

F I N A L

Our Art and Design Suite GCSE include the following qualifications:

- Art and Design
- Art and Design: Fine Art
- Art and Design: Graphic Communication
- Art and Design: Photography – Lens and Light-based Media
- Art and Design: Textile Design
- Art and Design: Three-dimensional Design
- Art and Design: Critical and Contextual Studies
- Art and Design: Applied



GCSE Art and Design Suite

GCSE Art and Design Suite - designed to help your learners develop artistic skills, creativity, imagination and independence while offering you and your learners more flexibility when it comes to assessments.

The new
OCR GCSE
**ART AND
DESIGN**

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An introduction to the GCSE Art and Design Suite

Our GCSE Art and Design Suite reduces burden and pressure on learners with just two units now needed for assessment. This means that more time will be available for teaching and learning and can be used for activities such as skills development, working with artists in residence, visits to galleries and museums.

Further benefits for you and your learners:

- A thorough moderation process, which is unique to OCR, with feedback on the outcome of moderation for your centre on the same day of the moderation visit.
- Exemplar material to help you design your own starting points, briefs, scenarios or stimuli for controlled assessment.
- Accessible OCR-set tasks for all endorsements.
- Encouragement for learners to consider a wider range of approaches to individual expression in terms of the materials, processes and techniques they use.
- Addition of Critical and Contextual Studies as an endorsed option.
- Providing good preparation for A Level Art and Design.
- A full support package has been designed to save you preparation time and to increase your confidence in teaching and marking the new Art and Design specification. You can find out more about our support package on page 8.

Making GCSE changes easier

We want to make it as easy as possible for you to manage the changes to our GCSE Art and Design specifications. To minimise disruption, we will:

- Guide you through the simple process of moving to OCR for teaching Art and Design.
- Provide a range of Art and Design support materials, including schemes of work and sample assessment materials.
- Make our Art and Design publisher resources available way ahead of when you first start teaching the new specifications.
- Keep you fully up to date, with our *Focus on 14–19* magazine, and online at www.GCSEchanges.com

We've involved teachers throughout the development process so the new specifications, support materials and schemes of work should provide everything you need to teach our GCSE Art and Design.



We've summarised the course details and the assessment objectives for GCSE Art and Design.

Unit title and description	Assessment and duration	Weighting
Units A110 – A117: Art and Design Portfolio • Learners produce one portfolio of work developed from personal and/or centre-determined starting points, briefs, scenarios or stimuli – under controlled assessment conditions.	Controlled assessment Learners will be given approximately 45 hours (15-18 school weeks as a guide) to produce their portfolio.	60%
Units A120 – A127: Art and Design OCR-set Task • Learners formulate a personal response to one question, chosen from an early-release question paper. • Centres will be able to set learners' preparation time to develop ideas. • Learners will be given ten hours of supervised time to work on producing outcomes. At least one of these timetabled sessions must be at least three hours long.	Unlimited preparation period 10-hour practical test, set by OCR	40%

Assessment objectives

The assessment objectives are designed to reflect the non-statutory guidelines for the Art and Design Suite.

Learners are expected to demonstrate the following in the context of the content described:

- AO1** • Develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.
- AO2** • Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.
- AO3** • Record ideas, observations and insights relevant to their intentions in visual and/or other forms.
- AO4** • Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements.



What changes, and what stays the same?

While we've made some important changes and improved our GCSEs, we haven't changed everything. Here you can see which aspects of GCSE Art and Design are changing, and which will stay the same.

	What changes?	What stays the same?
Structure	<ul style="list-style-type: none"> • All Art and Design GCSEs will be unitised. • Art and Design GCSEs are available as full courses only. • All Art and Design GCSEs are 'two-unit' qualifications. • The Applied GCSE will no longer be available as a double award; it will be available as a single award, two-unit GCSE. • We've added a new endorsed GCSE, called Critical and Contextual Studies. 	<ul style="list-style-type: none"> • An unendorsed GCSE in Art and Design will still be available. • Endorsed GCSEs will still be available for Fine Art, Graphic Communication, Photography – Lens and Light-based Media, Textile Design, and Three-dimensional Design.
Content	<ul style="list-style-type: none"> • Endorsement descriptors have been updated to reflect the new requirements, along with current processes, techniques and materials. 	<ul style="list-style-type: none"> • Learners will be required to produce personal responses to given starting points, scenarios and stimuli, or fit-for-purpose responses to applied client briefs.
Assessment	<ul style="list-style-type: none"> • The January series will no longer be available for the Applied GCSE. • There will be new assessment objectives and marking criteria. • Controlled assessment will replace coursework: Learners have approximately 45 hours (15-18 school weeks as a guide) to produce a portfolio of work in response to centre-devised assessment material. The work learners produce must follow controlled assessment requirements. • Learners will have unlimited preparation time for the OCR-set Task unit. • There will be an early release question paper for the OCR-set Task unit, with both text-based and visual starting points. 	<ul style="list-style-type: none"> • There will be one entry opportunity per year, as part of the June series. • Learners' work is assessed and standardised internally, before external moderation by OCR. • Learners have ten hours of supervised controlled time to produce their final outcomes for the OCR-set Task unit. • The moderation process will be the same, and we'll give feedback on the outcome of external moderation. 'Three bites of the cherry' moderation process. You'll be able to have second or third-opinion moderation visits, within the moderation window.



