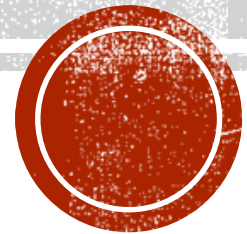


# GCSE ART & DESIGN

Exam board AQA



**COURSEWORK 60% (INCLUDES MOCK EXAM)**  
**CONTROLLED TEST (EXAM) 40%**

- Sketchbook counts towards 80% for both of the above.



# WHAT'S LEFT OF THE COURSE?

**Mock exam until  
22<sup>nd</sup> October**



**Counts towards  
coursework!**

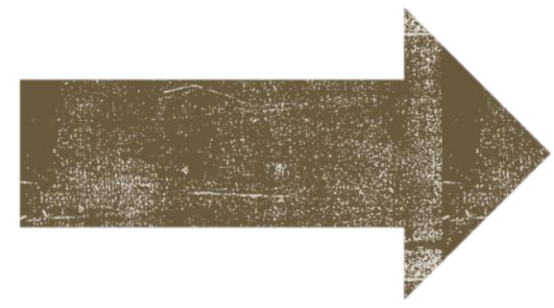
**Improvement time  
Until 23<sup>rd</sup> Nov**



**Continue with  
coursework WB  
12<sup>th</sup> March**



**Exam prep**



**Exam dates 1-3<sup>rd</sup> May  
(subject to change)**



# HOW IS THE COURSEWORK & EXAM IS MARKED?

There are four assessment categories

- Research
- Use and exploration of materials
- Developing ideas
- Realisation (making final piece/s)



**All sketchbook!**



## ASSESSMENT GRID ART & DESIGN

- Boundaries are not static and are likely to move each year.

2018 Grade Boundaries	Marks Out of 24	Assessment Objective 1 (AO1) Develop ideas through investigations, demonstrating critical understanding of sources.	Assessment Objective 2 (AO2) Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Assessment Objective 3 (AO3) Record ideas, observations and insights relevant to intentions as work progresses.	Assessment Objective 4 (AO4) Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
	0	Work not worthy of any marks.			
9+ = 1	1 Just	Minimal ability to develop ideas through investigations.	Minimal ability to refine ideas.	Minimal ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Minimal ability to present a personal and meaningful response and realise intentions.
	2 Adequately				
	3 Clearly	Minimal ability to demonstrate critical understanding of sources.	Minimal ability to select and experiment with appropriate media, materials, techniques and processes.		Minimal ability to demonstrate understanding of visual language.
	4 Convincingly				
21+ = 2	5 Just	Some ability to develop ideas through purposeful investigations.	Some ability to refine ideas.	Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Some ability to present a personal and meaningful response and realise intentions.
	6 Adequately				
	7 Clearly	Some ability to demonstrate critical understanding of sources.	Some ability to select and experiment with appropriate media, materials, techniques and processes.		Some ability to demonstrate understanding of visual language.
	8 Convincingly				
34+ = 3	9 Just	A moderate ability to effectively develop ideas through purposeful investigations.	A moderate ability to thoughtfully refine ideas.	A moderate ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A moderate ability to competently present a personal and meaningful response and realise intentions.
	10 Adequately				
	11 Clearly	A moderate ability to demonstrate critical understanding of sources.	A moderate ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.		A moderate ability to demonstrate understanding of visual language.
47+ = 4	12 Convincingly				
54+ = 5	13 Just	A consistent ability to effectively develop ideas through purposeful investigations.	A consistent ability to thoughtfully refine ideas.	A consistent ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A consistent ability to competently present a personal and meaningful response and realise intentions.
	14 Adequately				
	15 Clearly	A consistent ability to demonstrate critical understanding of sources.	A consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.		A consistent ability to demonstrate understanding of visual language.
61+ = 6	16 Convincingly				
68+ = 7	17 Just	A highly developed ability to effectively develop ideas through creative and purposeful investigations.	A highly developed ability to thoughtfully refine ideas.	A highly developed ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A highly developed ability to competently present a personal and meaningful response and realise intentions with confidence and conviction.
	18 Adequately				
	19 Clearly	A highly developed ability to demonstrate critical understanding of sources.	A highly developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.		A highly developed ability to demonstrate understanding of visual language.
74+ = 8	20 Convincingly				
81+ = 9	21 Just	An exceptional ability to effectively develop ideas through creative and purposeful investigations.	An exceptional ability to thoughtfully refine ideas with discrimination.	An exceptional ability to skillfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	An exceptional ability to competently present a personal and meaningful response and realise intentions with confidence and conviction.
	22 Adequately				
	23 Clearly	An exceptional ability to engage with and demonstrate critical understanding of sources.	An exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.		An exceptional ability to demonstrate understanding of visual language.
	24 Convincingly				

