

MAKING THE SWITCH SPECIFICATION COMPARISON

A LEVEL

ART AND DESIGN

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HELPING YOU MAKE THE SWITCH - COMPARING SPECIFICATIONS

AS AND A LEVEL ART & DESIGN

Eduqas	AQA	OCR	Pearson (Edexcel)	Notes
All titles offered: Art, Craft & Design, Fine Art, Critical Contextual Studies, Textile Design, 3-Dimensional Design, Photography.	x	✓	x	Critical, Contextual Studies is unavailable in AQA and Edexcel specifications.
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.	✓	✓	x	Edexcel do not offer AS Art & Design. AQA AS Art & Design comprises 2 components (1 x Coursework and 1 x ESA). OCR AS qualification comprises one ESA component.
A Level overview Our Eduqas A Level is a linear qualification which comprises: Component 1: Personal Investigation (60%) • 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.

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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. • 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.	Separate question papers provided for each title. Each question paper will consist of a choice of eight written starting points. No visuals.	Seven themes in one paper. Students may choose options (a), (b), (c), (d) or (e) from their selected themes.	One broad theme based starting point with visuals.	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: • 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
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.	✓	✓	✓	AS/A Level Art & Design Assessment Objectives are the same across exam boards. Eduqas use the assessment objective headings below to assist teachers and students: AO1 Contextual understanding AO2 Creative making AO3 Reflective recording AO4 Personal presentation
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.	✓	✓	✓	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

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Drawing requirement 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.	✓	✓	✓	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. 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.
Indicative Content Non-prescriptive, helpful title specific guidance for teachers and students.	✗	✗	✗	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.
Assessment Objectives checklists for both students and teachers.	✗	✗	✗	Our student friendly tick list explains each Assessment Objective in simple, straightforward language. Our teachers' checklist provides more in-depth explanations.
Assessment grid	✓	✓	✓	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
Teachers' Guide	✗	✗	✗	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.