



# Art and Design

**GCSE 2012**

**Art and Design**

Teachers' Handbook

J160-J167

Version 1

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# Introduction

In response to reforms announced by the Government and in response to Ofqual mandated changes to GCSEs, unitised assessment of this qualification is being replaced by linear assessment.

This means that candidates commencing a two year course from September 2012 will take all of their GCSE units at the end of the course in June 2014

We want to make this change as easy for you to manage as possible. The main changes are :

- No resit opportunity within series
- Candidates may only retake the whole qualification
- These GCSE Art and Design specifications may be run over a one or two year

programme from 2013.

OCR offers a range of support materials, developed following extensive research and consultation with teachers. We've designed them to save you time when preparing for the new specification and to support you while teaching them.

The Specification details what content and skills need to be covered in delivering the course. The Assessment Criteria and Assessment Objectives are contained in the document. At all times, therefore, the Schemes of Work and Lesson Plans should be read in conjunction with the relevant Art and Design specification e.g Fine Art A111, Photography A113, Textiles A114 etc.

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# Subject specific guidance

To constructively guide and advise those new to OCR Art and Design specifications, considered here are the questions that naturally arise: 'Why would I choose OCR?' and 'What advantages are there for teachers and learners?'

GCSE Art and Design has been re-developed following consultation with heads of department, teachers and professional bodies. The aim has been to retain the popular and proven aspects of the existing qualification whilst meeting the stipulations of JCQ and Ofqual regulations. OCR is committed to excellence in the qualifications it offers and, thus, GCSE Art and Design has been updated to appeal to today's learners irrespective of interest levels and attainment. In short, the 'new' specification has been designed for teachers by teachers with the best interests of learners constantly in mind.

The emphases of the specification's content are twofold: accessibility and flexibility. OCR believes that if teachers find the specification straightforward and easy to understand then confident delivery to learners will automatically follow.

## Accessibility

As before the qualification comprises two units: Unit 1: Art and Design Portfolio and Unit 2: OCR-set Task. For the former 'candidates need to produce a portfolio of work for this unit that demonstrates a personal response to starting points, briefs, scenarios or stimuli' based on centre or candidate set starting points or themes. This should take the form of a cohesive and themed response throughout. In essence this means that learners might simply produce one 'project' whereas the previous requirement for 'Coursework' was for two. Thus, quite intentionally, for teachers the assessment burden is reduced, whilst for learners a somewhat ambiguously open-ended period of coursework production has been replaced by more focused pieces of planning leading directly to outcome(s) within a specified time frame. The inclusion of visual starting points in the paper for the OCR-set Task will be an innovation welcomed by many candidates.

The Assessment Objectives have been carefully re-considered and enhanced. New media enables today's learners to experiment and evolve their ideas with greater speed and fluidity and changes of emphasis in the Assessment Objectives reflect such rapid technological developments. Furthermore, the language of the descriptors has been modified to make these more intelligible and promote confident application by teachers. The scheme of assessment continues to be common to both Units and an uncomplicated marking grid encourages accurate application of the assessment criteria whilst allowing teachers sufficient scope to use their professional judgment.

Teacher support is a vital aspect of sponsoring a smooth transition to teaching the new specification. Materials have been designed to save teachers' time when preparing for the new specification and offer continued support whilst delivering it. Free copies of the accredited specification together with specimen assessment material, lesson plans and guidance notes may be downloaded or ordered in paper or CD-ROM form from [www.GCSEchanges.com/subjectsandspecs](http://www.GCSEchanges.com/subjectsandspecs). OCR's commitment extends beyond the provision of word-based resources to a programme of professional development events, delivered both online and face to face. Please visit [www.ocr.org.uk/training\\_for\\_more\\_information](http://www.ocr.org.uk/training_for_more_information).

## Flexibility

The addition of Critical and Contextual Studies and Applied Art and Design enhances GCSE Art and Design by offering a wider range of specialist focused areas of study. Since there is no prohibited combination of entry to the OCR suite of GCSE Art and Design qualifications opportunity exists for 'Gifted and Talented' learners to undertake more than one endorsement within the overall guided learning hours for the specification.

Moreover, the specification is now 'unitised' and, thus, learners may take units across several different areas of study providing the 'terminal rules' are satisfied and candidates undertake both units within the series in which the candidate intends to submit it.