# VITAL POINTS TO CONSIDER

- **Students cannot reach their targets by classwork alone!**
- Students are allowed to work on sketchbooks at home but not final pieces.
- Each student should be working on their sketchbook an estimated 3hrs/ week (usually more around the exam time).
- A good exam grade can improve an overall GCSE grade by two levels or more.
- Unfortunately the opposite applies!



# WHERE DO STUDENTS STRUGGLE MOST?

- **Independence and planning for their Art exams (both mock and actual).**
- For both the mock and actual exam, students choose from a starting point and independently develop ideas supported by the teacher.
- There are no wrong outcomes, just better solutions!
- The best and most rewarding work created by students is personally driven.
- Encourage students to get out and about – collecting **primary research**.



# PLANNING SHEET

Ideally completed by students

**Weeks/ lessons planner GCSE Art Exam** (you are always expected to strive and achieve your best).

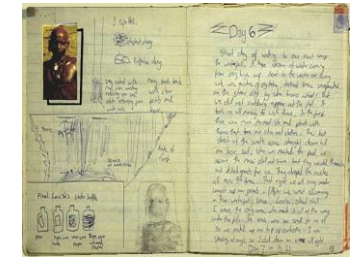
Lesson date	Aim to complete the following in lesson	Homework (Work out which days you will attend/ work after college) aim to complete 3hrs/ week	Complete	Teacher comment & target
Tues 2 <sup>nd</sup> October				
Friday 5 <sup>th</sup> October				
Mon 9 <sup>th</sup> October				
Fri 12 <sup>th</sup> October				
Mon 15 <sup>th</sup> Oct				
Fri 19 <sup>th</sup> Oct				





# PRIMARY RESEARCH

**& Write!**



- A primary source is one that you study directly from first-hand experience. Primary sources can be natural objects, artefacts, places, people or events.

**Photograph**



**Sketch & paint**



**Collect**



**A combination of all of these is best!**



# PRIMARY RESEARCH

- A primary source is one that you study directly from first-hand experience. Primary sources can be natural objects, artefacts, places, people or events.

Visit

&

Experience



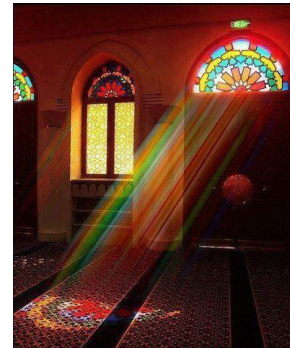
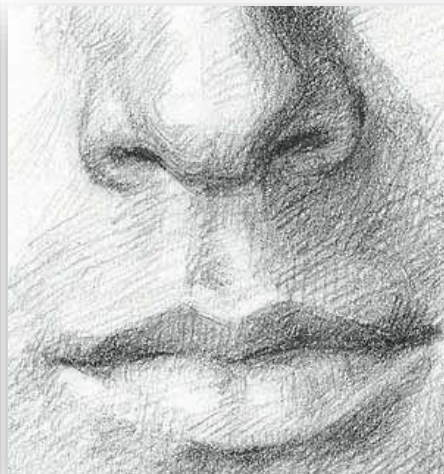


