

King Edward VI School, Lichfield Art and Design - The big picture

Key Stage 5

AS

2.2 AS

Assessments

Component 1: Portfolio	+	Component 2: Externally set assignment
What's assessed Portfolio of work – 7241/C, 7242/C, 7243/C, 7244/C, 7245/C, 7246/C		What's assessed Response to an externally set assignment – 7241/X, 7242/X, 7243/X, 7244/X, 7245/X, 7246/X
Assessed <ul style="list-style-type: none">• No time limit• 96 marks• 60% of AS		Assessed <ul style="list-style-type: none">• Preparatory period + 10 hours supervised time• 96 marks• 40% of AS
Non-exam assessment (NEA) set and marked by the centre and moderated by AQA during a visit to the centre. Visits will normally take place in June.		Non-exam assessment (NEA) set by AQA, marked by the centre and moderated by AQA during a visit to the centre. Visits will normally take place in June.

Component details

Component 1 Portfolio

The contents of the portfolio will be determined by the nature of the course of study.

The emphasis of this component will be on the development of understanding and skills using an appropriate range of materials, processes and techniques. Students should produce a collection of materials that exemplifies work carried out during the AS course.

Each student must include in their portfolio:

- A selection of thoughtfully presented work that demonstrates the breadth and depth of the course of study
- At least one extended collection of work or project, based on an idea, concept, theme or issue. This should demonstrate the student's ability to sustain work from an initial starting point to realisation.
- It should include evidence of their ability to research and develop ideas and link their work in a meaningful way to relevant critical/contextual materials.

Portfolios may also include:

- critical/contextual work, which could include written material such as journals, reviews, reflections and evaluations, annotations and historical background material. Evidence may be included from books, journals, moving images, photographs, digital presentations and the internet, as well as studies made during a residency, site, gallery or museum visit.
- Sketchbooks, workbooks, journals. Alternatively, students may wish to present a series of related Images mounted on sheets.
- where appropriate to the student's area of study, test pieces, samples, storyboards, models or maquettes.

There is no restriction on the scale of work produced. Students should carefully select, organise and present work to ensure that they provide evidence of meeting all four assessment objectives.

All the work submitted for this component will be marked as a whole.

Students must identify and acknowledge sources which are not their own.

Component 2 Externally set assignment

Separate question papers will be provided for each title. These will consist of a choice of five questions to be used as starting points. Students are required to select one. Students will be provided with examination papers on 1 February, or as soon as possible after that date.

Preparatory period – from 1 February

Following receipt of the paper students should consider the starting points and select one. Preparatory work should be presented in any suitable format, such as mounted sheets, design sheets, sketchbooks, workbooks, journals, models and maquettes.

Supervised time – 10 hours

Following the preparatory period, students must complete 10 hours of unaided, supervised time.

The first 3 hours of the supervised time must be consecutive.

In the 10 hours students must produce a finished outcome or a series of related finished outcomes, informed by their preparatory work.

Students must stop work on their preparatory work as soon as the first period of supervised time starts. Students may refer to their preparatory work in the supervised time, but it must not be added to or amended.

Preparatory work and the work produced in the supervised time must be kept secure in between sessions of supervised time.

The work produced during the supervised time must be clearly identified as such. Students must identify and acknowledge sources which are not their own.

At the end of the 10 hours of supervised time all the work submitted for this component must be kept secure.

Preparatory work and the work produced during the 10 hours of supervised time will be assessed together, as a whole, against all four assessment objectives. Students will be assessed on their ability to work independently, working within the specified time constraints, and developing a personal and meaningful response.

There is no restriction on the scale of work produced. Students should carefully select, organise and present work to ensure that they provide evidence which meets the requirements of all four assessment objectives.

The guidelines set out in the JCQ document 'Instructions for the conduct of examinations' must be followed.

Alevel

2.3 A-level

Assessments

Component 1: Personal investigation	+	Component 2: Externally set assignment
What's assessed Personal investigation – 7201/C, 7202/C, 7203/C, 7204/C, 7205/C, 7206/C		What's assessed Response to an externally set assignment – 7201/X, 7202/X, 7203/X, 7204/X, 7205/X, 7206/X
Assessed <ul style="list-style-type: none">• No time limit• 96 marks• 60% of A-level		Assessed <ul style="list-style-type: none">• Preparatory period + 15 hours supervised time• 96 marks• 40% of A-level
Non-exam assessment (NEA) set and marked by the centre and moderated by AQA during a visit to the centre. Visits will normally take place in June.		Non-exam assessment (NEA) set by AQA, marked by the centre and moderated by AQA during a visit to the centre. Visits will normally take place in June.

