

# NEA Walk-Through

## Eduqas GCE Art and Design

Providing evidence of  
AO1 Contextual understanding  
in your AS and A Level Components

The first of four guidance PowerPoints



# Have in front of you...

- **SUMMARY OF ASSESSMENT** (AS Page 2 of the AS Art and Design Specification. A Level Page 2 of the AL Art and Design Specification)
- **ASSESSMENT OBJECTIVES** (Page 30 of the AL Art and Design Specification)
- **INDICATIVE CONTENT** of the title you are entered for, such as Fine Art, Photography, etc. (AS Pages 33 to 39 of the AS Specification. AL Pages 43 to 49 of the AL Specification)
- **ASSESSMENT OBJECTIVE CHECKLIST FOR LEARNERS** (AL Specimen Assessment Materials Appendix B)

*These documents are from the **GCE AS and AL Art and Design Specifications** and the **Specimen Assessment Materials** that are available on the Eduqas website.*

*To plan, create and present your work in a way that will gain most marks, you need to have a clear understanding of these **KEY** documents. This guide will walk you through each one of them, giving explanations and examples that will help you. At times, information may be repeated to emphasise its importance and help you remember it.*





# Aims of this resource

This resource is designed to help you understand how to approach your NEA. It covers how to:

- plan your work
- create your work
- present your work.

Non-Examination Assessment (NEA) is the name given to any assessment that does not have a timetabled examination.

At the end of your GCE AS Art and Design course you have to submit for assessment a Personal Creative Enquiry. At the end of your A Level course you have to submit a Personal Investigation and an Externally Set Assignment. All these are Non-Examination Assessments (NEA).

**\* For summer 2022 only**, there will not be an Externally Set Assignment.





# How your NEA is assessed

Your AS Component and both A Level components are assessed using the same four Assessment Objectives. These are:

AO1 Contextual understanding

AO2 Creative making

AO3 Reflective recording

AO4 Personal presentation

- The assessment objectives cover the main areas needed for a broad and balanced study of art and design.
- They have been given headings to show what each one is mainly concerned with.
- **Although we'll consider each of the objectives individually, it's important to recognise that, in producing your work, they are closely connected and will often overlap.**





AO Checklist  
for Learners

Indicative Content  
for different titles

## ASSESSMENT OBJECTIVES



Mark Scheme  
for AS

Mark Scheme for  
A Level Components 1 and 2

Although each of these important documents look different, they are all firmly based on the four assessment objectives.





# What do you get marks for?



You score marks for meeting (sometimes called addressing) all parts of each the assessment objectives.

The parts of each of the assessment objectives are presented *briefly* in the **AO Checklist for Learners**.

They are described *in detail* in the **Indicative Content** for each title.

Titles range from Art, Craft and Design, Fine Art, Graphic Communication, etc. Indicative Content can be found towards the end of the AS and A Level Art and Design Specifications. The A Level Indicative Content is somewhat more demanding than the AS version, reflecting the increased degree of challenge.



The **Mark Schemes** are made up of statements that describe the **quality** of work expected at different mark bands.

Each of the four assessment objectives carries an equal number of marks. So, to get most marks, it's important you show that you have given the same attention to each of the objectives.

Although each of the AS/AL Components are different kinds of assessment, the requirements for addressing AO1 Contextual understanding in each of them are the same.





# Let's first get timescales and deadlines sorted

- If you are studying your AS over one year, you will have until the end of April to complete your Personal Creative Enquiry. If you are studying your A Level over two years, you will have until January of the second year to complete your Personal Investigation and from the beginning of February to the end of April to complete your Externally Set Assignment.
- **For summer 2022 only, there is no ESA** and you will have approximately a further fourteen weeks to complete your Personal Investigation.
- Plan your work so that it is completed without rushing to meet deadlines.
- Your teacher can give you exact dates for completion and it is essential that you meet the deadlines your teacher gives you.





# AO1 Contextual understanding-

## What's the meaning of this?

### AO1 Contextual understanding

Fully addressing the Assessment Objectives is central to achieving success in your work, so it's important that you clearly understand each part of them. Let's begin by getting an overview of the **title** given to AO1, namely ***Contextual understanding***.

