

teacher's handbook

Version 1 December 2008



GCSE

Art and Design

J160 - J167

This handbook is designed to accompany the OCR GCSE Art and Design specification for teaching from September 2009. This booklet contains the following support materials:

Subject specific guidance

Resource list

Publisher partner resources

Frequently asked questions

Other forms of support.

The new
OCR GCSE
**ART AND
DESIGN**

www.ocr.org.uk/art/newgcse

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Introduction

OCR is offering new GCSEs for first teaching in September 2009.

We've taken this opportunity to improve the quality of our GCSEs for teachers and students alike.

We've made improvements in three key areas : updated and relevant content, a focus on developing students personal, learning and thinking skills, and flexible assessment, so you can choose the best learning approach for the job.

We want to make the introduction of these new GCSEs as easy for you to manage as possible.

The main changes are :

- Controlled assessment will be introduced for most subjects
- The opportunity will be taken to bring course content up to date
- Examinations should provide opportunity for extended writing and more varied question types
- All GCSEs will meet the requirements of the Disability Discrimination Act.

Our approach is to provide consistency across all our GCSEs by offering the flexibility that unitised qualifications bring, allowing teaching and assessment to be either a linear or unitised fashion.

OCR offers a range of support materials, developed following extensive research and consultation with teachers. We've designed them to save you time when preparing for the new specification and to support you while teaching them.

It is important to make the point that this Teacher Handbook plays a secondary role to the specifications themselves. The GCSE Art and Design specification is the document on which assessment is based: it specifies what content and skills need to be covered. At all times therefore, the Teacher Handbook should be read in conjunction with the Specification. If clarification on a particular point is sought, then that clarification must be found in the Specification itself.

Subject specific guidance

Newly Qualified Teachers or those new to OCR should remember that the GCSE Art and Design specification for first teaching in September in 2009 is, of course, 'new' to everyone! Considered here are the questions that naturally arise: 'Why would I choose OCR?' and 'What advantages are there for teachers and learners?'

GCSE Art and Design has been re-developed following consultation with heads of department, teachers and professional bodies. The aim has been to retain the popular and proven aspects of the existing qualification whilst meeting the stipulations of the Qualifications and Curriculum Authority. OCR is committed to excellence in the qualifications it offers and, thus, GCSE Art and Design has been updated to appeal to today's learners irrespective of interest levels and attainment. In short, the 'new' specification has been designed for teachers by teachers with the best interests of learners constantly in mind.

The emphases of the specification's content are twofold: *accessibility* and *flexibility*. OCR believes that if teachers find the specification straightforward and easy to understand then confident delivery to learners will automatically follow.

Accessibility

As before the qualification comprises two units: Unit 1: Art and Design Portfolio and Unit 2: OCR-set Task. For the former 'candidates need to produce a portfolio of work for this unit that demonstrates a personal response to starting points, briefs, scenarios or stimuli'. In essence this means that learners might simply produce one 'project' whereas the previous requirement for 'Coursework' was for two. Thus, quite intentionally, for teachers the assessment burden is reduced, whilst for learners a somewhat ambiguously open-ended period of coursework production has been replaced by more focused pieces of planning leading directly to outcomes within a specified time frame. The inclusion of visual starting points in the paper for the OCR-set Task will be an innovation welcomed by many candidates.

The Assessment Objectives have been carefully re-considered and enhanced. New media enables today's learners to experiment and evolve their ideas with greater speed and fluidity and changes of emphasis in the Assessment Objectives reflect such rapid technological developments. Furthermore, the language of the descriptors has been modified to make these more intelligible and promote confident application by teachers. The scheme of assessment continues to be common to both Units and an uncomplicated marking grid encourages accurate application of the assessment criteria whilst allowing teachers sufficient scope to use their professional judgment.