Component details

Component 1 Personal investigation

This is a practical investigation supported by written material.

Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes.

The investigation should be a coherent, in-depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation.

The investigation must show clear development from initial intentions to the final outcome or outcomes. It must include evidence of the student's ability to research and develop ideas and relate their work in meaningful ways to relevant critical/contextual materials.

The investigation must be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople.

The written material must confirm understanding of creative decisions, providing evidence of all four assessment objectives by:

- clarifying the focus of the investigation
- demonstrating critical understanding of contextual and other sources
- substantiating decisions leading to the development and refinement of ideas
- recording ideas, observations and insights relevant to intentions by reflecting critically on practical work
- making meaningful connections between, visual, written and other elements.

The written material must:

- be a coherent and logically structured extended response of between 1000 and 3000 words of continuous prose.
- include specialist vocabulary appropriate to the subject matter
- include a bibliography that, identifies contextual references from sources such as: books, journals, websites, through studies of others' work made during a residency, or on a site, museum or gallery visit
- be legible with accurate use of spelling, punctuation and grammar so that meaning is clear.

Annotation must not be included in the word count for the written material.

Students can present the written material as a single passage of continuous prose or as a series of shorter discrete, but linked, passages of continuous prose incorporated within the practical work.

There is no restriction on the scale of practical work produced. Students should carefully select, organise and present their work for their Personal investigation to ensure it is well structured and provides evidence that meets the requirements of all four assessment objectives.

The personal investigation will be assessed as a whole. Evidence of meeting the requirements of all four assessment objectives must be provided in both the practical and written material.

Students must identify and acknowledge sources which are not their own.

Component 2 externally set assignment

Separate question papers will be provided for each title. Each question paper will consist of a choice of eight questions to be used as starting points. Students are required to select one. Students will be provided with examination papers on 1 February, or as soon as possible after that date.

Preparatory period – from 1 February

Following receipt of the paper students should consider the starting points and select one. Preparatory work should be presented in any suitable format, such as mounted sheets, design sheets, sketchbooks, workbooks, journals, models and maquettes.

Supervised time – 15 hours

Following the preparatory period, students must complete 15 hours of unaided, supervised time.

The first 3 hours of the supervised time must be consecutive.

In the 15 hours students must produce a finished outcome or a series of related finished outcomes, informed by their preparatory work.

Students must stop work on their preparatory work as soon as the first period of supervised time starts.

Students may refer to their preparatory work in the supervised time, but it must not be added to or amended.

Preparatory work and the work produced in the supervised time must be kept secure in between sessions of supervised time.

The work produced during the supervised time must be clearly identified as such. Students must identify and acknowledge sources which are not their own. Annotation and/or notes should use appropriate specialist vocabulary and be legible with accurate use of language so that meaning is clear.

At the end of the 15 hours of supervised time all the work submitted for this component must be kept secure.

Preparatory work and the work produced during the 15 hours of supervised time will be assessed together, as a whole, against all four assessment objectives. Students will be assessed on their ability to work independently, working within the specified time constraints, and developing a personal and meaningful response.

There is no restriction on the scale of work produced. Students should carefully select, organise and present work to ensure that they provide evidence which meets the requirements of all four assessment objectives.

Assessment

Students are assessed both summatively(end of each half term) and also formatively using participation in lessons and homework. They are assessed against AQA mark criteria below.

AQA mark criteria AS/ALEVEL.

	Assessment objective 1	Assessment objective 2	Assessment objective 3	Assessment objective 4
Marks	Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding	Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops	Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress	Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements
24 Convincingly	An exceptional ability to develop ideas through sustained investigations informed by contextual and other sources.	An exceptional ability to explore and select appropriate resources, media, material, techniques and processes.	An exceptional ability to record ideas, observations and insights relevant to intentions.	An exceptional ability to present a personal and meaningful response.
23 Clearly	Demonstrates exceptional analytical and critical understanding.	Reviews and refines ideas in a confident and purposeful manner as work develops.	Demonstrates an exceptional ability to reflect critically on work and progress.	Demonstrates an exceptional ability to successfully realise intentions and, where appropriate, makes connections between visual, written and other elements.
22 Adequately				
21 Just				
20 Convincingly	A confident and highly developed ability to develop ideas through sustained investigations, informed by contextual and other sources.	A confident and highly developed ability to explore and select appropriate resources, media, materials, techniques and processes.	A confident and highly developed ability to record ideas, observations and insights relevant to intentions.	A confident and highly developed ability to present a personal and meaningful response.
19 Clearly	Demonstrates confident and highly developed analytical and critical understanding.	Reviews and refines ideas in a confident	Demonstrates a confident and highly developed ability to	Demonstrates a highly developed ability to successfully realise intentions and, where appropriate, makes connections between
18 Adequately				

