual, one organisation) did not comment on this question. Of the respondents who did comment, four commented directly on our proposals:

- One (an organisation) raised concerns about the possibility that exam boards could move away from the current approach of moderating marks awarded by teachers – commenting that it was difficult to see how any other approach could result in fair assessment without imposing unnecessary costs.
- One (an organisation) noted that rules around the conduct of assessments would need to be clearly communicated to schools.
- Two (both organisations) expressed support for the requirements as worded, and commented that our proposals were consistent with current arrangements, which work well and have stood the test of time.

The remaining two respondents raised issues that were outside the scope of our consultation:

- One (an individual) commented that changes to teaching at Key Stage 3 meant that continuity had been lost between Key Stage 3 and Key Stage 4.
- One (an individual) commented that an opportunity had been missed to include a written examination. This is an issue that we have already considered in response to our earlier consultation.⁸

Question 3 – Do you have any comments on the draft guidance on assessment objectives for reformed GCSEs in art and design?

This question referred to the draft guidance on assessment objectives, which outlines how we expect exam boards to interpret the assessment objectives in terms of discrete 'elements' within each assessment objective, the coverage expectations and the key areas of emphasis in each assessment objective.

⁸ www.gov.uk/government/consultations/gcses-as-and-a-levels-reform-of-subjects-for-september-2016

Four respondents (two individuals, two organisations) did not comment on this question. Four respondents did comment:

- One (an individual) noted that there did not appear to be a clear requirement for students to engage with the work of others.
- One (an organisation) suggested presentational changes to the guidance.
- Two (both organisations) expressed support for the guidance as worded.

In their response to this question, one respondent (an organisation) also commented on an issue that was outside the scope of our consultation – noting that some teachers felt that assessment objectives should be tailored to the different specialisms within art and design.

Question 4 – We have not identified any ways in which the proposed requirements for reformed GCSEs in art and design would impact (positively or negatively) on persons who share a protected characteristic. Are there any potential impacts we have not identified? If so, what are they?

Six respondents (three individuals, three organisations) did not comment on this question.

Neither of the respondents who provided more detailed comments directly addressed the question raised:

- One (an organisation) commented on potential equality implications of the Department for Education's subject content document.
- One (an organisation) provided further comments on possible approaches to marking assessments, which we have analysed under question 2 above.

Question 5 – Are there any additional steps we could take to mitigate any negative impact resulting from these proposals on persons who share a protected characteristic? If so, please comment on the additional steps we could take to mitigate negative impacts.

Six respondents (three individuals, three organisations) did not comment on this question.

The respondent (an organisation) who provided more detailed comments suggested how the concerns that they had raised about the Department for Education's subject content document might be addressed.

Question 6 – Have you any other comments on the impacts of the proposals on persons who share a protected characteristic?

None of the eight respondents commented on this question.

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.

ASCL

Buckinghamshire County Council

OCR

Voice

WJEC-CBAC

We wish to make our publications widely accessible. Please contact us at publications@ofqual.gov.uk if you have any specific accessibility requirements.



© Crown copyright 2015

This publication is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. To view this licence, visit <http://nationalarchives.gov.uk/doc/open-government-licence/version/3> or write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: publications@ofqual.gov.uk.

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

This publication is available at www.gov.uk/ofqual.

Any enquiries regarding this publication should be sent to us at:

Office of Qualifications and Examinations Regulation

Spring Place
Coventry Business Park
Herald Avenue
Coventry CV5 6UB

2nd Floor
Glendinning House
6 Murray Street
Belfast BT1 6DN

Telephone 0300 303 3344

Textphone 0300 303 3345

Helpline 0300 303 3346