Controlled assessment – your questions answered

What are the benefits of controlled assessment?

The benefits of controlled assessment include:

- More straightforward marking
- Improved reliability and validity
- Varying levels of control – you will know at the start of the course what is required to help you manage the assessments and your time more easily
- Greater confidence in authenticating learners' work as their own
- Greater ease in fitting assessments into your normal teaching programmes.

How will controlled assessment be introduced?

Controlled Assessment is embedded in the specification and will be introduced when the specification becomes available for teaching in September 2009.

How will it affect my workload?

With the introduction of a new qualification and a new model of assessment (controlled assessment) it is possible that some additional work will be required in the first year of teaching controlled assessment until you get used to the new way of working.

Will it affect timetabling and curriculum planning?

This will vary from centre to centre. For example, if you are retaining a linear model then all you need to do is to ensure that the learners have completed the two units (full course) by the end of the course. Following a unitised approach may allow a more flexible approach to assessment.

What is controlled assessment?

Controlled assessment is coursework in a supervised environment/classroom and will be replacing coursework from September 2009 for GCSEs. This has been introduced by QCA, to address some of the issues raised in coursework reviews, such as plagiarism.

Who will set the tasks of the controlled assessment for Art and Design Suite and will I still need to mark it?

- **Task setting** – there is a limited level of control. We will provide exemplar starting points, briefs, scenarios and stimuli to help you devise material for live assessment. Material can also be based on a learner's own ideas.
- **Task taking** – we've introduced a medium level of control on the authenticity of learners' work, your feedback to learners, and the time taken to produce work, learner collaborations, and the resources used. Full details are included in the specification.

- **Task marking** – all controlled assessment units will be assessed internally using our marking grids and guidance, and then moderated externally by our appointed Visiting Moderator.

How long do I need to keep the controlled assessment for?

This will be governed by the Awarding Bodies Joint Council for Qualifications' (JCQ) regulations when they are published, please visit www.jcq.org.uk for more information. It is expected that learners' work will need to be kept until all possible post results services have been exhausted.

When can controlled assessment start - in Year 9, 10 or 11?

Controlled assessment can start in Year 9, 10 or 11. However it is important that you ensure the correct controlled assessment task is given. We recommend you check the full specification details for the Art and Design suite qualification you will be teaching before planning assessment schedules.

When can learners start researching for the controlled assessment and do they need to keep their notes?

The time when you pass the tasks on to your learners is for you to manage in whatever way suits you and your learners.

Learners should keep their notes to help them as preparation for controlled assessment. All preparatory work will be required for selection in preparation for assessment and moderation.

Can we submit learners for exams in any exam session now?

Yes, but you need to be aware of the 40% terminal assessment rule, which is detailed in the specification.

If learners are entered for re-sits, which marks are considered? Latest or highest?

Learners can re-sit each unit once and can count the highest mark.

Flexible assessment

Assessment for the new GCSEs in Art and Design suite has been organised into units, which can be taken at the end of the course in typical linear fashion, or used to complement a more unitised approach to teaching and learning.

This means you can have the flexibility to choose the assessment approach best suited to your centre, and your learners.

Flexible assessment means:

- You have a choice of learning approach – linear or unitised.
- You can now schedule assessments for times during the course when learners' understanding is at its best – giving them a better chance of success.
- Learners can re-sit a unit, rather than repeat the entire assessment.
- Learners can receive ongoing feedback, which many find motivating, as it helps them identify their own learning needs and achieve more.
- Learners find it easier to stay on track with their studies and manage their time more effectively with a unitised approach.
- There's less pressure on your learners – the 'all or nothing' approach to assessment has been removed.
- Exam stress is reduced – assessments are spread out, instead of grouped together in a short, intense examination period at the end of the course.
- With a similar format to A Levels and Diplomas, GCSEs will help prepare learners for the next phase of their education.

To ensure that the assessment supports the coherence of the GCSEs and there is no over-assessment, QCA has put two rules in place:

- A minimum of 40% of the assessment must take place at the end of the course.
- Only one re-sit of each assessment unit is allowed. The better result then counts towards the qualification.



Support for GCSE Art and Design Suite teachers

We offer a range of GCSE Art and Design support materials, developed through extensive research and consultation with teachers. They're designed to save you time while you're preparing for our new specifications, and to support you while teaching them.