***Contextual*** can be defined as *the interrelated conditions in which a work of art, craft or design is produced*.

Taking your own work as an example, consider the conditions in which it is being produced. These might include your age, where you are producing your work, your interests, the social and cultural links that have an influence on you and the art and design work of others that you are attracted to and provide ideas for your own work.

***Understanding*** can simply mean *the application of knowledge or an intellectual grasp or comprehension*. For our purposes, the best definition might be *to see the significance or meaning of something*.





# Contextual: the interrelated conditions in which a work of art, craft or design is produced.

**A CLOSER LOOK INTO HISTORICAL CONTEX OF ELIZABETHAN ERA**

...

During this era, England experienced a great deal of prosperity through Elizabeth's rule whilst the arts flourished in particular.

**THEATRE & OTHER ARTS**

- This era is probably most famous for theatre and the work of the very famous William Shakespeare. Various theatres such as the Swan Theatre in 1567, or more famously the Swan Theatre in 1594 opened as Queen Elizabeth herself was a drama enthusiast which was a main reason for this industry flourishing. This era produced some of the most notable plays including Shakespeare's Romeo & Juliet, Hamlet and much more about nothing. Other arts including painting and music also grew popular under the reign of Elizabeth 1st, producing important composers such as William Byrd and talented painters such as George Gower.

**NAVIGATION & EXPLORATION**

- saw the rise of the English navy with the defeat of the Spanish Armada in 1588
- Improvements in navigation when Sir Francis Drake successfully circumnavigated the globe. Other notable explorers at the time include Sir Walter Raleigh who established the Virginia colony - a key moment in this era.

**GOVERNMENT**

- made of 3 different bodies @ the monarch, @ the privy council, @ the parliament
- Although Elizabeth was very powerful and determined to rule over the lands as an absolute monarch, she could not and had to get approval from the parliament to do certain things. However she managed to limit the power of the privy council reducing its membership from 50 people to just 11 by 1547, highlighting her strength.

**RELIGION**

Following on from the catholic & protestant rivalry from her father Henry VIII's actions where it was only legal to be protestant, Queen Elizabeth was able to solve this. Although being a protestant, she allowed a religious settlement where both religions were allowed although the Church of England being the most valued which was a change since her predecessor Mary 1's bloody Mary sent anyone who was not catholic to the stake. She was never married or had any children which meant she was with the ruler who also being known for being a virgin. Her 44 years provided stability & forged a sense of national identity that the British had never seen before.





# AO1 Contextual understanding- What's the purpose of it?

It's important also to ask **WHY** there are these requirements.

Just as you develop oral skills and writing abilities by critically analysing the many forms of literature, the purpose of AO1 is to promote your study of many different forms of art and design so that your knowledge, understanding and practical abilities are advanced.

This is intended to:

- raise your awareness of the methods and approaches used by artists, makers and designers;
- reflect on why they produced their work (their **intentions**) and what it was made for (their **purposes**);
- enable you to closely analyse selected works of art and design so that you have a deeper understanding of them and can more fully appreciate their qualities.