For GCSE Art and Design this simply means that candidates are to be entered for at least one unit, in the area of study for which they wish to certificate, at the end of their programme. With regards to resits however, from September 2012 candidates are only able to re-take a qualification in its entirety. It is no longer possible to re-sit individual units.

The new specification offers Centres optimum flexibility in delivering the Unit 1: Art and Design Portfolio that may be undertaken at any point during the course leading up to the series in which the candidates intends to submit.. Devising their own assessment materials enables Centres to create courses that promote good practice by learners and truly reflect local requirements and resources. Learners will benefit from more time to develop individual skills and fully 'rehearse' this unit as there is no longer a demand for a specific number of 'units of coursework' or 'projects'.

Coincidentally, the latter relaxation in terms of the volume of work required has made Short Course as a separate entity redundant. OCR anticipates that the 'Portfolio', which stresses 'quality rather quantity' and encourages candidates to be selective and active participants in the presentation of their work, will fully address the needs of all learners, including those who may have previously chosen the Short Course option.

For many teachers a further two aspects, unique to OCR, of the GCSE Art and Design suite may prove decisive: progression and moderation.

## Progression

Progression from GCSE either directly to employment or to further study will depend on the number and nature of the grades achieved. Broadly, candidates who achieve mainly Grades A\* to C at GCSE would be well prepared to study at Level 3 within the National Qualifications Framework. The specification provides progression to OCR GCE in Art and Design, OCR Applied GCE in Art and Design, OCR Level 3 Nationals in Art and Design and OCR Level 3 Principal Learning in Creative and Media.

Teachers of learners progressing to GCE will find that the Advanced Level specification is familiar in that it shares a predominantly common structure, assessment criteria, marking grid and moderation process with its GCSE counterpart. Particular attention has been paid to establishing new pathways for successful GCSE candidates in Applied Art and Design and Critical and Contextual Studies.

## Moderation

OCR is proud of a moderation process that is open and honest. Moderators will continue to provide feedback on their evaluation of the work in relation to the agreed standard. Colleagues in Centres will be informed of recommendations and the reasons for any indicated adjustment. In the event of disagreement when results are published Centres' staff may activate an Enquiry about Results via Interchange.

# Resources

## A resource list for teachers

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##### General

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Art and Design encyclopaedia, portal for museums and galleries worldwide.  
Artlex Visual Arts Dictionary. [www.artlex.com](http://www.artlex.com)  
Art and Design Dictionary with definitions for more than 3,600 terms used in discussing art and visual culture.  
Art Guide. [www.artguide.org](http://www.artguide.org)  
A comprehensive guide to the art collections of the British Isles.  
National Society for Education in Art and Design, The (NSEAD). [www.nsead.org](http://www.nsead.org)  
Virtual Library Museums Pages (VLmp). [icom.museum/vlmp](http://icom.museum/vlmp) A comprehensive directory of museums and galleries worldwide.  
World Wide Art Resources. [www.wwar.com](http://www.wwar.com) A substantial site for contemporary art, art news, art history, contemporary artist and gallery portfolios.

##### Galleries and Museums

Courtauld Gallery, The. [www.courtauld.ac.uk](http://www.courtauld.ac.uk)  
Barbican Art Gallery, The. [www.barbican.org.uk](http://www.barbican.org.uk)  
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National Gallery, The. [www.nationalgallery.org.uk](http://www.nationalgallery.org.uk)  
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Royal Academy, The. [www.royalacademy.org.uk](http://www.royalacademy.org.uk)  
Saatchi Gallery, The. [www.saatchi-gallery.co.uk](http://www.saatchi-gallery.co.uk)  
Tate Galleries, The. [www.tate.org.uk](http://www.tate.org.uk)  
Victoria and Albert Museum, The. [www.vam.ac.uk](http://www.vam.ac.uk)

#### Graphic Communication

Museum of Computer Art, The (MOCA). [moca.virtual.museum](http://moca.virtual.museum) A host to hundreds of world-class digital artists and thousands of their images.

#### Photography – Lens and Light-based Media

Masters of Photography. [www.masters-of-photography.com](http://www.masters-of-photography.com) Predominantly pre-digital practitioners with access to articles, images and other resources.