# WORKING DIRECTLY FROM A PRIMARY SOURCE ALLOWS YOU TO:

Change your viewpoint



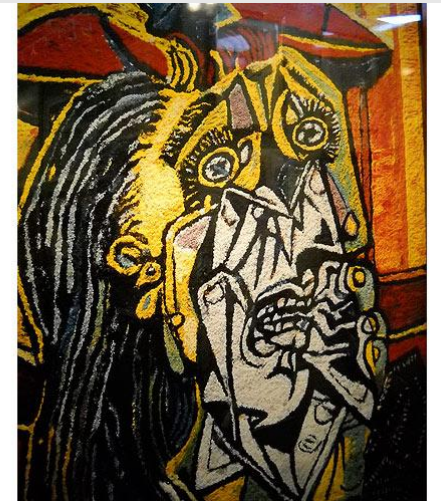
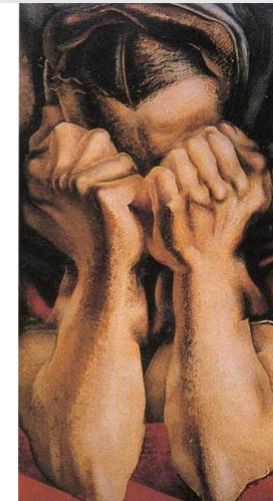
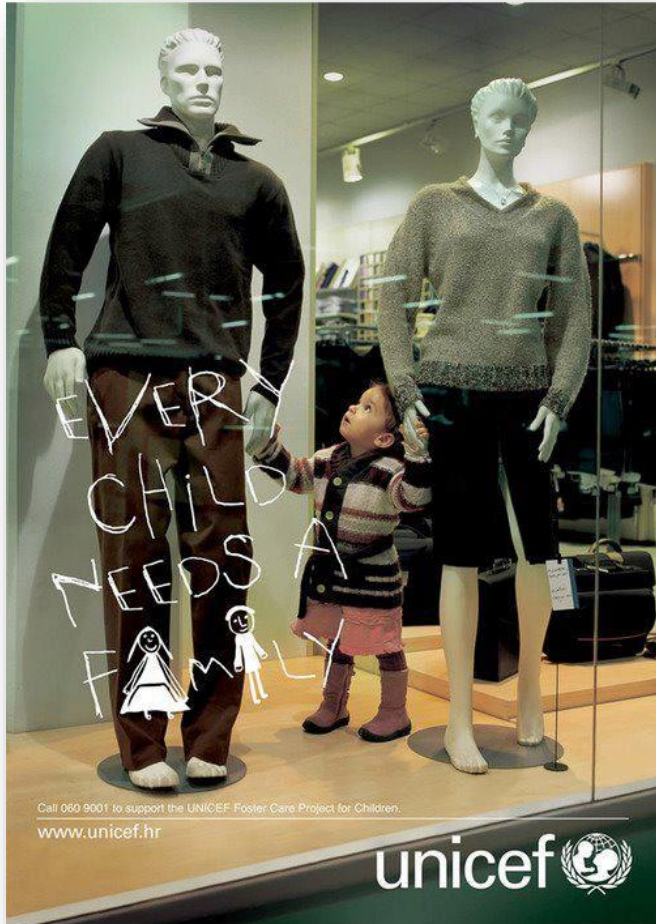
Experience objects, images, people or places in different lighting conditions





