

Examiners' Report Summer 2010

IGCSE

Edexcel IGCSE Art & Design

(4310, 4311, 4312, 4313)

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1. INTRODUCTION

The IGCSE specification aims to provide all centres with the framework to develop and devise courses for Art and Design across all four endorsements:

- Fine Art,
- Textiles,
- Photography
- Graphic Design.

The current legacy specification was introduced in 2006 and ends in November 2010. The new specification introduced in September 2009 will be first examined in May 2011. Therefore this is the last year that centres can enter candidates for the May and November series. 2010 is the last time coursework can be submitted. (Route 2) From May 2011 entries are 100% examination externally set and marked with the examination taken only once a year in May.

Many centres have requested updated exemplar materials for the IGCSE. These can be seen and download from the Edexcel International Art teachers community forum website.

http://community.edexcel.com/art_and_design/m/artigcse/default.aspx.

Currently the exemplar materials are for the fine art endorsement only; other endorsements will soon be posted. This is already proving to be a valuable resource for existing centres, those new to the qualification or those who are considering delivering it in their centres. The exemplar materials show examples of candidates work ranging from exceptional to weak with comments by the chief examiner and with written comments by the students taken from their research.

Fine art continues to be the most popular specification chosen by centres followed by graphic design, photography and textiles. A key feature of the specification is it allows teachers the freedom to approach the Assessment Objectives in the way which best suits them and their students.

AO1. Record observations, experiences and ideas which are appropriate to intentions.

AO2. Analyse and evaluate images, objects and artefacts, making informed connections with the work of others.

AO3. Develop and explore ideas, using a variety of media and processes that are appropriate to intentions.

AO4. Review and refine ideas, modifying work as it progresses, before presenting a coherent personal response.

Entries for this year's IGCSE came from many parts of the world including Bermuda, China, Cyprus, Denmark, Egypt, Greece, India, Kenya, Libya, Mexico, Nigeria, Russian Federation Sri-Lanka, Spain, Turkey, United Arab Emirates, United Kingdom and the United States of America. Submissions this year whether they were for coursework or exam showed the rich cultural and environmental diversity of the various countries submitting work.

2. ASSESSEMENT OF COURSEWORK IN CENTRES PRIOR TO EXTERNAL MODERATION

Once again there are a number of new centres submitting coursework this year therefore it might be helpful to look again at the requirements.

It is important for centres to use and be familiar with the coursework assessment criteria on the Candidate Assessment Sheet prior to marking work in the centre. In the May series the majority of centres clearly understood assessment procedures for coursework however there was a small number of centres who needed to become more familiar with this procedure which is clearly stated in the specification.

- All four assessment objectives should be met.
- All are equally weighted and have no priority.
- The final mark awarded should be a 'holistic' assessment out of 100.
- The grid should be used in conjunction with the grade descriptions given in the specification.
- A candidate's response may not satisfy every one of the assessment criteria for a particular mark band to receive a mark within that band. The coursework could meet the descriptor from a higher or lower mark band on

some criteria. For example a candidate might be competent in A01, A03 and A04 but only sound in A02. The 'best fit' approach should be used to determine the mark band which corresponds most closely to the overall quality of the candidate's response.

- Once the coursework has been allocated to a mark band the final mark should be refined to a specific mark. Then recorded on the candidate sheet.

Most centres who submit coursework for moderation have a clear understanding of the marking requirements. Disappointingly there are still a very small number of centres who have little understanding of the marking requirements. Marking by these centres can best be described as erratic and inconsistent. Marking tended to be lenient with little evidence seen in the work submitted by candidates to justify the final mark given by the centre. For example after moderation some candidate's marks had moved from the confident mark band range into the sound mark band. Centres are reminded that the mark awarded should be an aggregate, overall mark, 'holistic' assessment out of 100. The marking grid should be used in conjunction with the grade descriptions given on page 18 and 19 of the specification.

Centres are reminded that if there is more than one teacher of the coursework in the centre, there should be internal standardisation of marking standards in the centre prior to sending work for external moderation.

It is important that marks awarded are based only on what is presented, and that teacher examiners are not influenced by other factors such as the candidate's previous achievement, or the teacher's perception of the candidate's potential or industriousness.