Teacher support is a vital aspect of sponsoring a smooth transition to teaching the new specification. Materials have been designed to save teachers' time when preparing for the new specification and offer continued support whilst delivering it. Free copies of the accredited specification together with specimen assessment material, lesson plans and guidance notes may be downloaded or ordered in paper or CD-ROM form from www.GCSEchanges.com/subjectsandspecs. Furthermore, OCR's publisher partner, Hodder Educational, schedules a Teachers' Guide and Students' Handbook for publication in Spring 2009. OCR's commitment extends beyond the provision of word-based resources to a nationwide programme of free INSET training. Many teachers have already undertaken the half-day 'Get Ready' course that is to be complimented by full-day 'Get Started' events, details of which may be found by visiting www.ocr.org.uk/training.

Flexibility

The addition of Critical and Contextual Studies and Applied Art and Design enhances GCSE Art and Design by offering a wider range of specialist focused areas of study. Since there is no prohibited combination of entry to the OCR suite of GCSE Art and Design qualifications opportunity exists for 'Gifted and Talented' learners to undertake more than one endorsement within the overall guided learning hours for the specification.

Moreover, the specification is now 'unitised' and, thus, learners may take units across several different areas of study providing the 'terminal rules' are satisfied. For GCSE Art and Design this simply means that candidates are to be entered for at least one unit, in the area of study for which they wish to certificate, at the end of their programme. Other advantages of unitisation are the potential for 'partial accreditation' and the option to re-sit units, with the highest mark counting towards certification.

The new specification offers Centres optimum flexibility in delivering the Unit 1: Art and Design Portfolio that may be undertaken at any point during the programme. Devising their own assessment materials enables Centres to create courses that promote good practice by learners and truly reflect local requirements and resources. Learners will benefit from more time to develop individual skills and fully 'rehearse' this unit as there is no longer a demand for a specific number 'units of coursework' or 'projects'.

Coincidentally, the latter relaxation in terms of the volume of work required has made Short Course as a separate entity redundant. OCR anticipates that the 'Portfolio', which stresses 'quality rather quantity' and encourages candidates to be selective and active participants in the presentation of their work, will fully address the needs of all learners, including those who may have previously chosen the Short Course option.

For many teachers a further two aspects, unique to OCR, of the GCSE Art and Design suite may prove decisive: *progression* and *moderation*.

Progression

Progression from GCSE either directly to employment or to further study will depend on the number and nature of the grades achieved. Broadly, candidates who achieve mainly Grades A* to C at GCSE would be well prepared to study at Level 3 within the National Qualifications Framework. The specification provides progression to OCR GCE in Art and Design, OCR Applied GCE in Art and Design, OCR Level 3 Nationals in Art and Design and OCR Level 3 Principal Learning in Creative and Media.

Teachers of learners progressing to GCE will find that the Advanced Level specification is familiar in that it shares a predominantly common structure, assessment criteria, marking grid and moderation process with its GCSE counterpart. Particular attention has been paid to establishing new pathways for successful GCSE candidates in Applied Art and Design and Critical and Contextual Studies.

Moderation

OCR is proud of a moderation process that is open and honest. Moderators welcome dialogue and will continue to provide feedback on their evaluation of the work in relation to the agreed standard. Colleagues in Centres will be informed of recommendations and the reasons for any adjustment to

marks. In the event of disagreement Centres' staff may seek a 'second', and rarely, a 'third opinion' visit.

Resources

A resource list for teachers

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General

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Art Monthly. Monthly. www.artmonthly.co.uk
Art Quarterly. Quarterly. www.artfund.org
Craft and Design. Bi-monthly. www.craftanddesign.net
Crafts. Bi-monthly. www.craftscouncil.org.uk/crafts-magazine
Design Week. Weekly. www.designweek.co.uk

The Art Magazine. Online. www.artmagazine.co.uk
R A Magazine. Quarterly. www.royalacademy.org.uk
Surface. Bi-monthly. www.surfacemag.com

Fine Art

Leisure Painter. Monthly. www.painters-online.co.uk
Modern Painters. Monthly. www.artinfo.com/modernpainters
The Artist. Monthly. www.painters-online.co.uk

Graphic Communication

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Varoom (The Journal of Illustration and Made Images). Tri-annual. www.varoom-mag.com