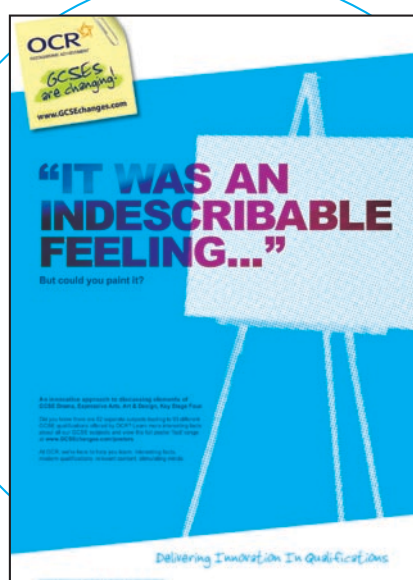
Our Art and Design suite support materials and events include:

- **FREE** INSET training sessions
- Sample assessment materials (SAMs) for each unit
- Sample Schemes of Work and Lesson Plans
- Teacher's Handbook
- Subject Area Support Team (SAS Team)
- Endorsed publisher materials from Hodder Education, including a Student Book and a Teacher Resource Book
- Guide to Controlled Assessment.

Our online resources include:

- e-communities – online networks of subject specialists, for sharing knowledge, views and ideas
- 'Interchange' – a completely secure, free website that helps you and your exams officer with administrative tasks at examination time
- Past examination papers
- Mark schemes
- Subject e-alerts – for you to register for updates.

For more information on our support, visit
www.ocr.org.uk/newgcse/supportmaterials



INSET Training

Our **FREE** GCSE Art and Design *Get Ready* and *Get Started* events give you a taste of our new specifications direct from the experts. For details of the courses and dates near you and to book your **FREE** place, visit www.ocr.org.uk/training

Get Ready – introducing the new specification

This course will help you find out more about our new GCSE Art and Design suite specifications, whether you are a new or experienced teacher. It's open to you, even if you don't teach the current specifications.

It's a **FREE** half-day session, with refreshments and a light buffet. You'll receive a selection of course materials and an overview of our new specifications for the GCSE Art and Design Suite. There are separate courses for GCSE Art and Design: Fine Art, Art and Design: Graphic Communication, Art and Design: Photography - Lens and Light-based Media, Art and Design: Textile Design, Art and Design: Three-dimensional Design, Art and Design: Critical and Contextual Studies and Art and Design: Applied.

The session includes:

- A look at the new structure, content and assessment methods
- A comparison between the old and new specification content
- An introduction to the support and resources available
- A summary of the benefits of choosing our new GCSE Art and Design specifications.



INSET Training

Get Started – towards successful delivery of the new specification

This course will help you, whether you are a new or experienced teacher or a centre assessor who will be teaching this Art and Design specification.

It's a full-day course which will provide essential information, guidance and practical support for newly qualified teachers or teachers new to our GCSE Art and Design suite.

It will:

- Explain the requirements of the specification
- Review the assessment criteria and their application
- Explain the requirements of the assessment process
- Review the Chief Examiner's report from the 2008 session
- Consider the collation of appropriate evidence for portfolio building
- Discuss the presentation of learners' portfolios
- Review exemplar candidate work
- Offer advice on preparing learners for external assessments
- Explain the administrative procedures.





Publisher support

We endorse a range of publisher materials to provide quality support for centres delivering our qualifications. You can be confident that materials branded with OCR's 'Official Publishing Partner' or 'Approved publication' logos have undergone a thorough quality assurance process to achieve endorsement.

These endorsements do not mean that the materials are the only suitable resources available or necessary to achieve one of our qualifications. Any resource lists which are produced by us will include a range of appropriate texts.

For our GCSE Art and Design we're working with publisher partner Hodder Education.



Resource	Format	Samples available from	ISBN No.
OCR Art and Design for GCSE Student's Book	Paperback	September 2008	978 0340 98335 5
OCR Art and Design for GCSE Teacher's Guide	Paperback	Spring 2009	978 0340 98336 2

For the latest information on published resources, please visit:
www.ocr.org.uk/art/newgcse and select 'published resources' from the right-hand menu.



Why choose OCR?

Who is OCR?

We're one of the UK's leading Awarding Bodies, developing up-to-date GCSE qualifications for the 21st century.

Why teach OCR specifications?

At OCR, we believe in developing specifications that help you bring the subject to life, so learners are more likely to get involved and achieve more. We do this by listening to schools and colleges that teach our specifications, so we can improve and update qualifications continually, ensuring you and your learners get as much as possible from the qualification.

You'll receive full support when teaching our qualifications. We're offering more free training than ever before at venues near you – plus adaptable schemes of work and lesson plans you can download.

You'll also have access to cluster support networks and e-communities, where there are plenty of opportunities to give feedback and share your thoughts with other teachers. Please see page 8 for more information.

Other qualifications

You may be interested to know about some of our other Art and Design related qualifications:

- A Level in Art and Design
- Applied A Level in Art and Design
- OCR Nationals in Applied Art, Design and Media – Level 1
- OCR Nationals in Art and Design – Levels 2 and 3
- OCR Nationals in Media – Levels 2 and 3
- OCR Principal Learning in Creative and Media – Levels 1, 2 and 3



www.ocr.org.uk OCR customer contact centre

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