# WORKING DIRECTLY FROM A PRIMARY SOURCE ALLOWS YOU TO:

Respond emotionally to the subject

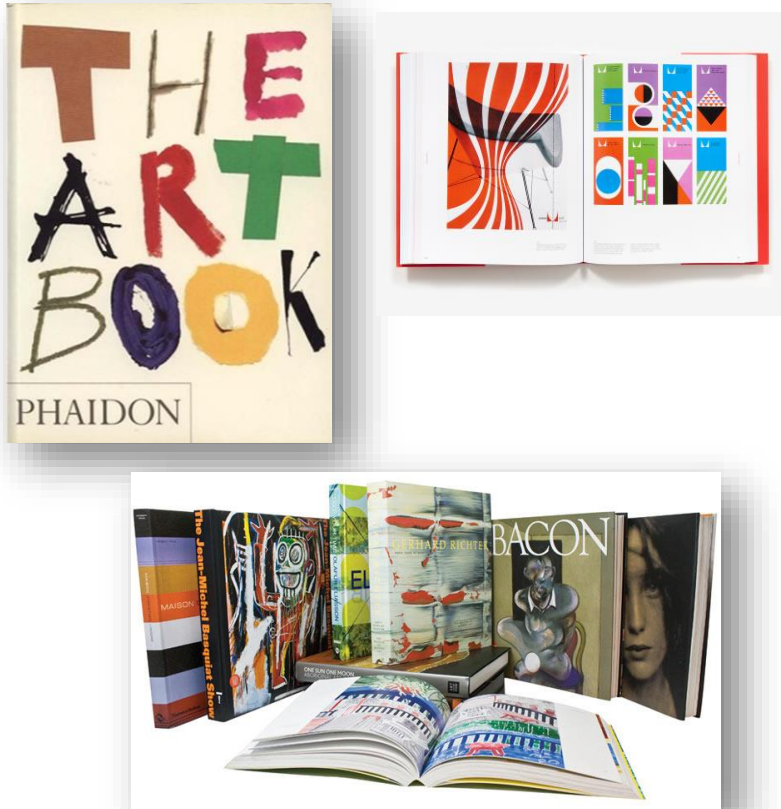




# SECONDARY RESEARCH

- A secondary source is **material produced by others**. Secondary sources can be reproductions of images and artefacts, photographs, film, video or web-based material..

