

## Switching to OCR from AQA

### Introduction

We are really excited about our Art and Design qualification. Whether taking on the AS or the full A Level, this fantastic course is a great qualification for those with an interest in the subject. Why choose OCR's Art and Design?

- The course supports the development of the key skills and concepts in the study of Art and Design.
- Enable students to develop a wide range of skills and techniques, together with an in-depth knowledge and understanding of Art, Craft and Design.
- Embrace the current and emerging technologies including animation and games design, moving image and 3D digital design, as well as the traditional routes of art, craft and design such as drawing, painting and sculpture.
- There are opportunities for personal, tailored choices linked to the learners' preferred area of Art and Design study.

### Our offer

- Our Art and Design team are passionate about creativity and education. With a breadth of knowledge in teaching Art and Design, as well as assessment experience, they are fully committed to supporting centres' delivery of Art and Design.
- We have produced a wide range of [support materials](#), from teacher guides to delivery guides, lesson elements, practical activities, candidate exemplars and more.
- Join our conversation on the [OCR Community](#) and [@ocr ArtDesign](#) to talk about and share good practice.

[#Art](#) [#Design](#) [#Alevel](#) [#artsed](#) [#artTeacher](#) [#arted](#)



## Key differences

OCR Art and Design	AQA Art and Design
When selecting <b>AS or A level</b> courses, there is a <b>choice of seven titles</b> including <b>Critical and Contextual Studies</b> .	When selecting <b>AS or A level</b> courses, there is a <b>choice of six titles</b> .
<b>AS level</b> Freedom for teachers and Learners from pressure, through course structure and only <b>one component</b> .	<b>AS level</b> Restricted by course structure pressure from the assessment of <b>two components</b> .
We have created a <b>straightforward assessment structure</b> so you can focus on teaching creativity, rather than needing to spend time coaching learners in how to navigate the assessment. <b>AS level one component: Externally set task</b> <b>A level two components: Portfolio and Externally set task</b>	The structure of the course is restricted to <b>AS level two components: Portfolio and Externally set task</b> <b>A level two components: Portfolio and Externally set task</b>
<b>AS and A Level</b> We've also avoided using scaling factors, to aid straightforward analysis of your learners' results. The total mark allocation creates an even weight distribution.	<b>AS and A Level</b> Scaling factors applied to the component marks, meaning individual marks have a different weighting depending on which component they relate to. This is in order to generate the 60% - 40% weighting distribution. Component 1 is multiplied by a factor x 3. Component 2 is multiplied by a factor x 2. This makes analysis of your learners' results more complicated.



## Content

The content within the OCR Art and Design specification covers the key skills and concepts of creative study at this level and will be very familiar.

We've structured the AS to maximise opportunities for co-teaching with the A Level. You can find out more about this structure in our [suggested teaching timeline](#) guide.

OCR Art and Design	AQA Art and Design
<p><b>AS and A Level</b></p> <p>Learners must study art techniques appropriate to one area of study title;</p> <ol style="list-style-type: none"> <li>1) Art, Craft and Design</li> <li>2) Fine Art</li> <li>3) Graphic Communication</li> <li>4) Photography</li> <li>5) Textile Design</li> <li>6) Three-Dimensional Design</li> <li>7) Critical and Contextual studies.</li> </ol>	<p><b>AS and A Level</b></p> <p>Learners must study art techniques appropriate to one area of study title;</p> <ol style="list-style-type: none"> <li>1) Art, Craft and Design</li> <li>2) Fine Art</li> <li>3) Graphic Communication</li> <li>4) Textile Design</li> <li>5) Three-Dimensional Design</li> <li>6) Photography</li> </ol>
<p><b>AS Level</b></p> <p><b>Component: Portfolio <i>not required</i></b> allowing the learners time to mature to the standard necessary for AS level assessment.</p>	<p><b>AS Level</b></p> <p><b>Component 1: Portfolio must include</b></p> <p>A selection of thoughtfully presented work, demonstrating breadth and depth of the course.</p> <p>At least one extended collection of work or project, demonstrating the learner's ability to sustain work from an initial starting point to a realisation.</p>
<p><b>AS Level:</b></p> <p><b>Component 1: Externally set task</b></p> <p>The early release provides the opportunity to be utilised for all the areas of study. The paper consists of a choice of seven themes to be used as starting points. Learners are required</p>	<p><b>AS Level:</b></p> <p><b>Component 2: Externally set assignment</b></p> <p>Separate question papers will be provided for each title. These will consist of a choice of five questions to be used as starting points. Students are required to select <b>one</b>. Students</p>



