

2 Specification at a Glance

AS Examinations

Unit 1 – ARTA1, ARTB1, ARTC1, ARTD1, ARTE1, ARTF1 Coursework Portfolio

50% of AS, 25% of A Level

No time limit

80 marks

Portfolio of work set and marked by the centre and moderated by AQA

Available in June only

Unit 2 – ARTA2, ARTB2, ARTC2, ARTD2, ARTE2, ARTF2 AS Externally Set Assignment

50% of AS, 25% of A Level

Supervised time 5 hours

80 marks

Work produced will be marked by the centre and moderated by AQA

Available in June only

AS
Award
1201A-
1206F

A2 Examinations

Unit 3 – ARTA3, ARTB3, ARTC3, ARTD3, ARTE3, ARTF3 Personal Investigation

25% of A Level

No time limit

80 marks

Personal investigation supported by written element of 1000-3000 words, set and marked by the centre and moderated by AQA

Available in June only

Unit 4 – ARTA4, ARTB4, ARTC4, ARTD4, ARTE4, ARTF4 A2 Externally Set Assignment

25% of A Level

Supervised time 15 hours

80 marks

Work produced will be marked by the centre and moderated by AQA

Available in June only

A Level
Award
2201A-
2206F

$$\boxed{\text{AS}} + \boxed{\text{A2}} = \boxed{\text{A Level}}$$

3 Subject Content

Summary of Subject Content

Art, Craft and Design
Candidates should produce practical and critical/contextual work associated with two or more of the endorsements below.
Fine Art
Candidates should produce practical and critical/contextual work in one or more areas including painting, drawing, mixed-media, sculpture, land art, installation, printmaking, film, animation, television, video and photography: lens-based and/or light-based media.
Graphic Communication
Candidates should produce practical and critical/contextual work in one or more areas including illustration, advertising, packaging design, design for print, communication graphics, computer graphics, multimedia, animation, web design, film, television and/or video.
Textile Design
Candidates should produce practical and critical/contextual work in one or more areas including fashion, printed and/or dyed fabrics and materials, domestic textiles, wallpaper, interior design, constructed textiles and installed textiles.
Three-Dimensional Design
Candidates should produce practical and critical/contextual work in one or more areas including ceramics, sculpture, jewellery, body ornament, exhibition design, design for theatre, television and film, interior design, product design, environmental design and architectural design.
Photography: lens-based and light-based media
Candidates should produce practical and critical/contextual work in one or more areas including portraiture, landscape photography, still-life photography, documentary photography, photo-journalism, experimental imagery, photographic installation, video, television and film.

The examples given above are neither compulsory nor exclusive.

3.12 Photography: lens-based and light-based media (ARTF)

Introduction

Candidates should be introduced to a variety of experiences exploring a range of photographic media, techniques and processes. They should be made aware of both traditional and new technologies.

Candidates should explore relevant images, artefacts and resources relating to Photography and a wider range of art and design, from the past and from recent times, including European and non-European examples. This should be integral to the investigating and making process. Their responses to these examples must be shown through practical and critical activities which demonstrate the candidates' understanding of different styles, genres and traditions.

Candidates should be aware of the four assessment objectives to be demonstrated in the context of the content and skills presented and of the importance of process as well as product.

Candidates should use sketchbooks/workbooks/journals to underpin their work where appropriate. There is no specific requirement for candidates to demonstrate drawing skills in this endorsement unless they wish to.

Candidates may use traditional methods and/or digital techniques to produce images.

Areas of Study

Candidates are required to work in **one or more** area(s) of Photography, such as those listed below. They may explore overlapping areas and combinations of areas.

- portraiture
- landscape photography (working from the urban, rural and/or coastal environment)
- still-life photography, working from objects or from the natural world
- documentary photography, photo journalism
- experimental imagery
- photographic installation, video, television and film.

