

Welcome to Art A Level

Art and design is a way of seeing things and making sense of the world around you. This is an exciting course where you will have the freedom to explore new ways of working and experiment with a range of materials and techniques. Over the two years you will increase your practical skills and improve your analytical, communication and research abilities.

Art and cultural production is at the centre of what makes a society what it is.

Wolfgang Tillmans, artist

It doesn't matter if you're going to study history or geography or science, you still need to be creative because the people who are the outliers in those fields are the most creative people.

Cornelia Parker, artist

Creativity is critical thinking and without it how are you going to open up and ask harder questions? Art opens up those... possibilities to think beyond what we already know.

Catherine Opie, artist

Art A Level

Key Information

Content Overview and Assessment

From the AQA spec: [AQA](#) | [AS and A-level](#) | [Art and Design](#) | [Specification at a glance](#)

Fine art

Areas of study Students are required to work in one or more area(s) of fine art, such as those listed below. They may explore overlapping areas and combinations of areas:

- drawing and painting
- mixed-media, including collage and assemblage
- sculpture
- ceramics
- installation
- printmaking (relief, intaglio, screen processes and lithography)
- moving image and photography

2.3 A-level

Assessments

Component 1: Personal investigation

What's assessed

Personal investigation – 7201/C, 7202/C, 7203/C, 7204/C, 7205/C, 7206/C

Assessed

- No time limit
- 96 marks
- 60% of A-level

Non-exam assessment (NEA) set and marked by the centre and moderated by AQA during a visit to the centre. Visits will normally take place in June.



Component 2: Externally set assignment

What's assessed

Response to an externally set assignment – 7201/X, 7202/X, 7203/X, 7204/X, 7205/X, 7206/X

Assessed

- Preparatory period + 15 hours supervised time
- 96 marks
- 40% of A-level

Non-exam assessment (NEA) set by AQA, marked by the centre and moderated by AQA during a visit to the centre. Visits will normally take place in June.

Component 1 Personal investigation

This is a practical investigation supported by written material. Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes.

Component 2 Externally set assignment

Separate question papers will be provided for each title. Each question paper will consist of a choice of eight questions to be used as starting points. Students are required to select one. Students will be provided with examination papers on 1 February, or as soon as possible after that date.

Supervised time – 15 hours

Following the preparatory period, students must complete 15 hours of unaided, supervised time

Course Structure

Year 12

Term 1 (September – December):

During the first term we will explore a range of themes and introduce a variety of skills and techniques. You will look at the work of different artists to inform your own developments. Key processes will include experimental drawing, printmaking, painting and mixed media.

Term 2 (January – March)

You will be given the opportunity to develop your own project (exploring a theme of your choice). This will help you to understand how to plan and develop your work and will start to inform your choices for your Personal Investigation. Before Easter you will choose your theme and start to develop your ideas further.

Term 3 (April – July)

You will have chosen the theme for your Personal Investigation and will be continuing to develop the project during this time. The end of year exam time will give you the opportunity to create a more sustained piece of work.

Year 13

Term 1 (September – December)

You will continue to work on your Personal Investigation project. As well as completing preparatory work you will also need to create your final outcomes for the project. All work for **Component 1: Personal Investigation** will need to be handed in by the end of term.

Term 2 (January – March)

You will be given questions/themes (Externally Set Assignment – ESA) by the exam board and will need to create a new project based on your chosen topic.

Term 3 (April – July)

You will continue to work on your ESA and will have 15 hours of supervised time (usually in May) to complete your final outcomes (realisations) for the project.

END OF THE COURSE!

How is your work assessed?

Each component is marked out of a total of 96 marks. As the assessment objectives are equally weighted in each of the components, there is a maximum of 24 marks for each of the assessment objectives. The marks, out of 24, for each assessment objective must be added together to produce the total mark out of 96.