## Books



## Other media

### Magazines & newspapers



### TV & Film



### The internet!

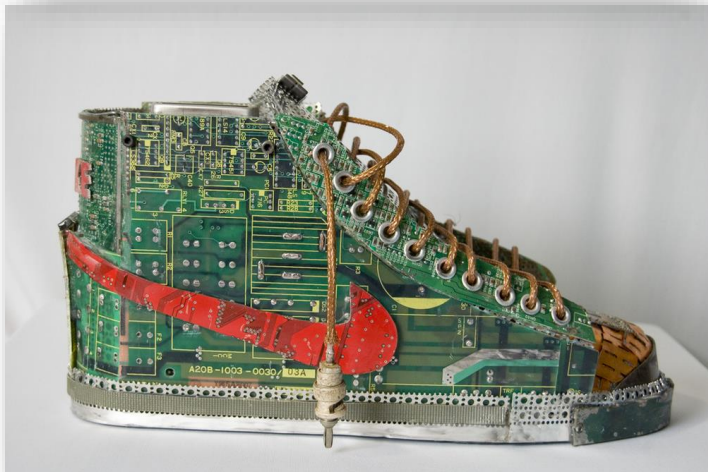


**A combination of all of these is best!**



# YOU CAN CHOOSE TO USE IMAGERY FROM ONE CONTEXT IN A NEW OR INNOVATIVE WAY. FOR EXAMPLE:

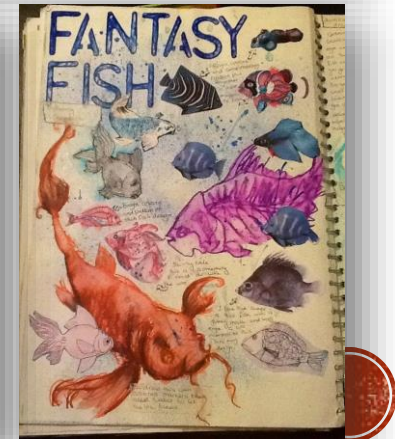
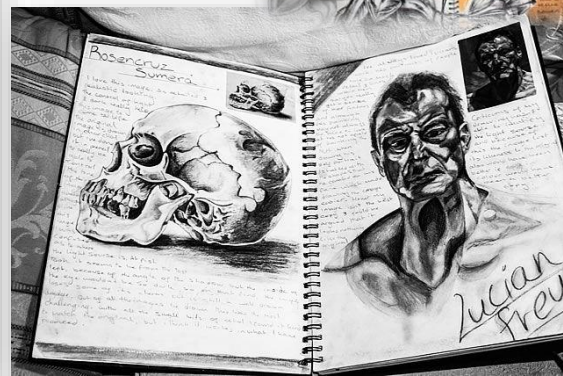
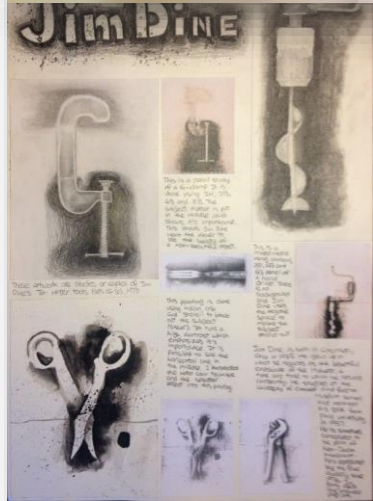
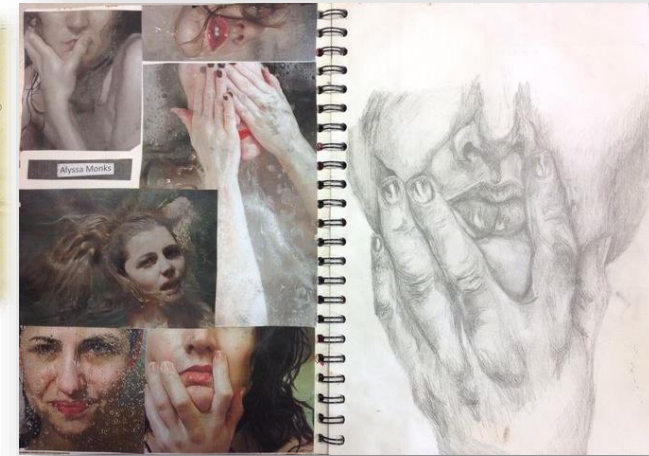
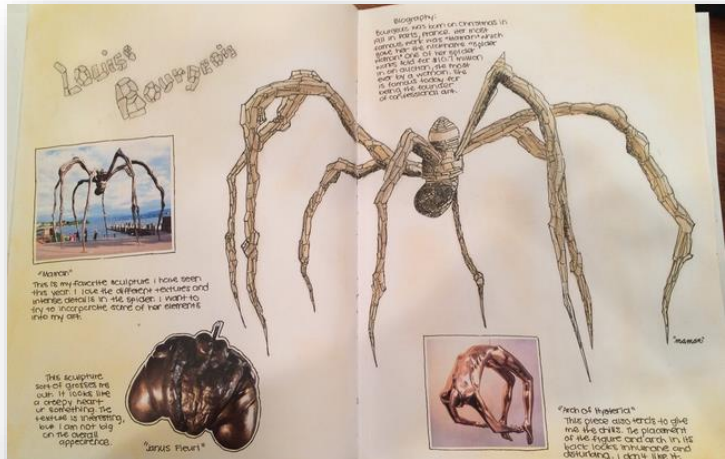
Inspired by art & design to recreate





# DOCUMENT ALL PRIMARY AND SECONDARY RESEARCH IN YOUR SKETCHBOOK

<https://www.studentartguide.com/articles/art-sketchbook-ideas>





# GOOGLE CLASSROOM & OTHER RESOURCES

The screenshot shows a Google Classroom interface for the class 'GCSE Art & Design Mr Bloor 2018'. The top navigation bar is dark green with a hamburger menu, the class name, 'STREAM', 'PEOPLE', and utility icons. The main header features a large image of a butterfly on red flowers with the class name overlaid. Below the header, the left sidebar contains sections for 'UPCOMING' (No work due soon), 'Class Drive folder', 'Classroom calendar', 'Google Calendar', 'TOPICS' (Chris Keegan, Mock exam, Stencil Portraits), and 'ADD TOPIC'. The main content area shows 'Saved posts (2)'. The first post is by 'Wyll Burling' from 'Sep 14', containing a 'print' button and a PowerPoint file named 'textural.pptx'. Below this is a comment input field. The second post is by 'Gavin Bloor' from 'Jul 20', titled 'Summer Homework', and contains a PDF file named 'Summer homework 2018.pdf'. A green plus icon is visible in the bottom right corner of the main content area.



All coursework and exam resources will be uploaded throughout the year.





# GOOGLE CLASSROOM & OTHER RESOURCES

- Homework Diary – use as a constant reminder – also will have resources uploaded.

<b>Assigned To:</b>	Ireland 10K; Aiden Jolliffe 10J; George Knight 10G; Brad Marshall 10B; Barney Martin 10B; Jay Murray 10F; Morley Penaluna 10D; Emilie Phipps 10H; Charlie Ralph 10F; Alistair Rickelsford 10F; Michael Ryan 10F; Joe Wallis 10K; Riley Whitford 10F
<b>Start and End Date:</b>	08/10/2018 - 22/10/2018
<b>Expected Time (mins):</b>	500
<b>Homework Type:</b>	Homework <input type="checkbox"/>
<b>Title:</b>	Act upon mock exam targets
Complete the targets set in your feedback you were given, which is types up in the back of your book.	
<b>View File(s)</b>	<b>View Link(s)</b>
	<input type="button" value="Reuse Homework"/> <input type="button" value="Edit"/> <input type="button" value="Delete"/>