17 Just	Demonstrates assured use of appropriate specialist vocabulary.	manner as work develops.	reflect critically on work and progress.	visual, written and other elements. Clear, coherent and accurate use of language.
16 Convincingly	A consistent ability to develop ideas through sustained investigations, informed by contextual and other sources.	A consistent ability to explore and select appropriate resources, media, materials, techniques and processes.	A consistent ability to record ideas, observations and insights relevant to intentions.	A consistent ability to present a personal and meaningful response.
15 Clearly	Demonstrates consistent analytical and critical understanding.	Reviews and refines ideas with increasing confidence as work develops.	Demonstrates a consistent ability to reflect critically on work and progress.	Demonstrates a consistent ability to successfully realise intentions and, where appropriate, makes connections between visual, written and other elements.
14 Adequately	Demonstrates consistent use of appropriate specialist vocabulary.			Generally clear, coherent and accurate use of language.
13 Just				
12 Convincingly	A reasonably consistent ability to develop ideas through sustained investigations, informed by contextual and other sources.	A reasonably consistent ability to explore and select appropriate resources, media, materials, techniques and process.	A reasonably consistent ability to record ideas, observations and insights relevant to intentions.	A reasonably consistent ability to present a personal and meaningful response.
11 Clearly	Demonstrates reasonably consistent analytical and critical understanding.	Reviews and refines ideas with a degree of success as work develops.	Demonstrates a reasonably consistent ability to reflect critically on work and progress.	Demonstrates a reasonably consistent ability to successfully realise intentions and, where appropriate, makes connections between visual, written and other elements.
10 Adequately	Demonstrates reasonably consistent use of appropriate specialist vocabulary.			Basic clarity, coherence and accuracy in using language.
9 Just				
8 Convincingly	Some ability to develop ideas and sustain investigations, informed by contextual and other sources.	Some ability to explore and select appropriate resources, media, materials, techniques and process.	Some ability to record ideas, observations and insights relevant to intentions.	Some ability to present a personal and meaningful response which is uneven.
7 Clearly	Demonstrates some analytical and critical understanding.	Reviews and refines ideas with limited success as work develops.	Demonstrates some ability to reflect critically on work and progress.	Demonstrates some ability to successfully realise intentions and, where appropriate, makes connection between visual, written and other elements.
6 Adequately	Demonstrates limited use of appropriate specialist vocabulary.			Limited clarity, coherence and accuracy in using language.
5 Just				
4 Convincingly	Minimal ability to develop ideas and sustain investigations, informed by contextual and other sources.	Minimal ability to explore and select appropriate resources, media, materials, techniques and process.	Minimal ability to record ideas, observations and insights relevant to intentions.	Minimal ability to present a personal and meaningful response, limited by a lack of skill and understanding.
3 Clearly				

2 Adequately	Demonstrates minimal analytical and critical understanding.	Minimal evidence of reviewing and refining ideas as work develops.	Demonstrates minimal ability to reflect critically on work and progress.	Demonstrates minimal ability to realise intentions and, where appropriate, make connections between visual, written and other elements.
1 Just	Demonstrates little or no use of appropriate specialist vocabulary.			Unclear and often inaccurate language is used.
0 No Work				

Homework

Homework is set as and when each individual project requires, but the table below shows an approximate.

ART & DESIGN				
Homework set	Method of assessment	Approx time to complete task	Timescale for completion	Frequency of task
Research	Marked by teacher against AQA criteria.	1-2 hours	At least 1 week but more likely 2 weeks	Approx. 2 per term
Skills practice/finishing class work	As above	1 hour	As above	Approx. 3 times per term
Collecting resources	N/A	N/A	N/A	N/A

Independent study

Visiting galleries and being aware of the world around them is an important part of independent study for art and design. Please find below some gallery links and useful websites.