#### CD-ROM

Art 20: The Thames and Hudson Multimedia Dictionary of Modern Art. London, Thames and Hudson

Buildings of England, The. Cambridge, The Pevsner Index

Collection of the National Gallery, The. London, Microsoft

Impressionism. Manhattan Beach CA, TDC Interactive

Masters of Photography. San Antonio TX, Masters of Photography

Picasso: the man, his works, the legend. Danbury CT, Grolier Interactive

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Renaissance Masters (Vol. I and II). Manhattan Beach CA, TDC Interactive

Survey of Western Art, A. Manhattan Beach CA, TDC Interactive

Tate Gallery: Exploring Modern Art. Oxford, Attica Cybernetics

Vincent van Gogh: The Complete Works. Toronto, The Vincent van Gogh Gallery.

# Other forms of Support

In order to help you implement the new GCSE Art and Design Specification effectively, OCR offers a comprehensive package of support. This includes:

## Professional Development

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The 2012-13 OCR Professional Development Programme offers more accessible and more cost effective training, with the same valued content that you expect from us.

At OCR, we are constantly looking for ways in which we can improve the support we offer to teachers. Most recently we have been considering the increasing challenges that schools face in releasing teachers for INSET, and how OCR can make its professional development programme more accessible and convenient for all.

From September 2012, our new improved programme will include:

- FREE online professional development units available when and where you want them
- FREE live web broadcasts of professional development events
- FREE face to face training for GCSE controlled assessment and GCE coursework
- A series of 'not to be missed' premier professional development events.

For more information, please email [training@ocr.org.uk](mailto:training@ocr.org.uk) or visit [www.ocr.org.uk/training](http://www.ocr.org.uk/training).

## OCR Social

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Visit our social media site ([www.social.ocr.org.uk](http://www.social.ocr.org.uk)). By registering you will have free access to a dedicated platform where teachers can engage with each other - and OCR - to share best practice, offer guidance and access a range of support materials produced by other teachers; such as lesson plans, presentations, videos and links to other helpful sites.

## Interchange

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OCR Interchange has been developed to help you to carry out day to day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate a free access to candidate information at you convenience. Sign up at <https://interchange.ocr.org.uk>

# Frequently Asked Questions

## Art and Design Portfolio Unit 1: Controlled Assessment

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### How many 'units of coursework' are there in the portfolio?

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There is no longer a requirement or demand for a specific number 'units of coursework' or separate 'projects'. The new specification intentionally offers Centres optimum flexibility in producing the 'Portfolio', which should now consist of 'a sustained project, theme or course of study'. Clearly some endorsements: Art and Design (A110), Fine Art (A111), Critical and Contextual Studies (A116) and Applied (A117) require a 'multi-disciplinary' approach but the achievement of this is entirely at the discretion of individual Centres.

### Do I need to produce a starting point or written brief?

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Yes. 'Starting points, briefs, scenarios or stimuli' are Centre devised and should provide opportunity for all candidates to successfully meet the Assessment Objectives. Such Assessment Material would indicate the activities or tasks to be undertaken by candidates and outline any related advice, guidance or direction that Centres may wish to give. Centres basing Assessment Materials on the ideas of candidates may wish to develop generic briefs that can readily be adapted, to reflect individual needs. Well-conceived Centre devised materials will not only promote good practice by candidates but also greatly facilitate moderators in the execution of their duties.

### What is 'Controlled Assessment'?

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Controlled Assessment, one of the fundamental differences between this specification and its predecessor, is embodied in the 'levels of control' now operative. These controls have been integrated into the specification in accordance with QCA instructions and are common to all GCSEs in Art and Design irrespective of examining body.

Rather than being perceived as restrictive, Controlled Assessment should be regarded as an inbuilt safeguard that ensures teachers can confidently authenticate candidates' work. Specific controls are in place for the Unit 1: Art and Design Portfolio for which candidates are required to produce work under informal supervision, described as 'a medium level of control'. Centres may wish to consider the tasks set in order to comply with this rule.

However, Centres may allow candidates to conduct work under limited supervision, 'a low level of control'. Such work should be clearly identified within the teaching programme as the task but may occur without immediate supervision. It may 'inform' the work and develop the skills and knowledge of the candidate but would not be included in the direct assessment of the candidate outcome(s).

## So does 'Controlled Assessment' mean that I cannot set 'homework'?

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No, it most definitely does not! However, teachers must exercise their professional judgement when setting tasks that are to be completed by candidates without direct supervision. This specification is not prescriptive in establishing those areas of research, exploration or development of skills and knowledge that may contribute directly or indirectly to assessable outcomes.