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Digital Photographer. Bi-monthly. www.digiphotomag.com
Photography Monthly. Monthly. www.photographymonthly.com
Practical Photography. Monthly. www.photoanswers.co.uk

Textiles Design

Cloth Paper Scissors. Bi-monthly. www.quiltingarts.com
Embroidery. Bi-monthly. www.embroiderersguild.com
Fiberarts. Bi-monthly. www.fiberarts.com
Handwoven. Bi-monthly. www.interweave.com
Stitch. Bi-monthly. www.embroiderersguild.com
Textile Fibre Forum. Quarterly. www.ggcreations.com.au
The Journal (The Association of Guilds of Weavers, Spinners and Dyers). Quarterly.
www.thejournalforwsd.org.uk
Quilting Arts. Bi-monthly. www.quiltingarts.com

Three-dimensional Design

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Websites:

General

Artchive, The. www.artchive.com Constantly changing gallery, art criticism excerpts and CD-ROM reviews.
Artcyclopedia. www.artcyclopedia.com
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Artlex Visual Arts Dictionary. www.artlex.com
Art and Design Dictionary with definitions for more than 3,600 terms used in discussing art and visual culture.
Art Guide. www.artguide.org
A comprehensive guide to the art collections of the British Isles.
National Society for Education in Art and Design, The (NSEAD). www.nsead.org
Virtual Library Museums Pages (VLmp). icom.museum/vlmp A comprehensive directory of museums and galleries worldwide.
World Wide Art Resources. www.wwar.com A substantial site for contemporary art, art news, art history, contemporary artist and gallery portfolios.

Galleries and Museums

Courtauld Gallery, The. www.courtauld.ac.uk
Barbican Art Gallery, The. www.barbican.org.uk
British Museum, The. www.britishmuseum.org

Design Museum, The. www.designmuseum.org
Hayward Gallery, The. www.southbankcentre.co.uk
National Gallery, The. www.nationalgallery.org.uk
National Portrait Gallery, The. www.npg.org.uk
Royal Academy, The. www.royalacademy.org.uk
Saatchi Gallery, The. www.saatchi-gallery.co.uk
Tate Galleries, The. www.tate.org.uk
Victoria and Albert Museum, The. www.vam.ac.uk

Graphic Communication

Museum of Computer Art, The (MOCA). moca.virtual.museum A host to hundreds of world-class digital artists and thousands of their images.

Photography – Lens and Light-based Media

Masters of Photography. www.masters-of-photography.com Predominantly pre-digital practitioners with access to articles, images and other resources.

CD-ROM

Art 20: The Thames and Hudson Multimedia Dictionary of Modern Art. London, Thames and Hudson

Buildings of England, The. Cambridge, The Pevsner Index

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Impressionism. Manhattan Beach CA, TDC Interactive

Masters of Photography. San Antonio TX, Masters of Photography

Picasso: the man, his works, the legend. Danbury CT, Grolier Interactive

Great Artists. Oxford, Attica Cybernetics

Renaissance Masters (Vol. I and II). Manhattan Beach CA, TDC Interactive

Survey of Western Art, A. Manhattan Beach CA, TDC Interactive

Tate Gallery: Exploring Modern Art. Oxford, Attica Cybernetics

Vincent van Gogh: The Complete Works. Toronto, The Vincent van Gogh Gallery.

Other forms of Support

In order to help you implement the new GCSE Art and Design Specification effectively, OCR offers a comprehensive package of support. This includes:

Published Resources

OCR offers centres a wealth of quality published support with a fantastic choice of 'Official Publisher Partner' and 'Approved Publication' resources, all endorsed by OCR for use with OCR specifications.

Publisher partners

OCR works in close collaboration with three Publisher Partners; Hodder Education, Heinemann and Oxford University Press (OUP) to ensure centres have access to:

- Better published support, available when you need it, tailored to OCR specifications
- Quality resources produced in consultation with OCR subject teams, which are linked to OCR's teacher support materials
- More resources for specifications with lower candidate entries
- Materials that are subject to a thorough quality assurance process to achieve endorsement

Hodder Education is the publisher partner for OCR GCSE Art and Design.