	Assessment objective 1	Assessment objective 2	Assessment objective 3	Assessment objective 4
Marks	Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding	Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops	Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress	Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements
24 Convincingly	An exceptional ability to develop ideas through sustained investigations informed by contextual and other sources.	An exceptional ability to explore and select appropriate resources, media, material, techniques and processes.	An exceptional ability to record ideas, observations and insights relevant to intentions.	An exceptional ability to present a personal and meaningful response.
23 Clearly	Demonstrates exceptional analytical and critical understanding.	Reviews and refines ideas in a confident and purposeful manner as work develops.	Demonstrates an exceptional ability to reflect critically on work and progress.	Demonstrates an exceptional ability to successfully realise intentions and, where appropriate, makes connections between visual, written and other elements.
22 Adequately	Demonstrates fluent use of appropriate specialist vocabulary.	A confident and highly developed ability to explore and select appropriate resources, media, materials, techniques and processes.	A confident and highly developed ability to record ideas, observations and insights relevant to intentions.	Exceptionally clear, coherent and accurate use of language.
21 Just	A confident and highly developed ability to develop ideas through sustained investigations, informed by contextual and other sources.	Reviews and refines ideas in a confident manner as work develops.	A confident and highly developed ability to reflect critically on work and progress.	A confident and highly developed ability to present a personal and meaningful response.
20 Convincingly	Demonstrates confident and highly developed analytical and critical understanding.	Reviews and refines ideas in a confident manner as work develops.	Demonstrates a confident and highly developed ability to reflect critically on work and progress.	Demonstrates a highly developed ability to successfully realise intentions and, where appropriate, makes connections between visual, written and other elements.
19 Clearly	Demonstrates assured use of appropriate specialist vocabulary.	A consistent ability to explore and select appropriate resources, media, materials, techniques and processes.	A consistent ability to record ideas, observations and insights relevant to intentions.	Clear, coherent and accurate use of language.
18 Adequately	A consistent ability to develop ideas through sustained investigations, informed by contextual and other sources.	Reviews and refines ideas with increasing confidence as work develops.	Demonstrates a consistent ability to reflect critically on work and progress.	A consistent ability to present a personal and meaningful response.
17 Just	Demonstrates consistent analytical and critical understanding.			Demonstrates a consistent ability to successfully realise intentions and, where appropriate, makes connections between visual, written and other elements.
16 Convincingly	Demonstrates consistent use of appropriate specialist vocabulary.			Generally clear, coherent and accurate use of language.

	Assessment objective 1	Assessment objective 2	Assessment objective 3	Assessment objective 4
12 Convincingly	A reasonably consistent ability to develop ideas through sustained investigations, informed by contextual and other sources.	A reasonably consistent ability to explore and select appropriate resources, media, materials, techniques and process.	A reasonably consistent ability to record ideas, observations and insights relevant to intentions.	A reasonably consistent ability to present a personal and meaningful response.
11 Clearly	Demonstrates reasonably consistent analytical and critical understanding.	Reviews and refines ideas with a degree of success as work develops.	Demonstrates a reasonably consistent ability to reflect critically on work and progress.	Demonstrates a reasonably consistent ability to successfully realise intentions and, where appropriate, makes connections between visual, written and other elements.
10 Adequately	Demonstrates reasonably consistent use of appropriate specialist vocabulary.			Basic clarity, coherence and accuracy in using language.
9 Just	Some ability to develop ideas and sustain investigations, informed by contextual and other sources.	Some ability to explore and select appropriate resources, media, materials, techniques and process.	Some ability to record ideas, observations and insights relevant to intentions.	Some ability to present a personal and meaningful response which is uneven.
8 Convincingly	Demonstrates some analytical and critical understanding.	Reviews and refines ideas with limited success as work develops.	Demonstrates some ability to reflect critically on work and progress.	Demonstrates some ability to successfully realise intentions and, where appropriate, makes connection between visual, written and other elements.
7 Clearly	Demonstrates limited use of appropriate specialist vocabulary.			Limited clarity, coherence and accuracy in using language.
6 Adequately	Minimal ability to develop ideas and sustain investigations, informed by contextual and other sources.	Minimal ability to explore and select appropriate resources, media, materials, techniques and process.	Minimal ability to record ideas, observations and insights relevant to intentions.	Minimal ability to present a personal and meaningful response, limited by a lack of skill and understanding.
5 Just	Demonstrates minimal analytical and critical understanding.	Minimal evidence of reviewing and refining ideas as work develops.	Demonstrates minimal ability to reflect critically on work and progress.	Demonstrates minimal ability to realise intentions and, where appropriate, make connections between visual, written and other elements.
4 Convincingly	Demonstrates little or no use of appropriate specialist vocabulary.			Unclear and often inaccurate language is used.
3 Clearly				
2 Adequately				
1 Just				
0 No work				