

# **GCSE Subject Level Guidance for Art and Design**

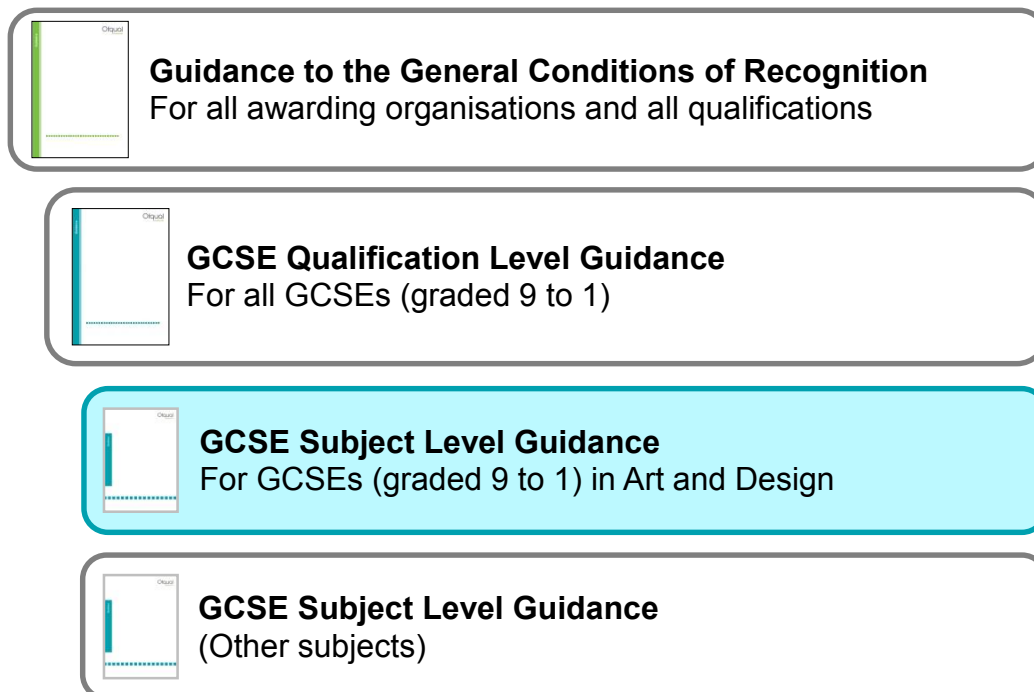
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## Introduction

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



This document sets out guidance which applies to all GCSE Qualifications (graded from 9 to 1) in Art and Design. It supports the *GCSE Subject Level Conditions and Requirements for Art and Design*.<sup>1</sup>

This document constitutes guidance for the purposes of section 153 of the Apprenticeships, Skills, Children and Learning Act 2009 (the '2009 Act') and Condition GCSE(Art and Design)1.

An awarding organisation has a legal obligation under the 2009 Act to have regard to this guidance, where relevant, in relation to each GCSE Qualification in Art and Design that it makes available or proposes to make available. Condition GCSE(Art and Design)1 imposes the same obligation in respect of the guidance below which is issued under that Condition.

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<sup>1</sup> [www.gov.uk/government/publications/gcse-9-to-1-subject-level-conditions-and-requirements-for-art-and-design](http://www.gov.uk/government/publications/gcse-9-to-1-subject-level-conditions-and-requirements-for-art-and-design)

An awarding organisation should use the guidance in this document to help it understand how to comply with the *GCSE Subject Level Conditions and Requirements for Art and Design*.

## **Guidance set out in this document**

This document provides guidance on assessment objectives for GCSE Qualifications (graded 9 to 1) in Art and Design.
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## Guidance on assessment objectives for GCSE Qualifications in Art and Design

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

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

	Objective	Weighting
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%

We set out below our guidance for the purposes of Condition GCSE(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 that 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 GCSE(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 investigations, demonstrating critical understanding of sources.			25%
Strands	Elements	Coverage	Interpretations and definitions
n/a	This AO is a single element.	<ul style="list-style-type: none"> <li>Full coverage in each set of assessments<sup>2</sup> (but not in every assessment).</li> </ul>	<ul style="list-style-type: none"> <li>Critical understanding is integral to the development of ideas: the development of ideas should be supported by an understanding of their context and what has informed them.</li> <li>Critical understanding of sources can be shown through visual and other evidence. This evidence should demonstrate personal interpretation, considered selection of sources and independent judgement, through an active investigation process.</li> </ul>

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<sup>2</sup> For the purposes of this guidance, a 'set of assessments' means the assessments to be taken by a particular Learner for a GCSE Qualification in Art and Design. For clarity, the assessments taken by Learners may vary, depending on any possible routes through the qualification.

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.			25%
Strands	Elements	Coverage	Interpretations and definitions
n/a	This AO is a single element.	<ul style="list-style-type: none"> <li>Full coverage in each set of assessments (but not in every assessment).</li> </ul>	<ul style="list-style-type: none"> <li><b>Refine</b> means making adjustments that impact on the progress of work. This is an ongoing process driven by insights gained through exploration of ideas and considered reflection as work progresses.</li> <li><b>Exploring ideas</b> is an ongoing process of reviewing, reflecting and experimenting with different approaches to inform the direction and refinement of work as it progresses.</li> <li><b>Selecting</b> is shown by making intentional decisions to develop personal ideas.</li> </ul>



AO3: Record ideas, observations and insights relevant to intentions as work progresses.			25%
Strands	Elements	Coverage	Interpretations and definitions
n/a	This AO is a single element.	<ul style="list-style-type: none"> <li>Full coverage in each set of assessments (but not in every assessment).</li> </ul>	<ul style="list-style-type: none"> <li><b>Recording</b> is an ongoing process and should be relevant to personal intentions. It takes place as work progresses and can be achieved in a variety of ways, including through visual and other methods.</li> <li><b>Ideas, observations and insights</b> can relate to personal work that is being or has been produced, or to the work of others.</li> </ul>

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.			25%
Strands	Elements	Coverage	Interpretations and definitions
n/a	This AO is a single element.	<ul style="list-style-type: none"> <li>Full coverage in each set of assessments (but not in every assessment).</li> </ul>	<ul style="list-style-type: none"> <li><b>Present</b> means to produce a body of work that collectively realises intentions and is not restricted to the production of a final outcome. Realised intentions can be presented as a series of responses or a single response.</li> <li>In order for work to be meaningful, the intention of the work should be clear.</li> <li>The <b>understanding of visual language</b> is demonstrated through the realisation of intentions, applying formal elements as well as visual and other methods of communication such as tactile and sensory, relative to the chosen area(s) of study.</li> </ul>

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