For example, mind-mapping of ideas, identifying links with the work of others either through the Internet or paper based sources, collecting artefacts or materials for visual research and planning written communication, practice and some experimentation could be homework tasks. These suggestions are not all inclusive but would provide a valuable addition to the course. Candidates might purposefully devote time to building skills and knowledge ensuring well crafted practical outcome(s) to the candidate's Controlled Assessment. Practice for any written work and presentation skills including the use of digital media may be included here if desired.

Tasks that are overtly practical could be set for homework, providing the work generated is clearly identified. For example, many Centres purposefully employ sketchbooks or journals for supporting studies, a separate 'homework book' or folder with pages or sections, could be kept and distinctly marked as Candidate Practice Book (non-assessable). Homework should raise candidates' overall standard of work and outcomes generated within the Controlled Assessment period. Remember the 'Portfolio', places emphasis on 'quality rather than quantity', Candidates may develop practice pieces as homework which can influence the overall standard of work carried out in the Controlled Assessment timeframe.

## How do I approach the approximate 45 hours of controlled assessment for the Art and Design Portfolio in the context of the overall programme?

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Centres may organise the approximate 45 hours of 'taught time' for Unit 1 in any way they choose. However, candidates must present work for assessment that is cohesive, relevant to the set theme, and shows a clear journey from conception to realisation. Should the delivery of this unit become too fragmented there is a danger of candidates' work becoming an ill assorted collection rather than a cohesive unified portfolio and a clear development through the assessment objectives. For example for the mixed areas of study route (unendorsed). Centres may wish to construct two areas of study then combine these to present as a unified body of work.

Centres must ensure that candidates undertake the controlled assessment task that is valid for submission in the year in which the candidate intends to submit it.

## Art and Design Unit 2: OCR Set Task

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### What is the OCR-set Task and when do I make entries?

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This is the examination.

It has a question paper which is released to centres after they have sent in to OCR estimated entries. This should be actioned by the Examinations Officer by 10 October of the academic year in which the examination is to be undertaken. These are subsequently confirmed early in the following Spring Term when it is important to ensure that the correct entry codes have been used. It may be worthwhile reminding your Examinations Officer that candidates' information can be downloaded using 'Interchange'.

## Can I open the paper on receipt?

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Question papers and the Information for Teachers (IT) sheet are delivered in centres by mid-November and are accessible to teachers under the supervision of the Examinations Officer to enable planning of resources and related teaching activities. The paper cannot be released to candidates before 1 January.

Examination conditions are applicable to the ten-hour period of the Unit 2: OCR-set Task, which must be conducted under formal supervision. This requires teachers and Examinations Officers to ensure conditions are suitable and meet the JCQ guidelines for examinations for Art and Design candidates. Candidates are under direct supervision at all times. Required resources and materials are available within the immediate area. Candidates may not continue with their preparation work once the ten hour period has commenced. At the end of each session both preparatory work and outcomes are retained securely within the Centre.

However there is unlimited preparation time available for the Unit 2: OCR -set Task: centres can choose when candidates start and finish their preparation, however the question paper should be given to candidates as early as possible from 1 January. It is also available on line. Candidates are expected to generate their own personal responses with limited guidance from their teacher.

## Who can invigilate the 10 hours?

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Art and Design teachers can supervise the ten-hour period as they have technical knowledge and access to resources as well as fulfill the health and safety regulations. Technicians may also invigilate if necessary for the same reasons.

If my candidates are taking 'Critical and Contextual' or 'Applied' can they respond to any part of the 'paper'?

No. Candidates undertaking these areas of study must respond to Section 3 and Section 4 of the paper respectively.

## What resources can I prepare?

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There are no restrictions on the preparation of resources. Consideration might be given to the availability of materials, media, and equipment, identifying and gathering visual stimuli, and the nature of the 'advice and guidance'. Advice could include directing candidates' research towards relevant artists' links, explaining or demonstrating processes or techniques, organising workshops, and visiting businesses, galleries and museums. Similarly, guidance could focus on the selection of materials, health and safety, avoidance of plagiarism, and completion of work within deadlines.

## General

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### What is 'Critical and Contextual Studies'?

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Critical and Contextual Studies previously existed as a qualification at A' Level and is now offered at GCSE to provide a progression pathway. This area of study gives candidates opportunity to make a personal response to works of art and design through the understanding, analysis, and critical appreciation of historical and contemporary practitioners, movements or cultural, ethnic or religious themes. The approach is not purely 'theoretical' and candidates are encouraged to produce both practical and written work.