Skills and Techniques

Candidates will be expected to demonstrate skills, as defined in Section 3.5 of this specification, in the context of their chosen area(s) of Photography. Candidates will be required to demonstrate skills in all of the following:

- the ability to explore elements of visual language, line, form, colour, pattern and texture in the context of Photography
- the ability to respond to an issue, theme, concept or idea or work to a brief or answer a need in Photography
- appreciation of viewpoint, composition, depth of field and movement; time-based, through such techniques as sequence or 'frozen moment'
- the appropriate use of the camera, film, lenses, filters and lighting for work in their chosen area of Photography
- understanding of techniques related to the developing and printing of photographic images, where appropriate, presentation and layout.

Knowledge and Understanding

Candidates must show knowledge and understanding of:

- how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts created in the chosen area(s) of Photography
- historical and contemporary developments and different styles and genres
- how images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created
- continuity and change in different styles, genres and traditions relevant to Photography
- the working vocabulary and specialist terminology which is relevant to their chosen area(s) of Photography.

4 Scheme of assessment

4.1 Aims

AS and A Level courses based on this specification should encourage candidates to develop:

- intellectual, imaginative, creative and intuitive powers
- investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement
- independence of mind in relation to developing their own ideas, refining their own intentions and personal outcomes
- an interest in, enthusiasm for and enjoyment of art, craft and design
- the experience of working with a broad range of media, including traditional and new media and technologies
- an understanding of the interrelationships between art, craft and design processes and an awareness of the contexts in which they operate
- experience of working within relevant and real frameworks and, where appropriate, to make links to the creative industries
- knowledge, understanding and application of art, craft, design and media and technologies in contemporary and past societies and cultures
- an awareness of different roles, functions, audiences and consumers of art, craft and design practice.

4.2 Assessment Objectives (AOs)

The Assessment Objectives are common to AS and A Level. The assessment units will assess the following Assessment Objectives in the context of the content and skills set out in Section 3 (Subject Content).

- AO1 Develop their ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
- AO2 Experiment with and select appropriate resources, media, materials, techniques and processes, reviewing and refining their ideas as their work develops.
- AO3 Record in visual and/or other forms ideas, observations and insights relevant to their intentions, demonstrating an ability to reflect on their work and progress
- AO4 Present a personal, informed and meaningful response demonstrating critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements.

Quality of making

The ability to handle materials, techniques and processes effectively and safely underpins all the Assessment Objectives. It is important in enabling candidates to develop a personal language, to express ideas and link their intentions to outcomes in a confident and assured manner.

Quality of Written Communication (QWC)

In GCE specifications which require candidates to produce written material in English candidates must:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- organise information clearly and coherently, using specialist vocabulary when appropriate.

In this specification QWC will be assessed in Unit 3 by means of one or more of the four Assessment Objectives.

In Unit 3 candidates are required to produce written material linked to the practical project. This should take the form of:

- a practical project which is linked through the exploration of particular themes, concepts, ideas, issues or approaches with written work based on some aspect of critical, historical studies in art, craft or design related to the candidate's practical work. Written work should be approximately 1000 to 3000 words in length.

The quality of written communication will be assessed through the four assessment objectives.

It includes clarity of expression, the organisation and presentation of ideas, grammar, punctuation and spelling.

The grid below further expands upon the Assessment Objectives. It provides a link between the grade descriptions and the Assessment Objectives. It should be used to mark candidates' work and to complete the Candidate Record Forms. Quality of written communication is assessed in Unit 3.