Hodder Education is producing the following resources for OCR GCSE Art and Design for first teaching in September 2009, which will be available in May 2009.

OCR Art and Design for GCSE Student's Book – John Nickson
ISBN: 978 0340 98335 5 (Samples available from September 2008).

OCR Art and Design for GCSE Teacher's Guide
ISBN: 978 0340 98336 2 (Samples available from Spring 2009).

Approved publications

OCR still endorses other publisher materials, which undergo a thorough quality assurance process to achieve endorsement. By offering a choice of endorsed materials, centres can be assured of quality support for all OCR qualifications.



Endorsement

OCR endorses a range of publisher materials to provide quality support for centres delivering its qualifications. You can be confident that materials branded with OCR's "Official Publishing Partner" or "Approved publication" logos have undergone a thorough quality assurance process to achieve endorsement. All responsibility for the content of the publisher's materials rests with the publisher.

These endorsements do not mean that the materials are the only suitable resources available or necessary to achieve an OCR qualification. Any resource lists which are produced by OCR shall include a range of appropriate texts.

OCR Training

Get Ready...introducing the new specifications

A series of FREE half-day training events are being run during Autumn 2008, to give you an overview of the new specifications.

Get Started...towards successful delivery of the new specifications

These full-day events will run from January 2009 and will look at the new specifications in more depth, with emphasis on first delivery.

Visit www.ocr.org.uk for more details.

Mill Wharf Training

Additional events are also available through our partner, Mill Wharf Training. It offers a range of courses on innovative teaching practice and whole-school issues - www.mill-wharf-training.co.uk.

e-Communities

Over 70 e-Communities offer you a fast, dynamic communication channel to make contact with other subject specialists. Our online mailing list covers a wide range of subjects and enables you to share knowledge and views via email.

Visit <https://community.ocr.org.uk>, choose your community and join the discussion!

Interchange

OCR Interchange has been developed to help you to carry out day to day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate a free access to candidate information at you convenience. Sign up at <https://interchange.ocr.org.uk>

Frequently Asked Questions

Art and Design Portfolio Unit 1: Controlled Assessment

How many 'units of coursework' are there in the portfolio?

There is **no longer** a demand for a specific number 'units of coursework' or 'projects'. The new specification intentionally offers Centres optimum flexibility in producing the 'Portfolio', consisting of **'a sustained project, theme or course of study'**. Clearly some endorsements: Art and Design (A110), Fine Art (A111), Critical and Contextual Studies (A116) and Applied (A117) require a 'multi-disciplinary' approach but the achievement of this is entirely at the discretion of individual Centres.

Do I need to produce a written brief?

Yes. 'Starting points, briefs, scenarios or stimuli' are Centre devised and should provide opportunity for all candidates to successfully meet the Assessment Objectives. Such Assessment Material would indicate the activities or tasks to be undertaken by candidates and outline any related advice, guidance or direction that Centres may wish to give. Centres basing Assessment Materials on the ideas of candidates, may wish to develop generic briefs that can readily be adapted, to reflect individual needs. Well-conceived Centre devised materials will not only promote good practice by candidates but also greatly facilitate moderators in the execution of their duties.

What is 'Controlled Assessment'?

Controlled Assessment, one of the fundamental differences between this specification and its predecessor, is embodied in the 'levels of control' now operative. These **controls have been integrated into the specification in accordance with QCA instructions and are common to all GCSE's in Art and Design irrespective of examining body.**

Rather than being perceived as restrictive, Controlled Assessment should be regarded as an inbuilt safeguard that ensures teachers can confidently authenticate candidates' work. Specific controls are in place for the Unit 1: Art and Design Portfolio for which candidates are required to produce work under *informal supervision*, described as *'a medium level of control'*.

However, Centres may allow candidates to conduct research under *limited supervision*, *'a low level of control'*. Such research should be clearly defined but may occur without immediate supervision. It may 'inform' the work, providing it does not directly contribute to assessable outcomes.

