

YOUR STEP- BY-STEP GUIDE TO SWITCHING TO EDUQAS

GCSE ART & DESIGN



GCSE ART & DESIGN WITH EDUQAS

WHY CHOOSE US?

- Friendly and straightforward advice and administrative support
- Our **specification** includes one coursework component and an Externally Set Assignment; and provides opportunities for flexible teaching approaches, allowing teachers to make the most of the resources and expertise available at their centres.
- The **Externally Set Assignment** paper offers an open choice of appealing themes, visual assignments or written briefs which are suitable for any of the 100 or more disciplines associated with any of the 7 titles.
- 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.
- 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.
- Comprehensive **Guidance for Teaching** resource, with helpful advice on teaching approaches, assessment administration, advocacy materials and answers to 69 FAQs
- We offer **Critical and Contextual Studies** as one of the 7 title options available in the specification
- **Indicative Content** provides helpful discipline specific guidance on the kinds of evidence that should be presented for each assessment objective, 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 a helpful **Assessment Objective Checklist** for teachers and students, alongside a wealth of additional teaching and learning materials.
- Face-to-face CPD training courses, with opportunities to review work from a range of abilities and disciplines and share good practice with other teachers

SUMMARY OF ASSESSMENT

Our Ofqual accredited specification has been developed to allow flexible teaching approaches, enabling teachers to make the most of the resources and expertise available at their centres. This specification provides the flexibility and capacity to build and extend the breadth and depth of student's creative practice and offers the choice of a broad-based general course, plus six distinct title options.

Portfolio		60% of the qualification
<p>A major practical investigative project / portfolio which encourages adventurous and open programmes of study. Provides ample time to instil a foundation of important skills, knowledge and understanding through a variety of experiences.</p>		<ul style="list-style-type: none"> • This component comprises a major practical portfolio and outcome(s) to be based on internally set themes and subject matter developed from personal and/or given starting points. • This component will be internally set and assessed; and externally moderated • Work will be selected, evaluated and presented for assessment by the student • Evidence is required of how the student has met each of the assessment objectives • No time limit: duration to be determined by the centre
Externally Set Assignment		40% of the qualification
<p>Consists of two integrated constituent parts, namely the supporting studies and preparatory work followed by a 10 hour period of sustained focus work, which are assessed together. This places equal value on creative processes and their outcomes.</p>		
Part 1: Preparatory Study Period	Part 2: 10 Hour Period Of Sustained Focus Work	
<ul style="list-style-type: none"> • Externally set assignment materials will be set by WJEC Eduqas, and will be released to students no earlier than 2 January (in the calendar year in which the assessment is to be taken). It will consist of 15 assignments based on themes, visual stimuli and written briefs. • One of the assignments is to be selected by the student and used as a starting point from which to elicit a personal, creative response. • Responses are developed during the preparatory study period. They should take the form of practical, critical and contextual preparatory work/supporting studies which inform the resolution of the student's ideas in the 10 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 student. The preparatory study period may commence on or after 2 January. • 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 deadline for the submission of internally assessed marks to WJEC Eduqas. 	<ul style="list-style-type: none"> • The resolution of the student's ideas from the preparatory work must be completed during the designated 10 hours of sustained focus work. • 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 Eduqas. • Work will be selected, evaluated and presented for assessment by the student. • The Externally Set Assignment will be set by WJEC Eduqas, assessed by the teacher and externally moderated. • Both the preparatory work and sustained focus work will be assessed together using the assessment objectives. • This linear qualification will be available in the summer series each year. 	

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:



Mari Bradbury
Subject Officer - Art & Design
Art&Design@eduqas.co.uk
029 2026 5138



HELPING YOU MAKE THE SWITCH - COMPARING SPECIFICATIONS

GCSE 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 OCR and Edexcel specifications
<p>GCSE overview: qualification comprises two components:</p> <ul style="list-style-type: none"> • Component 1: Personal Portfolio (60%) • Component 2: Externally Set Assignment (40%) 	✓	✓	✓	Components and weightings are the same across exam boards.
<p>Assessment Objectives</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	✓	✓	✓	<p>GCSE Art & Design Assessment Objectives are the same across exam boards.</p> <p>Eduqas use the assessment objective headings below to assist teachers and students:</p> <p>AO1 Critical understanding AO2 Creative making AO3 Reflective recording AO4 Personal presentation</p>
<p>Portfolio 60% Major practical investigative project(s)/ portfolio. No specified time limit (approximately 4 terms) The proportion of the 120 guided learning hours devoted to this component should reflect its 60% weighting. Work must show evidence of all four Assessment Objectives. The Portfolio is internally determined, teacher assessed and externally moderated</p>	✓	✓	✓	<p>Theme(s), project(s) or task(s) selected should allow students to demonstrate their ability to develop and evidence a sustained line of reasoning.</p> <p>The subject matter of the Portfolio should gradually show increased personal significance for students as the course progresses, thus increasing the relevance and independence of their study and promoting their interest and application.</p>

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Eduqas	AQA	OCR	Pearson (Edexcel)	Notes
<p>Externally Set Assignment 40%</p> <p>Consists of two integrated constituent parts, namely the supporting studies and preparatory work followed by a 10 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 January 2nd in the year of moderation. • Part 2: 10 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 written assignment paper for each title. No visuals.</p>	<p>Five themes in the assignment paper. Title specific briefs for each theme.</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.</p> <p>The assignment paper is visually engaging and accessible, comprising:</p> <ul style="list-style-type: none"> • 5 one word themes • 5 visual assignments • 5 written briefs • The Eduqas assignment paper is open to all disciplines • provides contemporary and relevant contextual references appropriate to each discipline listed to aid student research • 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>Annotation/writing with use of specialist Vocabulary.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>Annotation with use of specialist Vocabulary is now a requirement in all GCSE Art & Design specifications. Annotation is assessed through AO3 with some other boards. In the Eduqas specification it is designed to integrate with students' practical and contextual investigation and does not apply specifically to any AO, but will be assessed holistically across the creative, investigative processes students pursue.</p>

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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. In every title, students must show evidence of drawing within Component 1 and Component 2. Students are not required to demonstrate technical mastery of drawing skills unless this is relevant to their area of study.</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. Drawing will be assessed through all the Assessment Objectives.
<p>Indicative Content</p> <p>Non-prescriptive, helpful title specific guidance for teachers and students.</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.
Assessment Objectives checklist for students	✗	✗	✗	A student friendly tick list which explains each Assessment Objective in simple, straightforward language.
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 69 FAQs.

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



Catherine Oldham

Region: North

catherine.oldham@eduqas.co.uk



Jonathan Harrington

Region: South East

jonathan.harrington@eduqas.co.uk



Dave Evans

Region: North West

david.evans@eduqas.co.uk



Ant Fleming

Region: East Anglia and Kent

anthony.fleming@eduqas.co.uk



David Jones

Region: South West, Midlands

davidr.jones@eduqas.co.uk

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

THE GODOLPHIN & LATYMER SCHOOL, LONDON

Eduqas
245 Western Avenue
Cardiff CF5 2YX
029 2026 5465
info@eduqas.co.uk

ALL INFORMATION CORRECT AT TIME OF PUBLICATION: APRIL 2019

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