

YOUR STEP- BY-STEP GUIDE TO SWITCHING TO EDUQAS

AS AND A LEVEL
ART & DESIGN



MAKE THE SWITCH TO A BOARD THAT WILL SUPPORT YOU

Switching to Eduqas could be the best move you make.

You'll gain access to an unbeatable range of free teaching resources, and our team of subject specialists are on hand to give you all the help and advice you need.

Whether you're with AQA, OCR or Pearson (Edexcel), you can rest assured that switching to Eduqas is straightforward. Simply follow this guide, compare our specifications, and make the switch!

MAKING THE SWITCH

Switching to Eduqas is simple, just follow these quick and easy steps:

1. Follow our switcher guide for your subject.
2. Register your interest at www.eduqas.co.uk/switch and receive a printed copy of your chosen specification(s).
3. Visit your qualification page at www.eduqas.co.uk/qualification, to access the materials you need to begin teaching our specifications.
4. Visit **Lightbox** for free resources that can be used as classroom / assessment aids and as contextual research tools.
5. Contact our subject specialists for subject specific queries, practical advice and guidance.
6. Your Exams Officer will need to register your centre, if your centre is not already registered with us.
7. Once registered, your Exams Officer will be able to provide you with access to our Secure Website (www.wjecservices.co.uk), which hosts a wealth of resources that are not available elsewhere.

WE'RE HERE TO SUPPORT YOU

If you have a question, simply contact our Art & Design team who will offer friendly advice and guidance:



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AS/A LEVEL ART & DESIGN WITH EDUQAS

WHY CHOOSE US?

- Friendly and straightforward advice and administrative support.
- Our **AS specification** comprises only **one** coursework component.
- Our **A Level** specification includes **one coursework component** and an **Externally Set Assignment**.
- The AS and A Level specifications provide opportunities for flexible teaching approaches, allowing teachers to make the most of the resources and expertise available at their centres and enable a number of delivery options that may be summarised as follows:
 - ✓ *Students can be entered for AS and exit at the end of Year 12;*
 - ✓ *They can complete the AS in Year 12 and then go on to complete the A level in Year 13;*
 - ✓ *Students can start the A level course and if this does not suit their abilities and ambitions, have the option of exiting with an AS at the end of Year 12;*
 - ✓ *Or they can complete the A level over 2 years, with no involvement in an AS course.*
- We provide teachers with an extensive range of materials and resources to support and inform internal standardisation, which are all freely available, including marked exemplar, assessment videos, clear mark schemes and assessment guidance.
- The A level Externally Set Assignment paper offers an open choice of 12 appealing visual assignments (including a moving image option), or written themes/briefs which are suitable for any of the 100 or more disciplines associated with any of the 7 titles.
- Highly trained, carefully selected, professional moderation team.
- Access to **Lightbox**: an online art, craft & design educational resource and supportive tool for both educators and students.
- Our comprehensive interactive **AS/A level Teacher's Guide** contains lots of helpful information on approaches, assessment, the required writing and drawing elements and lots more, including answers to 49 FAQs.
- We offer **Critical and Contextual Studies** as one of the 7 title options available in the specification.
- **Indicative Content** provides helpful guidance on the kinds of process evidence expected at **each AO**, within the context of **each discipline**, as well as transferrable guidance on careers in the creative industries.
- Access to our Art and Design Teacher Network on Facebook.
- The intuitive qualification page contains helpful **Assessment Objective Checklists** for teachers and students, alongside a wealth of additional teaching and learning materials.
- Face-to-face CPD training courses, with opportunities to review live work from a range of abilities and disciplines and share good practice with other teachers.

SUMMARY OF ASSESSMENT

AS

Our Ofqual accredited **AS Art and Design specification** is conceived as a **one year linear qualification**. It consists of a **single component**, the **Personal Creative Enquiry**, which is internally assessed and externally moderated.

This specification provides the flexibility and capacity to build and extend the breadth and depth of learners' creative practice and offers the choice of a broad-based general course, plus six endorsed title options with no prohibited entry combinations.

In the initial stage of the Personal Creative Enquiry, learners will have the opportunity to explore and cultivate fundamental skills, knowledge and understanding through a variety of experiences. These may include using sources, such as the local environment or other resources, to gather visually rich research.

The learning programme will also provide opportunities for experimentation, collaboration, creative decision-making and innovation as well as activities to help learners develop curatorial skills from which personally significant creative enquiries can be generated. The purpose of this approach is primarily to develop a foundation to support confident navigation through learners' creative journeys in the mid to latter part of the course.

A Level

Our Ofqual accredited **A Level specification** has been developed to allow flexible teaching approaches and to provide engaging and innovative creative learning experiences, where art, craft and design practice is meaningfully integrated with theoretical knowledge and understanding.