3. ENDORSEMENTS

Within the four endorsements offered the majority of centres have a very clear understanding of the requirements laid down in the specification content. However this year there were a very small number of centres who entered candidates for the various endorsements who had limited understanding of the requirements of the specification in the context of the endorsements. It is vital that centres have a clear knowledge of the endorsement content being taught to candidates when devising teaching and learning programmes.

4. THE ASSESSMENT OBJECTIVES

The assessment objectives should be seen as inter-related activities not stand alone components. Unfortunately there are some centres that still approach the assessment objectives in chronological order. When structuring teaching and learning activities in the production of the coursework and in the preparatory six week period for the examination, this should be borne in mind.

5. COURSEWORK

However centres structure their courses they should ensure that the chosen themes or genres are sufficiently flexible to allow candidates to make a personal and informed response. This in turn allows candidates to pursue their own creative journey of discovery. Themes and genres which are insufficiently broad result in submissions from centres in which candidates work is very similar.

A number of centres need to place greater emphasis on working from first hand experience.

It was disappointing to see a number of candidates, with signs of creative potential, at the lower end of the mark range, because they had failed to submit evidence for a particular assessment objective. In the majority of centres courses had been constructed to ensure that all assessment objectives were covered across the mark range. Many centres offered their students a variety of approaches to materials and media resulting in some very exciting outcomes.

5.1 Submitting coursework and examination for assessment

The format for submitting coursework and examination are made clear in the specification. It was pleasing to note that this year that the number of centres allowing candidates when submitting coursework/examination preparatory studies to overlap or mount work on the back of the research sheets had dropped significantly.

5.2 Reviewing, refining and modifying research for coursework and practical examination.

With the help of the centre it is important that candidates review, refine and modify their submission for presentation. Choosing the work which best illustrates their ability at covering all four assessment objectives.

Below are strengths and weaknesses which illustrate this area of coursework and examination in the May 2010 submissions. It is hoped these points will help centres improve the overall standard of their candidates ability to review, refine and modify ideas as they progresses.

Strengths

- Appropriate and ongoing annotation.
- Recording using an exciting range of media
- Work which reflects an understanding of the purpose of visual research.
- Appropriate contextual links in the visual form or including short written analysis.
- Sequential development of ideas using appropriate materials.
- Taking photographs of work in progress.
- Evidence of an understanding of the formal elements.
- Experimenting with media

Weaknesses

- Some centres presented research where there was too much emphasis on writing.
- They produced unedited 'downloads' from the internet.
- There was an over-reliance on secondary images.
- Research was superficial, incomplete or disorganised.
- Copying with no purpose.
- No sequential journey.
- Little visual analysis.
- Research where the intentions were not clear.
- One or more of the AO's not covered.
- Little understanding of the requirements of the specification.

By improving the quality of research it is hoped that candidate's final personal response will be ambitious and imaginative.

6. PRACTICAL EXAMINATION AND PREPARATORY STUDIES

Those candidates who performed of their best were generally from centres that had provided a well structured beginning to the examination. Good time management during the six week research period can also help candidates in their planning. It was clear however that some centres had given very little support to candidates in helping them 'un-pick' the exam paper.

Centres are reminded that the candidate response to the examination should be supported by a taught six week period prior to the ten hour examination. Centre's should download and print the paper as soon as it is posted on the Edexcel website to enable them to prepare teaching and learning resources to support their candidates in the six week period.

6.1 Preparatory period

The six week preparatory period prior to the exam is a taught period where art staff can help and advise students about their work. It is helpful if as work progresses students can then choose their best idea collecting more reference material to help in their exam. Students should avoid having a trial run at this stage, as work can often become stale and dull if it is just repeated again in the exam.

6.2 Ten hour examination

The theme of 'Extreme' for the May series clearly challenged many of the candidates and inspired others.

Surviving extreme conditions produced images of people and animals trapped after an earthquake. Rescue workers looking for and finding survivors after the devastation of the earthquake. People living in poor living conditions proved an interesting starting point for research. Candidates' knowledge and interest in

environmental issues such as drought saw some very interesting research based around environmental artists such as Andy Goldsworthy and Richard Long. Extreme living conditions for animals in cold and hot climates saw candidates developing ideas imaginatively using a variety of appropriate media, including oil pastel, paint and coloured pencil. Drawings of various animals showed the candidates skill as artists. A number of candidates made interesting connections to famous novels which explored the undersea world of aquatic creatures living in the depths of the ocean.

