



GCSE Qualification Information

Qualification Name	GCSE Art and Design									
Exam Board	OCR									
Type (e.g. GCSE/BTEC Certificate)	GCSE (9-1)									
Level (1,2 or both)	Both									
GLH (Guided Learning Hours)	<p>OCR has developed a GCSE (9-1) Art and Design qualification, accredited by Ofqual, for teaching from 2016.</p> <p>About GCSE Art and Design</p>									
	<table border="1"> <thead> <tr> <th>Content Overview</th> <th colspan="2">Assessment Overview</th> </tr> </thead> <tbody> <tr> <td> <p>There are seven specification titles available for study.</p> <p>The titles are:</p> <ul style="list-style-type: none"> • Art, Craft and Design (J170) • Fine Art (J171) • Graphic Communication (J172) • Photography (J173) • Textile Design (J174) • Three-Dimensional Design (J175) • Critical and Contextual Studies (J176) <p>The GCSE (9–1) has TWO components.</p> <p>Component 01: Portfolio</p> <p>Learners should produce:</p> <ul style="list-style-type: none"> • a portfolio of practical work showing their personal response to either a centre- or learner-set starting point, brief, scenario or stimulus. <p>Component 02: Externally set task</p> <ul style="list-style-type: none"> • The early release paper will be issued on 2 January each year and will provide learners with five themes, each with a range of written and visual starting points and stimuli. • A response should be based on one of these options. </td> <td> <p>Portfolio (01)</p> <p>120 marks</p> <p>non-exam assessment (internally assessed and externally moderated)</p> </td> <td> <p>60%</p> <p>of total GCSE</p> </td> </tr> <tr> <td> <p>Component 01: Portfolio</p> <p>Learners should produce:</p> <ul style="list-style-type: none"> • a portfolio of practical work showing their personal response to either a centre- or learner-set starting point, brief, scenario or stimulus. <p>Component 02: Externally set task</p> <ul style="list-style-type: none"> • The early release paper will be issued on 2 January each year and will provide learners with five themes, each with a range of written and visual starting points and stimuli. • A response should be based on one of these options. </td> <td> <p>Externally set task (02)</p> <p>80 marks 10 hours</p> <p>non-exam assessment (internally assessed and externally moderated)</p> </td> <td> <p>40%</p> <p>of total GCSE</p> </td> </tr> </tbody> </table>		Content Overview	Assessment Overview		<p>There are seven specification titles available for study.</p> <p>The titles are:</p> <ul style="list-style-type: none"> • Art, Craft and Design (J170) • Fine Art (J171) • Graphic Communication (J172) • Photography (J173) • Textile Design (J174) • Three-Dimensional Design (J175) • Critical and Contextual Studies (J176) <p>The GCSE (9–1) has TWO components.</p> <p>Component 01: Portfolio</p> <p>Learners should produce:</p> <ul style="list-style-type: none"> • a portfolio of practical work showing their personal response to either a centre- or learner-set starting point, brief, scenario or stimulus. <p>Component 02: Externally set task</p> <ul style="list-style-type: none"> • The early release paper will be issued on 2 January each year and will provide learners with five themes, each with a range of written and visual starting points and stimuli. • A response should be based on one of these options. 	<p>Portfolio (01)</p> <p>120 marks</p> <p>non-exam assessment (internally assessed and externally moderated)</p>	<p>60%</p> <p>of total GCSE</p>	<p>Component 01: Portfolio</p> <p>Learners should produce:</p> <ul style="list-style-type: none"> • a portfolio of practical work showing their personal response to either a centre- or learner-set starting point, brief, scenario or stimulus. <p>Component 02: Externally set task</p> <ul style="list-style-type: none"> • The early release paper will be issued on 2 January each year and will provide learners with five themes, each with a range of written and visual starting points and stimuli. • A response should be based on one of these options. 	<p>Externally set task (02)</p> <p>80 marks 10 hours</p> <p>non-exam assessment (internally assessed and externally moderated)</p>
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<p>Course Content Outline (What Will I study?)</p>	
	<p style="text-align: center;">2b. Content of GCSE (9–1) in Art and Design (J170-J176)</p> <hr/> <p>Component 01: Portfolio</p> <hr/> <p>This component comprises of a portfolio of work.</p> <p>This is a portfolio of work produced to a centre- or learner-set starting point leading to final artefact(s)/product(s)/personal outcome(s).</p> <p>This portfolio will consist of a project, theme or course of study. It may be presented in appropriate format(s) for the specification title and area(s) of study chosen. For example, sketchbooks, digital presentations, mounted sheets, maquettes, prototypes, animated work, scale models or illustrated written work.</p> <p>There is no restriction on the scale of work produced or the timeframe for undertaking the work but learners should carefully select, organise and present work to ensure that they provide evidence of meeting all four assessment objectives.</p> <p>Learners must show they have:</p> <ul style="list-style-type: none"> • developed ideas through investigations and demonstrated critical understanding of sources from a given starting point • produced material informed by context that is relevant to the development of their ideas <ul style="list-style-type: none"> • refined work by exploring ideas, selecting and experimenting with media appropriate to their chosen specification title and area(s) of study • recorded ideas, observations and insights relevant to intentions as work progresses • presented a personal and meaningful response that realises intentions. <p>The practical portfolio should be viewed as a whole and judgements regarding the extent to which all of the assessment objectives have been met should be made across the submission as a whole.</p> <p>OCR-produced exemplar material is provided to help centres design and set their own starting points, briefs, scenarios and stimuli but this material must not be used for summative assessment. This is available on the OCR website.</p> <p>The Portfolio is marked using the relevant marking criteria for the Portfolio in Section 3f.</p>