## What is 'Applied'?

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Applied Art and Design formerly existed as a discrete qualification but has now been integrated into the mainstream of OCR GCSE Art and Design provision. This endorsement gives candidates opportunity to explore the potential of the widest range of Art and Design disciplines within the context of vocational or commercially orientated practices. The emphasis is on developing ideas, problem solving and presenting solutions to work-related, client-focused 'briefs'.

## What opportunities are there for 'Gifted and Talented'?

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Opportunities exist for 'Gifted and Talented' candidates to undertake more than one endorsement within the overall guided learning hours for the specification. The addition of 'Critical and Contextual' and 'Applied' enhances opportunities for dual entry.

## How does the introduction of linearization affect the qualifications?

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Candidates now enter both units for assessment within the series in which they intend to aggregate.

In linearised schemes candidates may take all units across several different areas of study providing the 'terminal rules' are satisfied.

With regard to re-sits, as from September 2012, candidates are only able to re-take a qualification in its entirety. It is no longer possible to re-sit individual units.

## Will moderation be the same?

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Certainly many of the practices associated with the moderation process will be retained. Work selected by the moderator will still be presented in rank order by unit. Similarly, moderators will continue to provide Centres with feedback on their evaluation of the work in relation to the agreed standard. However there will be more focus on the written Centre Reports going forward. Centres will be informed of recommendations and the reasons for any adjustment to marks. In the event of disagreement Centres may seek an Enquiry About Results through 'Interchange'.

To facilitate the moderation of Unit 1: Art and Design Portfolio it is anticipated that Centres would make available assessment materials, including advice, direction and guidance given to candidates, as well as, records of the ongoing assessment of candidates' progress.

## What happened to 'Short Course'?

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Since the Unit 1: Art and Design Portfolio consists of one 'sustained project, theme or course of study', rather than two or more separate projects, Short Course as a separate entity became obsolete. It is anticipated that the 'Portfolio', which places emphasis on 'quality rather than quantity', will fully address the needs of candidates who may have previously chosen the Short Course option.

## When is the 'new' specification first assessed and when will the 2009 finish?

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Assessment of the 'new' specification will commence in June 2014. Thus, related programme delivery can start in September 2012 with, correspondingly, the final assessment of the current 2009 specification being in June 2013.

## Has exemplar material been produced?

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Yes. For the Unit 1: Art and Design Portfolio OCR produced exemplar material is available to assist Centres design and set their own starting points, briefs, scenarios or stimuli. Similarly, for the Unit 2: OCR-set Task the specimen paper and previous papers are available to view on our website. Free copies of the accredited specification together with sample assessment material may be downloaded or ordered in paper or CD-ROM form from [www.GCSEchanges.com/subjectsandspecs](http://www.GCSEchanges.com/subjectsandspecs)

Colleagues' attention is also drawn to an extensive INSET training programme and the release in Spring 2009 of a Teachers' Guide and Students' Handbook by OCR's publisher partner, Hodder Educational.

Teacher resources from OCR, will be expanded and developed. These will be found on our website and/or available at INSET.

## Will the standards change?

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No. As always every effort will be made to maintain a consistent year on year national standard. Colleagues are reminded that the archival material selected by moderators and generously released by Centres during each examination series upholds standards.

Exemplar materials are available on the GCSE Art and Design website from the autumn

## Administration

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### What is 'Authentication'?

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Authentication is fundamentally the ability to guarantee each submission is free from plagiarism and that authorship solely belongs to the individual candidate concerned.

### When do I make entries?

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Provisional or estimated entries are made early in the Autumn Term of the academic year in which the examination is to be undertaken. These are subsequently confirmed early in the following Spring Term when it is important to ensure that the correct entry codes have been employed. It may be worthwhile reminding your Examinations Officer that candidates' information can be downloaded using 'Interchange'.

### Will candidates be able to re-sit Units?

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No, from September 2012 candidates are only able to re-take a qualification in its entirety. It is no longer possible to re-sit individual units.

### Can candidates re-take a Unit more than once?

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No. However, candidates may enter for the full qualification an unlimited number of times.

### Where are my 'exam papers'?

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The despatch of the Unit 2: OCR-set Task papers is generated by the provisional entries made early in the Autumn Term. Even if the precise numbers of entries or areas of study are unclear at this stage of the programme it is important to inform OCR of the Centre's broad intentions by 10 October each academic year.

## Contact us

Keep up to date with the latest news by registering to receive e-alerts at [www.ocr.org.uk/updates](http://www.ocr.org.uk/updates)

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