	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3	Assessment Objective 4
Marks	Develop their ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.	Experiment with and select appropriate resources, media, materials, techniques and processes, reviewing and refining their ideas as their work develops.	Record in visual and/or other forms ideas, observations and insights relevant to their intentions, demonstrating an ability to reflect on their work and progress.	Present a personal, informed and meaningful response demonstrating critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements.
0 – 4	<ul style="list-style-type: none"> Minimal ability to develop ideas and sustain investigations, informed by contextual and other sources. Demonstrates analytical and critical understanding and the use of a specialist vocabulary at a basic level. 	<ul style="list-style-type: none"> Minimal ability to experiment with and select appropriate resources, media, materials, techniques and processes. Little evidence of reviewing and refining ideas as their work develops. 	<ul style="list-style-type: none"> Minimal ability to record in visual and/or other forms ideas, observations and insights relevant to their intentions. Demonstrates a minimal ability to reflect on their work and progress. 	<ul style="list-style-type: none"> Minimal ability to develop a response, limited by a lack of skill and understanding. Minimal ability to realise their intentions and where appropriate, make connections other elements Unclear and often inaccurate language is used.
5 – 8	<ul style="list-style-type: none"> Some ability to develop ideas and sustain investigations, making reference to relevant contextual materials and other sources. Demonstrates some analytical and critical understanding, with limited use of a specialist vocabulary. 	<ul style="list-style-type: none"> Some ability to experiment with and select appropriate resources, media, materials, techniques and processes. Reviews and refines ideas as their work develops with limited success. 	<ul style="list-style-type: none"> Some ability to record in visual and/or other forms ideas, observations and insights relevant to their intentions. Demonstrates some ability to reflect on their work and progress. 	<ul style="list-style-type: none"> Some ability to make a personal, informed and meaningful response which is uneven. Demonstrates some ability to successfully realise their intentions and, where appropriate, make connections with other elements. Limited clarity, coherence and accuracy in handling language.

	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3	Assessment Objective 4
9–12	<ul style="list-style-type: none"> • A reasonably consistent ability to develop their ideas through sustained investigations, informed by contextual and other sources. • Demonstrates analytical and critical understanding and the ability to make appropriate use of a specialist vocabulary. 	<ul style="list-style-type: none"> • A reasonably consistent but sustained ability to experiment with and select appropriate resources, media, materials, techniques and processes. • Reviews and refines their ideas as their work develops, with a degree of success. 	<ul style="list-style-type: none"> • A reasonably consistent ability to record in visual and/or other forms ideas, observations and insights relevant to their intentions. • Demonstrates an ability to reflect on their work and progress with increasing confidence. 	<ul style="list-style-type: none"> • A reasonably consistent ability to make a personal, informed and meaningful response. • Demonstrates a reasonably consistent ability to successfully realise their intentions and, where appropriate, make connections with other elements. • Work is supported by reasonably clear, coherent and accurate use of language.
13–16	<ul style="list-style-type: none"> • Consistent ability to develop their ideas through sustained investigations, informed by contextual and other sources. • Clearly demonstrates analytical and critical understanding and the assured use of a specialist vocabulary. 	<ul style="list-style-type: none"> • Consistent ability to experiment with and select appropriate resources, media, materials, techniques and processes. • Reviews and refines ideas as their work develops with increasing confidence. 	<ul style="list-style-type: none"> • Consistent ability and a confident approach in recording in visual and/or other forms ideas, observations and insights relevant to their intentions. • Demonstrates a sound ability to reflect on their work and progress. 	<ul style="list-style-type: none"> • Consistent ability to make a personal, informed and meaningful response. • Demonstrates a consistent ability to successfully realise their intentions and, where appropriate, make connections with other elements. • Work is supported by generally clear, coherent and accurate use of language.
17–20	<ul style="list-style-type: none"> • A confident and highly developed ability to develop their ideas through sustained investigations, informed by contextual and other sources. • Demonstrates a high level of analytical and critical understanding and fluency in using a specialist vocabulary. 	<ul style="list-style-type: none"> • A confident and highly developed ability to experiment with and select appropriate resources, media, materials, techniques and processes. • Reviews and refines their ideas in an assured manner as their work develops. 	<ul style="list-style-type: none"> • A confident and highly developed ability to record in visual and/or other forms ideas, observations and insights relevant to their intentions. • Demonstrates an assured ability to reflect on their work and progress. 	<ul style="list-style-type: none"> • A confident and highly developed ability to make a personal, informed and meaningful response. • Demonstrates a highly developed ability to successfully realise their intentions and, where appropriate, make connections with other elements. • Work is supported by clear, coherent and accurate use of language.