Component 02: Externally set task

For this component, an early release paper will be despatched to centres based on estimated entries made and will also be available on the [OCR website](#) from 2 January.

This paper can be given to learners at the discretion of centres any time on or after 2 January in the year of certification. Centres may determine the amount of time for preparatory study prior to learners undertaking their 10-hour supervised time period.

The paper will give learners a choice of five themes, each with a choice of written and/or visual starting points or stimuli. From this paper, learners are expected to choose one option for which they will generate an appropriate personal response of one or more artefact(s)/product(s)/personal outcome(s) within a 10-hour supervised time period. The paper will also give the learner an opportunity to develop an extended response. Please see Section 3e for further details.

Planning and preparation

The amount of time given to learners for the preparation period should be determined by centres. Learners must be given a preparatory period during which they will research, plan and develop ideas for their own response to the option they have chosen. Guidance should be given to learners about availability and choice of materials, health and safety, avoidance of plagiarism and completion of work in accordance with specification requirements and procedures. However, it should be remembered that learners are required to reach their own judgements and conclusions and must work independently to produce their own personal response.

All work must be completed by the designated finishing time set by the centre. Dates and deadlines for preparatory work and the 10-hour supervised time, must be set by centres in order to facilitate the completion of marking and internal standardisation by the OCR-set deadline. See Section 4: Admin: what you need to know.

Learners can continue to work on their preparatory work until the first period of supervised time commences, after which, preparatory work **must not** be amended or developed further. Learners must refer to their preparatory work during the 10-hour supervised time period.

Following the commencement of the 10-hour supervised time period:

- each learner's preparatory materials/work are stored securely by a centre
- a learner may not alter his or her preparatory materials/work
- each learner is allowed to access his or her preparatory materials/work only while taking the assessment. Learners must not do additional work between the supervised sessions
- no learner is allowed access to any other learner's preparatory materials/work.

Realising intentions

Learners will have up to 10 hours in which to independently realise their response(s) through the production of one or more artefact(s)/product(s)/personal outcome(s). Within the 10-hour supervised time period, learners are required to provide evidence of all assessment objectives in response to their chosen starting point or stimulus.

The 10-hour supervised time period can be divided into a number of sessions and timetabled to suit the centre. At least one session should be at least 2 hours in duration. Centres should ensure that short sessions are avoided. All work must be kept securely between sessions. Learners **must not** do or bring any additional work into any of the supervised sessions.

The 10-hour supervised time period should be conducted under formal examination conditions. For regulations governing examinations, centres should consult the JCQ document, *General and Vocational Qualifications: Instructions for Conducting Examinations* or the *OCR Admin Guide and Entry Codes: 14–19 qualifications*.

All selected work produced for the component, including the research, planning and development work produced in the preparatory period must be submitted for assessment.

The Externally set task is marked using the relevant marking criteria for the Externally set task in Section 3f.



Typical
Lesson/Homework
Activities.
(How will I
study?)

The content shown below must be used in conjunction with the Art and Design Core Content section.