So does 'Controlled Assessment' mean that I cannot set 'homework'?

No, it most definitely does not! However, teachers must exercise their professional judgement when setting tasks that are to be completed by candidates without direct supervision. The specification is not prescriptive in establishing those areas of *research* that may contribute

indirectly to assessable outcomes. It would seem probable that such activities could be inclined towards theoretic, rather than practical, aspects of Art and Design.

For example, mind-mapping of ideas, identifying links with the work of others either through the Internet or paper based sources, collecting artefacts or materials for visual research and planning written communication, could be homework tasks. These suggestions would all prove acceptable, as candidates might purposefully devote time to ensuring well crafted literary work, as ‘written communication’ has become an aspect of assessment.

Tasks that are overtly practical could be set for homework, providing the work generated is clearly identified. For example, many Centres purposefully employ sketchbooks or journals for supporting studies, a separate ‘homework book’ or folder with pages or sections, could be kept and distinctly marked as Candidate Practice Book (non assessable). Homework should raise candidates’ overall standard of work and outcomes generated within the Controlled Assessment period **would be** assessable. Remember the ‘Portfolio’, places emphasis on **‘quality rather than quantity’**, Candidates may develop practice pieces as homework which can influence the overall standard of work carried out in the Controlled Assessment timeframe.

How do I approach the 45 hours of controlled assessment for the Art and Design Portfolio in the context of the overall programme?

Centres may organise the 45 hours of ‘taught time’ for Unit 1 in any way they choose. However, candidates must present work for assessment that is cohesive, relevant to the set theme, and shows a clear journey from conception to realisation. Should the delivery of this unit become too fragmented there is a danger of candidates’ work becoming an ill assorted collection rather than a coherently unified portfolio.’

Art and Design Unit 2: OCR Set Task

What is a ‘high level of control’?

A ‘high level of control’ is applicable to the ten-hour period of the **Unit 2: OCR Set Task**, which must be conducted under *formal supervision*. This requires teachers to ensure conditions are suitable, candidates are under direct supervision at all times. Required resources and materials are available within the immediate area and that both preparatory work and outcomes are retained within the Centre at the end of each session.

However this is unlimited preparation time to Unit 2: OCR Set Task and candidates are expected to generate their own personal responses with limited guidance from their teacher.

If my candidates are taking ‘Critical and Contextual’ or ‘Applied’ can they respond to any part of the ‘paper’?

No. Candidates undertaking these areas of study must respond to Section 3 and Section 4 of the paper respectively.

Can I open the 'paper' on receipt?

Yes. Teachers are encouraged to familiarise themselves with the paper on receipt and subsequently prepare appropriate resources for their candidates. It is candidates who are not permitted to have access to the paper prior to January.

What resources can I prepare?

There are **no restrictions** on the preparation of resources. Consideration might be given to the availability of materials, media, and equipment, identifying and gathering visual stimuli, and the nature of the 'advice and guidance'. Advice could include directing candidates' research towards relevant artists' links, explaining or demonstrating processes or techniques, organising workshops, and visiting businesses, galleries and museums. Similarly, guidance could focus on the selection of materials, health and safety, avoidance of plagiarism, and completion of work within deadlines.

General

What is 'Critical and Contextual Studies'?

Critical and Contextual Studies previously existed as a qualification at A' Level and is now offered at GCSE to provide a progression pathway. This area of study gives candidates opportunity to make a personal response to works of art and design through the understanding, analysis, and critical appreciation of historical and contemporary practitioners, movements or cultural, ethnic or religious themes. The approach is not purely 'theoretical' and candidates are encouraged to produce both practical and written work.

What is 'Applied'?

Applied Art and Design formerly existed as a discrete qualification but has now been integrated into the mainstream of OCR GCSE Art and Design provision. This endorsement gives candidates opportunity to explore the potential of the widest range of Art and Design disciplines within the context of vocational or commercially orientated practices. The emphasis is on developing ideas, problem solving and presenting solutions to work-related, client-focused 'briefs'.