This specification provides learners with opportunities to develop a broad foundation of critical, practical and theoretical skills that offers learners a holistic understanding of a range of practices and contexts in the visual arts, crafts and design fields, culminating in greater specialism and achievement.

Whichever title or combination of endorsed titles is followed, the specification encourages creativity, sustained investigation and analysis, experimentation, and design and making as a means of developing technical and expressive skills. It gives learners the opportunity to follow a programme of study which extends experience and personal response as well as developing imagination and critical and reflective thinking. The ability to innovate, adapt and work independently, which underlies all aspects of the specification, is valued by higher education and employers alike.

Personal Investigation: 60% of the qualification

The Personal Investigation consists of **two** integrated constituent parts:

1. a major in-depth critical, practical and theoretical investigative project/portfolio and outcome/s based on themes and subject matter that have personal significance;
2. an extended written element of 1000 words minimum, which may contain images and texts and must clearly relate to practical and theoretical work using an appropriate working vocabulary and specialist terminology.

Both the practical/theoretical work and the written element will be assessed together using the assessment objectives.

The Personal Investigation will be determined by the learner and teacher, assessed by the teacher and externally moderated.

No time limit: duration to be determined by the centre.

SUMMARY OF ASSESSMENT

Externally Set Assignment

40% of the qualification

The Externally Set Assignment consists of **two** parts:

Part 1: Preparatory study period

- The externally set assignment materials are to be released to learners from 1 February (in the second year of the course) and will consist of a series of visual and written stimuli, which are to be presented to the learner at the start of the preparatory study period.
- One of the stimuli is to be selected by the learner and used as a starting point from which to elicit a personal response.
- Responses are developed during the preparatory study period. They should take the form of critical, practical and theoretical preparatory work/supporting studies which inform the resolution of ideas in the **15** hours sustained focus study.
- The **start** of the preparatory study period is defined as the date upon which the externally set assignment materials are presented to the learner. The preparatory study period may commence **on or after 1 February**. The preparatory study period **finishes** upon commencement of the sustained focus work.
- Start and finish dates of the preparatory study period to be determined by the centre, taking into account the May 31st deadline for the submission of internally assessed marks to WJEC.

Part 2: 15 hour period of sustained focus work

- The resolution of learners' ideas from the preparatory work must be completed during the designated **15** hours and they must show how their planning relates to the outcome/s.
- The period of sustained focus work must be completed under supervised conditions.
- Centres determine the scheduling of the supervised sustained focus sessions, taking into account the May deadline for the submission of internally assessed marks to WJEC.
- Both the preparatory work and sustained focus work will be assessed together, using the assessment objectives.
- The Externally Set Assignment will be set by WJEC, assessed by the teacher and externally moderated.

HELPING YOU MAKE THE SWITCH - COMPARING SPECIFICATIONS

AS AND A LEVEL ART & DESIGN

Eduqas	AQA	OCR	Pearson (Edexcel)	Notes
<p>All titles offered: Art, Craft & Design, Fine Art, Critical Contextual Studies, Textile Design, 3-Dimensional Design, Photography.</p>	✗	✓	✗	Critical, Contextual Studies is unavailable in AQA and Edexcel specifications.
<p>AS overview Our Eduqas AS is a standalone qualification which comprises ONE coursework component: Component 1: Personal Creative Enquiry (100%) The Personal Creative Enquiry consists of an extended, exploratory project/portfolio and outcome/s based on themes and subject matter which are personal and meaningful to the learner. The Enquiry should integrate critical, practical and theoretical work. No specified time limit (approximately 3 terms) Work must show evidence of all four Assessment Objectives. The PCE is internally determined, teacher assessed and externally moderated.</p>	✓	✓	✗	<p>Edexcel do not offer AS Art & Design.</p> <p>AQA AS Art & Design comprises 2 components (1 x Coursework and 1 x ESA).</p> <p>OCR AS qualification comprises one ESA component.</p>
<p>A Level overview Our Eduqas A Level is a linear qualification which comprises: Component 1: Personal Investigation (60%)</p> <ul style="list-style-type: none"> • A major, in-depth, practical, critical and theoretical investigative project or theme-based portfolio which is supported by a written element. • No time limit • Non-exam assessment (NEA) set and marked internally, externally moderated via centre visit. • 60% of whole examination 	✓	✓	✓	The subject content, structure and weightings for AS/A Level Art & Design are the same across exam boards.