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<p>to select <b>one</b>. Learners will be provided with examination papers on <b>1 January</b>.</p> <p><b><u>Preparatory period</u></b></p> <p>Learners must <b>stop</b> work on their preparatory work as soon as the first period of supervised time starts.</p> <p><b><u>Supervised time 10 hours</u></b></p> <p>Learners are required to provide evidence of all the assessment objectives in response to their chosen starting point. It is expected that in the supervised time learners will realise their intentions to an outcome(s).</p>	<p>will be provided with examination papers on <b>1 February</b>.</p> <p><b><u>Preparatory period</u></b></p> <p>Students must <b>stop</b> work on their preparatory work as soon as the first period of supervised time starts.</p> <p><b><u>Supervised time 10 hours</u></b></p> <p>Students are assessed on ability to work independently, working within the specified time constraints, and developing a personal and meaningful response.</p>
<p><b>A Level:</b></p> <p><b>Component 1: Personal investigation</b></p> <p><u>Practical portfolios</u> with supporting contextual research, learners are expected to develop a personal response based on a centre-set or learner-set theme leading to a finished realisation. Learners should carefully <b>select</b>, <b>organise</b> and <b>present</b> work to ensure all four assessment objectives are covered.</p> <p><u>Related study</u></p> <p>Enables learners to demonstrate their ability to communicate knowledge and understanding of art movements, genres, practitioners through a written and where appropriate illustrated component. This written study should be related through context to the learners chosen practical portfolio, it should be guided to a minimum of 1000 words.</p>	<p><b>A Level:</b></p> <p><b>Component 1: Personal investigation</b></p> <p>The <u>investigation</u> should be coherent, in-depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation.</p> <p><b><u>Written material</u></b> must confirm understanding of creative decisions, providing evidence of all four assessment objectives. Logically structured extended response of between 1000 and 3000 words of continuous prose.</p>



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<p><b>A Level:</b></p> <p><b>Component 2: Externally set task</b></p> <p>The early release provides the opportunity to be utilised for all the areas of study. The paper consists of a choice of <b>seven</b> themes to be used as starting points. Learners are required to select <b>one</b>. Learners will be provided with examination papers on <b>1 February</b>.</p> <p><b><u>Preparatory period</u></b></p> <p>Learners must <b>stop</b> work on their preparatory work as soon as the first period of supervised time starts.</p> <p><b><u>Supervised time 15 hours</u></b></p> <p>Learners are required to provide evidence of all the assessment objectives in response to their chosen starting point. It is expected that in the supervised time learners will realise their intentions to an outcome(s).</p>	<p><b>A Level:</b></p> <p><b>Component 2: Externally set assignment</b></p> <p>Separate question papers will be provided for each title. These will consist of a choice of <b>eight</b> questions to be used as starting points. Students are required to select <b>one</b>. Students will be provided with examination papers on <b>1 February</b>.</p> <p><b><u>Preparatory period</u></b></p> <p>Students must <b>stop</b> work on their preparatory work as soon as the first period of supervised time starts.</p> <p><b><u>Supervised time 15 hours</u></b></p> <p>Students are assessed on ability to work independently, working within the specified time constraints, and developing a personal and meaningful response.</p>