<p>Overview</p>	<ul style="list-style-type: none"> • Fine Art is defined here as the practice of creating work that is primarily for aesthetic, intellectual or purely conceptual purposes, rather than purposes that have a necessarily practical function. • Learners must explore, acquire and develop skills, knowledge and understanding through the application of techniques and processes specific to their chosen area(s) of study of Fine Art. • Learners must explore practical and relevant critical and contextual sources such as the work of historical and contemporary fine artists and the different purposes, intentions and functions of fine art as appropriate to their own work. • Learners must demonstrate the knowledge, skills and understanding through area(s) of study relevant to Fine Art.
<p>Areas of Study</p>	<p>Learners are required to work in one or more area(s) of Fine Art, such as those listed below. Combinations of these areas are also possible:</p> <ul style="list-style-type: none"> • Drawing • Installation • Lens-/Light-based Media • Mixed-media • Land art • Printing • Painting • Sculpture <p>Techniques Learners must demonstrate the ability to work creatively with processes and techniques appropriate to the chosen area(s) of study such as: painting (various media); drawing (various media); printing (e.g. screen printing; etching; aquatint; lithography; block printing); stencils; carving; modelling; constructing; mosaic; mobiles; environmental art; graffiti; kinetic media; light based media; digital media; mixed-media.</p>
<p>Skills</p>	<p>Learners are required to demonstrate the knowledge, skills and understanding as defined in the Art and Design Core Content section of this specification in the context of their chosen area(s) of Fine Art.</p> <p>In addition, learners will be required to demonstrate skills in the following:</p> <ul style="list-style-type: none"> • develop their ideas through investigations informed by selecting and critically analysing sources • apply an understanding of relevant fine art practices in the creative and cultural industries to their work • refine their ideas as work progresses through recording, selecting, editing and presenting fine art artefact(s)/product(s)/personal



	<p>outcome(s)</p> <ul style="list-style-type: none"> • record their ideas, observations, insights and independent judgements, in ways that are appropriate to the Fine Art title such as, drawing or photographing • use appropriate specialist vocabulary through either visual communication or written annotation, or both, within Fine Art • use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of: <ul style="list-style-type: none"> • media • materials • techniques • processes • technologies • use drawing skills for different needs and purposes, appropriate to the area(s) of study used. Drawing may take the form of mark-making, sketching or linear representations using appropriate media and materials. • realise personal intentions in Fine Art, through the sustained application of the fine art process.
<p>Knowledge and Understanding</p>	<p>Learners are required to demonstrate the knowledge and understanding listed below through practical application of skills to realise personal intentions relevant to their chosen area(s) of Fine Art.</p> <p>Learners are required to know and understand how sources inspire the development of their ideas.</p> <p>Reference should be made to the following:</p> <ul style="list-style-type: none"> • the work and approaches of fine artists from contemporary and/or historical contexts, periods, societies and cultures • contemporary and/or historical environments, situations or issues • other relevant sources researched by the learner in their chosen area(s) of fine art • the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including: <ul style="list-style-type: none"> • colour • line • form • tone • texture • the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to learners' own creative intentions and chosen area(s) of Fine Art • the different purposes, intentions and functions of fine art in a variety of contexts and as appropriate to learners' own work.



<p>Success Criteria (How will I be assessed?)</p>	<h3>3a. Forms of assessment</h3> <hr/> <p>OCR's GCSE (9–1) in Art and Design consists of two components.</p> <h4>Component 01: Portfolio</h4> <hr/> <p>Component 01 is the Portfolio. Learners must produce work in response to a centre- or learner-set starting point, brief, scenario or stimulus: a portfolio of practical work.</p> <p>This component is a non-exam assessment. It is internally assessed and externally moderated using the marking criteria in</p> <p>Section 3f. This component is marked out of 120 marks and contributes 60% to the overall weighting of OCR's GCSE (9–1) in Art and Design.</p> <p>Please refer to Section 2b of this specification for further detail.</p> <h4>Component 02: Externally set task</h4> <hr/> <p>Component 02 is the Externally set task. The early release paper will be issued on 2 January in the year of certification. It will provide learners with five themes each with written and visual starting points or stimuli. From these, one option must be selected by the learner on which they must base their personal response.</p> <p>Centres will allow learners a set period of time, at their discretion, to prepare for the Externally set task 10-hour supervised time period.</p> <p>The Externally set task is a non-exam assessment. It is internally assessed and externally moderated using the marking criteria in Section 3f. This component is marked out of 80 marks and contributes 40% to the overall weighting of OCR's GCSE (9–1) in Art and Design.</p> <p>Please refer to Section 2b of this specification for further detail.</p>
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3b. Assessment objectives (AO)

There are four Assessment Objectives in OCR GCSE (9–1) in Art and Design. These are detailed in the table below.

Learners are expected to demonstrate their ability to:

	Assessment Objectives
AO1	Develop ideas through investigations, demonstrating critical understanding of sources.
AO2	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
AO3	Record ideas, observations and insights relevant to intentions as work progresses.
AO4	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

AO weightings in OCR's GCSE (9–1) in Art and Design

The relationship between the Assessment Objectives and the components are shown in the following table:

Component	% of GCSE (9–1)				
	AO1	AO2	AO3	AO4	Total
Portfolio (01)	15	15	15	15	60
Externally set task (02)	10	10	10	10	40
	25	25	25	25	100

3c. Assessment availability

There will be one examination series available each year in June to all learners.

This specification will be certificated from the June 2018 examination series onwards.

All components must be taken in the same examination series at the end of the course.

**Succession Paths
Post-16
(What can I do
with this
qualification?)**

College