# OTHER RESOURCES - WWW.STUDENTARTGUIDE.COM

- Student Art Guide – an excellent resource with ideas & links for GCSE & A Level students



The screenshot shows the homepage of the Student Art Guide website. The header is a bright yellow bar with a white downward-pointing chevron icon, the text "STUDENT ART GUIDE", and the tagline "Helping Art Students Excel". Below the header is a navigation menu with links for HOME, ABOUT, ARTICLES, RESOURCES, WEB DESIGN, and STUDENT WORK. The main content area features the title "INTERNATIONAL GCSE ART SKETCHBOOK EXAMPLES" and a sub-headline "Updated on FEBRUARY 8, 2017 by AMIRIA GALE". There are three social media share buttons: a red Pinterest button with "62.6K", a blue Facebook button with "6", and a light blue Twitter button. Below the buttons is a paragraph of text describing the sketchbook examples, followed by a cookie consent banner.

**STUDENT ART GUIDE**  
Helping Art Students Excel

HOME ABOUT ARTICLES RESOURCES WEB DESIGN STUDENT WORK

## INTERNATIONAL GCSE ART SKETCHBOOK EXAMPLES

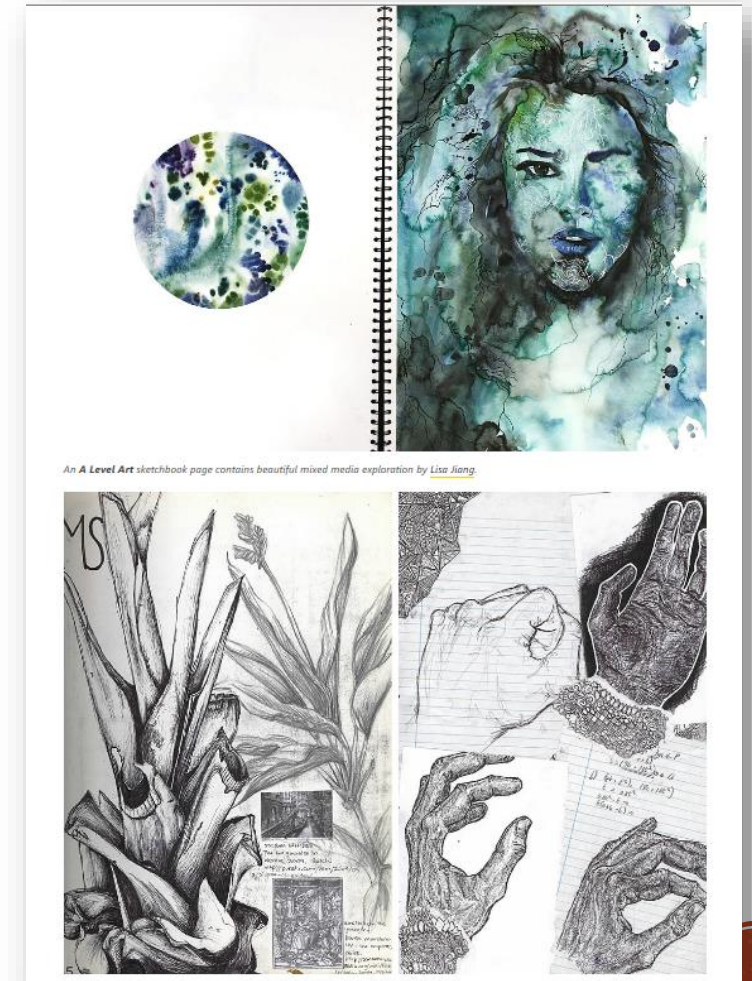
Updated on FEBRUARY 8, 2017 by AMIRIA GALE

62.6K 6

The A3 sketchbook examples shown in this blog post were created by my sister Heather Garland (aged seventeen) and I, prior to my first year of teaching IGCSE Art and Design (the International equivalent of GCSE Art, assessed by Cambridge University). I employed Heather to work for me during the Christmas holidays: together we created sketchbook pages that could be used to inspire and guide my students. In 2002 the internet was not

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Coursework examples that my student that's fine learn from



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### GCSE

# Annotating your work


Annotation means writing key information alongside your work. It can help to record your thoughts, keep your development on track and let others know what you have done and why.

