

Switching to OCR from AQA

Introduction

Our new AS and A Level Art and Design qualifications have received great feedback from teachers who love the structure and straightforwardness of the new course.

Why choose OCR's Art and Design?

More choice – our AS and A Level courses offer seven specialist routes for you and your learners to choose from. From Fine Art to Architecture and Games design to Contextual Studies there's an option to suit everybody.

Greater flexibility – whatever specialism they have chosen our externally set task gives your learners 35 different starting points grouped within 7 different themes.

Encourages creativity – the structure of our one component AS Level allows learners to develop their creativity without the pressure of portfolio assessment.

Straightforward assessment – our easy to use mark scheme doesn't require the use of scaling factors.



Key differences

OCR Art and Design	AQA Art and Design
Choice of seven specialisms at both AS and A Level including Critical and Contextual Studies .	Choice of six specialisms at AS and A Level.
AS level Our one component AS Level gives freedom for teachers and learners from pressure.	AS level Restricted by course structure pressure from the assessment of two components .
AS and A Level Our straightforward marking structure doesn't use scaling factors making it easier to analyse learners' results. The total mark allocation creates an even weight distribution. AS Level External task 100 marks = 100% A Level Portfolio 120 marks = 60% External task 80 marks = 40%	AS and A Level 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

OCR Art and Design	AQA Art and Design
<p>AS and A Level</p> <p>Learners must study art techniques appropriate to one area of study title;</p> <ol style="list-style-type: none"> 1) Art, Craft and Design 2) Fine Art 3) Graphic Communication 4) Photography 5) Textile Design 6) Three-Dimensional Design 7) Critical and Contextual studies. 	<p>AS and A Level</p> <p>Learners must study art techniques appropriate to one area of study title;</p> <ol style="list-style-type: none"> 1) Art, Craft and Design 2) Fine Art 3) Graphic Communication 4) Textile Design 5) Three-Dimensional Design 6) Photography.
<p>AS Level</p> <p>Component: Portfolio <i>not required</i> allowing the learners time to mature to the standard necessary for AS level assessment.</p>	<p>AS Level</p> <p>Component 1: Portfolio must include</p> <p>A selection of thoughtfully presented work, demonstrating breadth and depth of the course.</p>
<p>AS Level:</p> <p>Component 1: Externally set task</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 to select one. Learners will be provided with examination papers on 1 January.</p> <p>Preparatory period</p> <p>Preparatory work to be completed prior to the first period of supervised time.</p> <p>Supervised time – 10 hours.</p>	<p>AS Level:</p> <p>Component 2: Externally set assignment</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 one. Students will be provided with examination papers on 1 February.</p> <p>Preparatory period</p> <p>Preparatory work to be completed prior to the first period of supervised time.</p> <p>Supervised time – 10 hours.</p>



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<p>AS Level marks</p> <p>Component 1</p> <p>80 marks total</p> <p>100% of AS Level.</p>	<p>AS Level marks</p> <p>Component 1</p> <p>96 marks</p> <p>60% of AS Level.</p> <p>Component 2</p> <p>96 marks</p> <p>40% of AS Level.</p>
<p>A Level:</p> <p>Component 1: Personal investigation</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 select, organise and present work to ensure all four assessment objectives are covered.</p>	<p>A Level:</p> <p>Component 1: Personal investigation</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>A Level – written component</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. Discrete assessment criteria provided for ease of assessment.</p>	<p>A Level – written component</p> <p><u>Written material</u> 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. Must include a bibliography and accurate use of spelling, punctuation and grammar.</p> <p>Assessed as part of the portfolio.</p>
<p>A Level:</p> <p>Component 2: Externally set task</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</p>	<p>A Level:</p> <p>Component 2: Externally set assignment</p> <p>Separate question papers will be provided for each title. These will consist of a choice of eight questions to be used as starting points.</p>



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<p>used as starting points. Learners are required to select one. Learners will be provided with examination papers on 1 February.</p> <p><u>Preparatory period</u></p> <p>Learners must stop work on their preparatory work as soon as the first period of supervised time starts.</p> <p>Supervised time – 15 hours.</p>	<p>Students are required to select one. Students will be provided with examination papers on 1 February.</p> <p><u>Preparatory period</u></p> <p>Students must stop work on their preparatory work as soon as the first period of supervised time starts.</p> <p>Supervised time – 15 hours.</p>
<p>A Level marks</p> <p>Component 1 – Personal investigation</p> <p>120 marks</p> <p>60% of A Level.</p> <p>Component 2 – Externally set task</p> <p>80 marks</p> <p>40% of A Level.</p>	<p>A Level – marks</p> <p>Component 1 – Personal investigation</p> <p>96 Marks</p> <p>60% of A Level.</p> <p>Component 2 – Externally set task</p> <p>96 Marks</p> <p>40% of A Level.</p>