Extreme sports were particularly popular with graphic design candidates who produced a variety of images connected to skate boarding and windsurfing culture. Research by these candidates was particularly strong in AO3 where they developed and explored ideas using a variety of media including photo shop. A number of candidates did produce images of people involved in free running unfortunately these candidates did struggle with the human form. They may have been more successful if they had approached it in a more experimental abstract way by thinking of how to create movement in the figures.

Extreme opinions saw candidates tackling some very difficult issues that affect their lives in the countries they live in... The quality of the research by these candidates showed they had considerable knowledge of the issues they tackled which were wide ranging and included domestic and political conflicts. Many candidates used newspaper images and articles to inform their work very effectively.

Extreme weather conditions saw some well produced painted images of volcanoes erupting and flows of lava. Tsunami images were also used for this section. Interestingly

Extreme location saw a variety of images being produced which included architectural images of old and new buildings. A number of candidates were able to show their painting skills by producing images of rough seas. Hidden caves were a source of inspiration for some candidates. The effect of light conditions at extreme locations also produced some interesting images.

Extreme fashion, hair and make- up proved to be a very popular choice for many candidates. Some candidates who looked at the world of fashion could have been more imaginative in their approach as many candidates just copied existing images. Those who reviewed and modified their ideas produced much more imaginative final outcomes. A number of candidate's final outcomes were disappointing when they just combined a series of images from their research. Contemporary and tribal tattoos proved to be a popular choice to develop ideas from. A number of candidates tackled fashion issues regarding size zero. Imaginative and creative ideas were produced when candidates combined tribal images with contemporary culture.

Extreme fear was a popular area which saw candidates produced very technically accurate drawings of spiders, scorpions and snakes. Other candidates went on to produce imaginative final outcomes in a variety of mixed media.

The theme is a starting point and candidates may work from any of the starting points suggested by the theme or they may develop a relevant starting point of their own on the theme of Extreme.

In general it was a pleasure and privilege to see the quality of work produced by candidates for their examination. It was clear that the quality of teaching and learning in some centres was outstanding. These centres are to be commended for their enthusiasm, imagination and endeavour to provide candidates with the platform to give their best in the examination

7. SUMMARY

Good teaching, well structured courses and appropriate resourcing ensure that candidates perform to their full potential in the examination and coursework. There was much evidence of this in the May 2010 series. **Disappointingly however there were some centres submitting work who had little understanding of the requirements of the specification.** To move forward these centres must become much more familiar with the IGCSE specification, they may also wish to take advantage of the various Professional Development and Training opportunities being offered in 2010 information for these events can be found on the Edexcel website.

Centres wishing to move their candidates forward and improve their performance must address the following issues.

- Centres must develop a course structure for both coursework and examination underpinned by the assessment objectives.
- A clear understanding of the specification content for the endorsements.
- Good teaching and learning stem from an emphasis on recording visually from first hand experience.
- With the help of the centre it is important that candidates review and refine their submission for presentation choosing the work which best illustrates their ability covering all assessment objectives.
- Internal assessment of coursework needs to be approached with impartial detachment to ensure accuracy.

Statistics

Awarding is based on work scrutinised falling within A, C and F grades. All other grades are calculated mathematically to fall equidistant between the selected marks.

The boundary shown below applies for all endorsements (4310, 4311, 4312, 4313) and options.

Paper No	Max mark	Weighting	A	C	F
01 - Timed Test	100	100%	81	61	31
1A - Timed Test	100	50%	81	61	31
02 - Coursework	100	50%	81	61	31

Once weighting has been applied the raw mark given for A, C and F for Paper 02 - Coursework and Paper 1A - Timed Test, are added together to become a subject mark.

The subject mark boundary shown below applies for all endorsements 4310 - 4313).

Grade	A*	A	B	C	D	E	F	G	U
Upper Limit	100	90	80	70	60	50	40	30	20
Lower Limit	91	81	71	61	51	41	31	21	0

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