## Assessment

OCR Art and Design	AQA Art and Design
<p><b>AS Level:</b></p> <p><b>Component 1: Externally set task</b> Pre-release 1<sup>st</sup> January - themes Preparatory period + 10 hours supervised time. 80 Marks total 100% of AS Level</p>	<p><b>AS Level</b></p> <p><b>Component 1: Portfolio</b> No time limit 96 marks 60% of AS Level</p> <p><b>Component 2: Externally set assignment</b> Pre-release 1<sup>st</sup> January - themes Preparatory period + 10 hours supervised time. 96 Marks 40% of AS Level</p>
<p><b>AS Level</b> No requirement for scaling factors, total mark allocation creates an even weight distribution.</p> <p><b>Component 1</b> 100% assessment Maximum Raw 80</p>	<p><b>AS Level</b> Scaling factors applied to the component marks to generate the 60% - 40 % split.</p> <p><b>Component 1</b> by a factor x 3. Maximum Raw 96 x3 = <u>Maximum scaled</u> 288</p> <p><b>Component 2</b> by a factor x 2. Maximum Raw 96 x2 = <u>Maximum scaled</u> 192</p> <p><u>Total scaled mark</u> = 480</p>
<p><b>A Level</b></p> <p><b>Component 1: Portfolio</b> a) Portfolio of practical work showing learners personal response to starting points. b) Related study minimum of 1000 words. No time limit 120 marks 60% of A Level</p>	<p><b>A Level</b></p> <p><b>Component 1: Personal investigation</b> a) Portfolio of practical investigation, into an idea, issue, concept or theme. b) Written material must be between 1000 and 3000 words of continuous prose. No time limit 96 marks</p>



OCR Art and Design	AQA Art and Design
<p><b>Component 2: Externally set task</b> Pre-release 1<sup>st</sup> February - themes Preparatory period + 15 hours supervised time. 80 Marks 40% of A Level</p>	<p>60% of A Level <b>Component 2: Externally set assignment</b> Pre-release 1<sup>st</sup> February - themes Preparatory period + 15 hours supervised time. 96 Marks 40% of A Level</p>
<p><b>A Level</b> No requirement for scaling factors, total mark allocation creates an even weight distribution. <b>Component 1</b>      Maximum Raw 120 <b>Component 2</b>      Maximum Raw 80 <u>Total mark = 200</u></p>	<p><b>A Level</b> Scaling factors applied to the component marks to generate the 60% - 40 % split. <b>Component 1</b> by a factor x 3. Maximum Raw 96 x3 = <u>Maximum scaled 288</u> <b>Component 2</b> by a factor x 2. Maximum Raw 96 x2 = <u>Maximum scaled 192</u> <u>Total scaled mark = 480</u></p>



## Want to switch to OCR?

If you're an OCR-approved centre, all you need to do is download the specification and start teaching.

Your exams officer can complete an [intention to teach form](#) which enables us to provide appropriate support to them. When you're ready to enter your students, you just need to speak to your exams officer to:

1. Make estimated entries by 10 October so we can send you any early release materials, prepare the question papers and ensure we've got enough examiners.
2. Make final entries by 21 February

If you are not already an OCR-approved centre please refer your exams officer to [the centre approval section](#) of our admin guide.

## Next steps

1. Familiarise yourself with the specification, sample assessment materials and teaching resources on the [GCE Art and Design](#) qualification page of the OCR website.
2. Browse the [online delivery guides](#) for teaching ideas and use the Scheme of Work builder to create your personal scheme of work.
3. Get a login for our secure extranet, Interchange – allows you to access the latest past/practice papers and use our results analysis service, Active Results.
4. Sign up to receive [subject updates](#) by email.
5. Sign up to attend a [training event](#) or take part in webinars on specific topics running throughout the year and or our Q&A webinar sessions every half term.
6. Attend one of our free [teacher network events](#).