Eduqas	AQA	OCR	Pearson (Edexcel)	Notes
<p>Component 2: Externally Set Assignment (40%) Consists of two integrated constituent parts, namely the supporting studies and preparatory work followed by a 15 hour period of sustained focus work, which are assessed together. This places equal value on creative processes and their outcomes.</p> <ul style="list-style-type: none"> • Part 1: Supporting studies/preparatory work based upon a student selected externally set stimulus. • Responses should take the form of integrated practical and critical preparatory work which informs and relates to part 2. • Assignment papers released to students on or after February 1st in the year of moderation. • Part 2: 15 hour period of sustained focus in which the student brings their work to a conclusion under supervised conditions. • Teacher assessed and externally moderated. • Both parts will be assessed together. 	<p>Separate question papers provided for each title. Each question paper will consist of a choice of eight written starting points. No visuals.</p>	<p>Seven themes in one paper. Students may choose options (a), (b), (c), (d) or (e). from their selected themes.</p>	<p>One broad theme based starting point with visuals.</p>	<p>The Eduqas Externally Set Assignment encourages students to respond to one of a wide variety of visual and written stimuli. The assignment paper is visually engaging and accessible, comprising:</p> <ul style="list-style-type: none"> • 6 visual assignments –(including moving image stimulus) • 6 written briefs • The Eduqas assignment paper is open to all disciplines • encourages primary research from direct observation and personal experience which can give rise to a considerable range of individual interpretations • provides the basis for students to realise personal intentions
<p>Assessment Objectives AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. AO2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops. AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>AS/A Level Art & Design Assessment Objectives are the same across exam boards.</p> <p>Eduqas use the assessment objective headings below to assist teachers and students: AO1 Contextual understanding AO2 Creative making AO3 Reflective recording AO4 Personal presentation</p>
<p>Extended Writing Ofqual’s requirement that the Personal Investigation must include a ‘written element’ taking the ‘form of a 1000 words minimum extended response’ means that continuous prose must be submitted in addition to any short tracts of written annotation in sketchbooks or other formats. In the Eduqas specification the written element is designed to ensure that learners integrate their written work with their investigation, applying it with a high degree of relevance to the creative, investigative processes they pursue.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>In the Eduqas specification the written element within the Personal Investigation is assessed in a holistic way and extended writing may form evidence for any one of the four Assessment Objectives</p>

Eduqas	AQA	OCR	Pearson (Edexcel)	Notes
<p>Drawing requirement</p> <p>The importance of drawing in its widest sense as a recording tool and means of exploring visual language is emphasised in the subject content. This should strengthen practice, support progression and meet the demands of higher education and/or the creative industries.</p>	✓	✓	✓	<p>In the Eduqas specification, drawing is encouraged and emphasised as a design process and / or fundamental means of visual language, which is not separately assessed.</p> <p>This focus is meant to encourage learners to appreciate the significance of drawing in the widest sense, by recognising and reviewing how it feeds the creative process across disciplines. Drawing will be assessed through all the Assessment Objectives.</p>
<p>Indicative Content</p> <p>Non-prescriptive, helpful title specific guidance for teachers and students.</p>	✗	✗	✗	<p>Indicative Content is exclusive to the Eduqas GCSE and A Level Art & Design specifications. Indicative content is available for each of the 7 Titles and provides helpful guidance to teachers and students relating to the kinds of evidence that should be presented for each Assessment Objective, specific to the title entered for. Includes guidance on careers in the creative industries to support research and promote the subject.</p>
<p>Assessment Objectives checklists for both students and teachers.</p>	✗	✗	✗	<p>Our student friendly tick list explains each Assessment Objective in simple, straightforward language. Our teachers' checklist provides more in-depth explanations.</p>
<p>Assessment grid</p>	✓	✓	✓	<p>We have developed clear mark schemes, with assessment guidance, 5 performance bands and a helpful colour coding system to support your internal assessment. Plus, an extensive range of online marked exemplar and moderation conference benchmark materials to support and inform internal standardisation</p>
<p>Teachers' Guide</p>	✗	✗	✗	<p>Comprehensive Guidance for Teaching resource, with helpful advice on teaching approaches, assessment and administration, as well as providing advocacy materials and answers to 49 FAQs.</p>

THE SUPPORT YOU NEED

FREE TAILORED DIGITAL RESOURCES

We've created a wealth of free digital resources to support our qualifications. They have been developed to enhance learning, stimulate classroom discussion, and encourage student engagement. Access our resources today at lightboxresource.co.uk

REGIONAL SUPPORT

Our Regional Support Team are also on hand to offer free support in the delivery of our qualifications. They can also give you face-to-face advice on our range of qualifications, online resources, CPD and curriculum developments. To book a visit or to find out more, please visit www.eduqas.co.uk/RegionalSupportTeam



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TEACHERS WHO HAVE MADE THE SWITCH

"After years of feeling frustrated and disillusioned with the lack of clarity and inconsistency we experienced with other boards, Eduqas has provided transparency and support as well a genuine interest in the Visual Arts. This has installed a sense of value and trust in the relationship with have with them. Switching to this board was the best decision, and we wish we had done it sooner."

LUCY COOPER

HEAD OF ART AND DESIGN

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