What opportunities are there for 'Gifted and Talented'?

There is no prohibited combination of entry to the OCR suite of GCSE Art and Design qualifications. Therefore, opportunity exists for 'Gifted and Talented' candidates to undertake more than one endorsement within the overall guided learning hours for the specification. The addition of 'Critical and Contextual' and 'Applied' enhances opportunities for dual entry. Moreover, since the qualification is now 'unitised' there is the potential for 'partial accreditation'.

What are the benefits of 'unitised' qualifications?

In unitised schemes candidates may take units across several different areas of study providing the 'terminal rules' are satisfied. For GCSE Art and Design this simply means that candidates are

to be entered for at least one unit, in the area of study for which they wish to certificate, at the end of their programme. Candidates may re-sit units with the highest mark counting towards certification.

Will moderation be the same?

Certainly many of the practices associated with the moderation process will be retained. Work selected by the moderator will still be presented in rank order by unit. Similarly, moderators will continue to provide Centres with feedback on their evaluation of the work in relation to the agreed standard. Centres will be informed of recommendations and the reasons for any adjustment to marks. In the event of disagreement Centres may seek a 'second', and rarely, a 'third opinion' visit.

To facilitate the moderation of Unit 1: Art and Design Portfolio it is anticipated that Centres would make available assessment materials, including advice, direction and guidance given to candidates, as well as, records of the ongoing assessment of candidates' progress.

What happened to 'Short Course'?

Since the Unit 1: Art and Design Portfolio will now consist of 'a sustained project, theme or course of study', rather than one or more 'units of work', Short Course as a separate entity becomes obsolete. It is anticipated that the 'Portfolio', which places emphasis on 'quality rather than quantity', will fully address the needs of candidates who may have previously chosen the Short Course option. Also as the qualification is now 'unitised' there is the potential for a 'partial' accreditation.

When is the 'new' specification first assessed?

Assessment of the 'new' specification will commence in June 2011. Thus, related programme delivery can start in September 2009 with, correspondingly, the final assessment of the current specification being in June 2010.

Will exemplar material be produced?

Yes. For the Unit 1: Art and Design Portfolio OCR-produced exemplar material is available to assist Centres design and set their own starting points, briefs, scenarios or stimuli. Similarly, for the Unit 2: OCR-set Task a specimen paper has also been prepared and circulated. Free copies of the accredited specification together with sample assessment material may be downloaded or ordered in paper or CD-ROM form from www.GCSEchanges.com/subjectsandspecs Colleagues' attention is also drawn to an extensive INSET training programme and the release in Spring 2009 of a Teachers' Guide and Students' Handbook by OCR's publisher partner, Hodder Educational.

Teacher resources from OCR, will be expanded and developed. These will be found on our website and/or available at INSET.

Will the standards change?

No. As always every effort will be made to maintain a consistent year on year standard. Colleagues are reminded that the archival material selected by moderators and generously released by Centres during each examination series upholds standards.

Administration

What is 'Authentication'?

Authentication is fundamentally the ability to guarantee each submission is free from plagiarism and that authorship solely belongs to the individual candidate concerned.

When do I make entries?

Provisional or estimated entries are made early in the Autumn Term of the academic year in which the examination is to be undertaken. These are subsequently confirmed early in the following Spring Term when it is important to ensure that the correct entry codes have been employed. It may be worthwhile reminding your Examinations Officer that candidates' information can be downloaded using 'Interchange'.

Will candidates be able to re-take Units?

Yes. Candidates may re-sit each Unit once before entering for certification for their GCSE.

Can candidates re-take a Unit more than once?

No. However, candidates may enter for the full qualification an unlimited number of times.

Where are my 'exam papers'?

The despatch of the Unit 2: OCR-set Task papers is generated by the **provisional entries** made early in the Autumn Term. Even if the precise numbers of entries or areas of study are unclear at this stage of the programme it is important to inform OCR of the Centre's broad intentions.

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