Part of [Art and Design](#) | [Creative process](#)

Revise Video Test

1 2 3 4 5

### Using annotation



keep your work visual and use annotations to analyse and explain it

Annotations are written explanations or critical comments added to art or design work that record and communicate your thoughts.

There are several reasons annotation may be used, for example to:

- analyse the work of an inspirational artist or designer

### More Guides

- Finding Inspiration
- Responding to stimuli
- Analytical drawing
- Developing Ideas
- Creating a design brief
- Experimenting with materials and techniques
- Recording and observing
- Annotating your work**
- Analysing and evaluating
- Presenting your personal intentions and response

### Struggling to get your head round revision and exams?

Our team of exam survivors will get you started and keep you going.

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## Bitesize

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### GCSE

# Developing ideas

Developing ideas is part of the creative process for artists and designers. By exploring and refining ideas, effective decisions can be made about the final piece of artwork or design solution.

Part of [Art and Design](#) | [Creative process](#)

Revise Video Test

1 2 3 4 5 6 7


### Developing use of materials and techniques

Early development is an opportunity to try out materials and techniques that are new to you or that you may not be confident with.

You have nothing to lose at this stage - some studies will be more successful than others.

You can save time by trying a few different techniques on one development study. This can be done by splitting it into sections and applying different materials in each section.

Alternatively, you may draw a development study, but only work up a small section in a selected technique.



Combining different techniques in one development study can save time and make comparing techniques easier

### More Guides

- Finding inspiration
- Responding to stimuli
- Analytical drawing
- Developing ideas**
- Creating a design brief
- Experimenting with materials and techniques
- Recording and observing
- Annotating your work
- Analysing and evaluating
- Presenting your personal intentions and response

### THE MINDSET

EXAM SURVIVORS



# HOW CAN PARENTS SUPPORT?

- **Actively support by encouraging investigation...**

*Getting out and about/ encouraging photographing sketching, visiting galleries & other.*

- **Monitoring independent work.**

*Checking tasks set against homework diary and Google classroom for resources.*

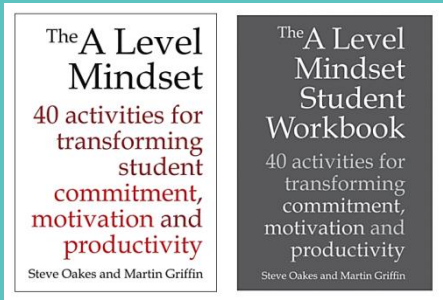
*Look at planning sheets filled out in lesson.*

- **Making sure that there is an active response to feedback and targets given.**
- **Encourage to attend Art sessions after school (most evenings).**
- **Always contact teacher if unsure/ unhappy.**

[gbloor@helston.cornwall.sch.uk](mailto:gbloor@helston.cornwall.sch.uk)







1. How many hours independent work do you do on this subject outside of class?

$2 + 2.5 = 4.5$  hours a day.  
 ↑ each free ↑ Home  
 8 hours in total for the weekend.  
30.5 hours per week

2. What sort of activities do you do? Use the table below:

	Always	Sometimes	Never
Reading Through Class Notes			✓
Using resources on Bloodle		✓	
Using Course Textbooks	✓		
Mind Maps / Diagrams	✓		
Making / Re-making Class Notes	✓		
Highlighting / Colour Coding	✓		
Flashcards !!!	✓		
Using a Revision Wall to Display your Learning		✓	
Writing Exam Answers Under Timed Conditions	✓		
Reading Model Answers	✓		
Using Past Exam Questions & Planning Answers !!!	✓		
Marking Your Own Work to a Mark Scheme			✓
Studying Mark Schemes or Examiner's Reports	✓		
Working with Other Students in Groups / Pairs		✓	
Comparing Model Answers Against Your Own Work	✓		
Creating Your Own Exam Questions			✓
Handing In Extra Exam Work for Marking			✓
One to One Discussions with Teachers / Tutors		✓	

A real students' answers who later went to study medicine



# HOW CAN PARENTS SUPPORT?

- **Facts about students staying behind?**

[gbloor@helston.cornwall.sch.uk](mailto:gbloor@helston.cornwall.sch.uk)