# AO1 Contextual understanding- Any other intended outcomes?

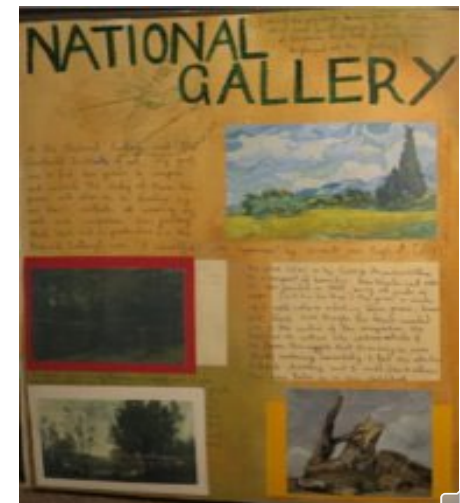
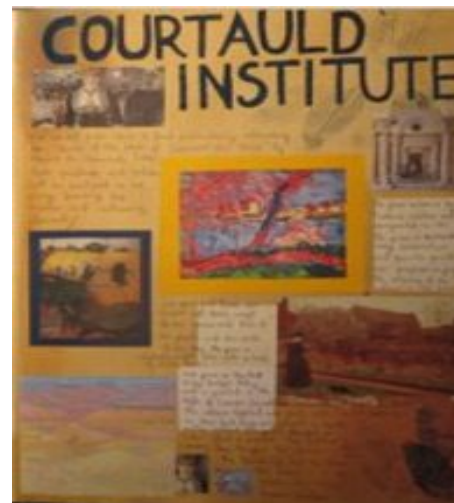
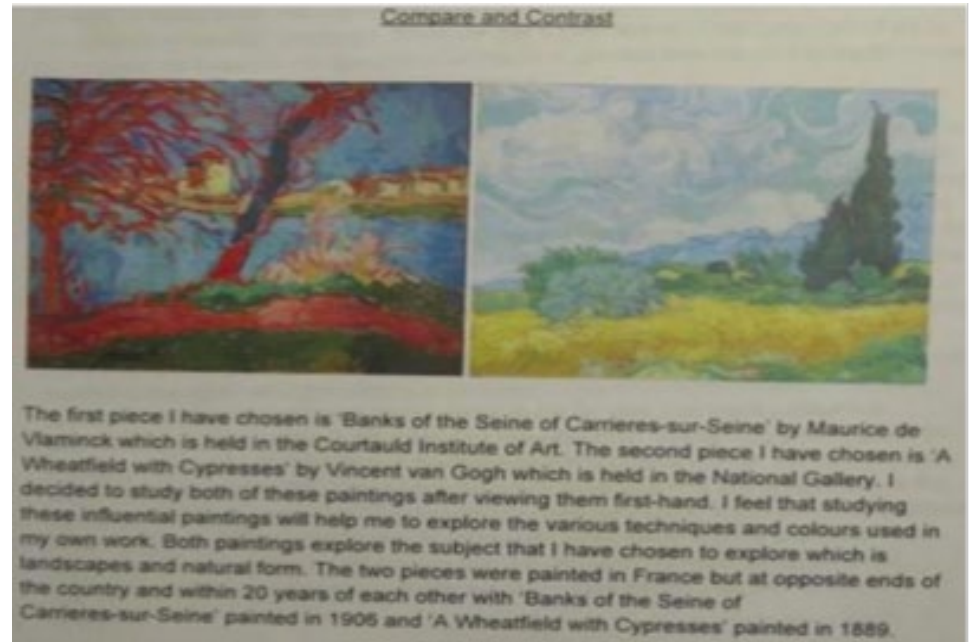
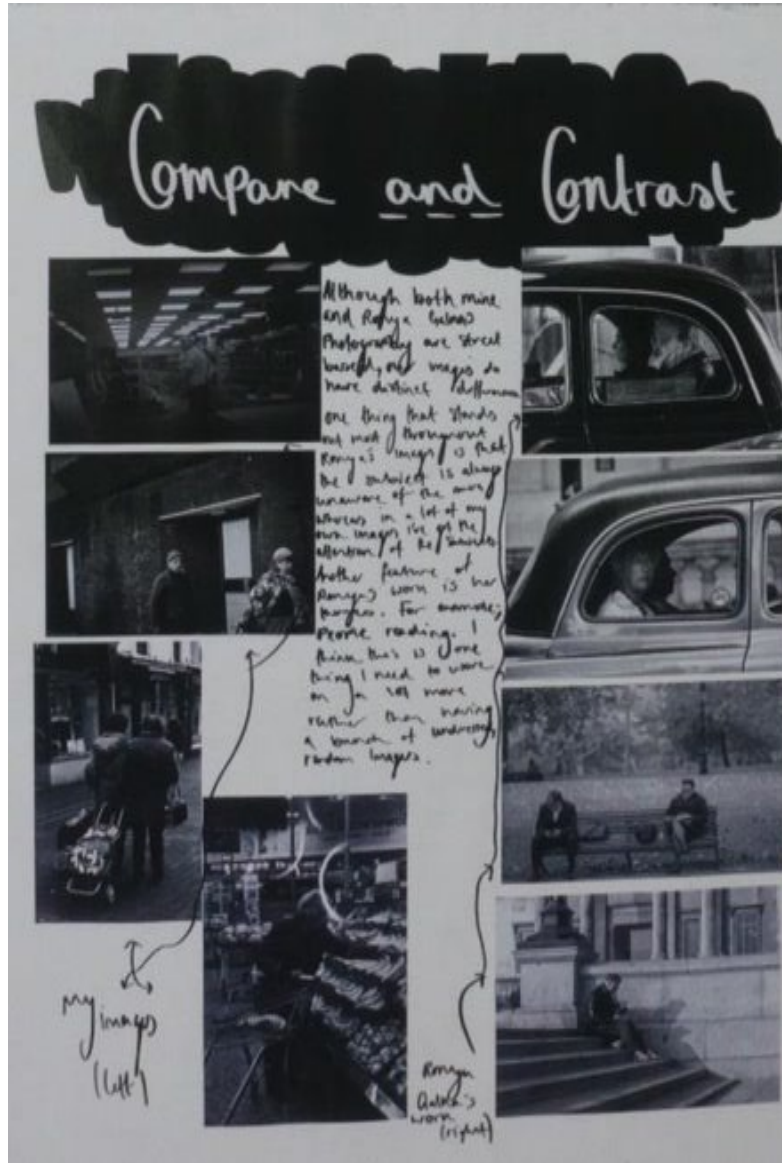
This can also:

- provide stimulating starting points for generating your creative ideas and inform their further development;
- prompt a search for relevant and purposeful connections between contextual sources and your own work;
- identify relationships within and between sources, enable comparisons and contrasts to be made, thus promoting critical analysis;
- encourage innovative research and the development of more refined approaches to investigation.





# Compare and contrast to promote critical analysis





# Now a closer look at what's required for AO1

## AO1 Contextual understanding

This assessment objective requires you to

*Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.*

Let's now carefully look at each part of this statement.

The first phrase is *Develop ideas*, which indicates what the rest of the statement is really about- it is centrally concerned with **developing ideas**.

✓ Make sure that you show this in what you produce for AO1.

The next part of the statement refers to *sustained and focused investigations*.

Let's consider some definitions.

**Sustained** can mean *to continue, prolong or support by adequate proof*.

**Focused** can refer to *concentrating thoughts or attention*.

More simply it can mean *seeing things clearly*.





# A closer look at what's required for AO1

**Investigation** can be defined as 'a thorough search for information or evidence'.

This information is to be searched for in contextual and other sources.

Contextual was defined in slide 8 as the conditions within which a work of art, craft or design was produced.

Contextual sources are the main sources of information, but there are others.

These can include a film or novel set at the same time or in a similar location to that of the work of art you are investigating.

The next slide uses a current news event to provide a scenario for studying a well-known work of art.





# Setting the context- personal response to current events

In June of 1816, the ship Medusa set sail with three other ships to the Senegalese port of Saint-Louis. The ship held nearly 400 people, including the new governor of Senegal and his soldiers and 160 crew members. The captain was a 53 year-old man who had not been to sea in twenty-five years and had never commanded a ship before.



Theodore Gericault  
*'The raft of the Medusa' 1819*

- **Something you feel strongly about**
- **Interested in**
- **Drawn to**
- **Wish to examine**
- **See connections with**

The ship sunk, forcing everyone to abandon ship. The wealthy and well connected were given space on the lifeboats while the rest, 149 people, were forced onto a makeshift raft which was tied by a rope to one of the lifeboats. At some point, the raft was either intentionally or accidentally cut loose. What followed was a two week nightmare of stormy seas, brutal murders, insanity and cannibalism. Just fifteen men survived the ordeal, and five of them died shortly after their rescue.

**Acknowledgement to  
Nic Comerford**





# AO Checklist for Learners

## - some explanations

### **What kind of sources are best to investigate?**

The sources you could explore can include paintings, photographs and other images and artefacts, films, TV and radio programmes about artists, makers, designers and their work, together with an abundance of resources you can access on the Internet, such as artist's blogs.

You could also look at exhibition reviews found in serious newspapers, at exhibition catalogues, and all sorts of books on art, craft and design.

The very best sources are those you can study directly in galleries, museums and displays of craft and design. Studying sources at first hand will enable you to be more confident about making personal judgements and expressing your own opinions.

- ✓ Studying sources at first hand will almost certainly raise the standard of your work for AO1 Contextual Understanding.

**Use the link in the next but one slide to listen in on the conversation in which the value of using a gallery is explained.**





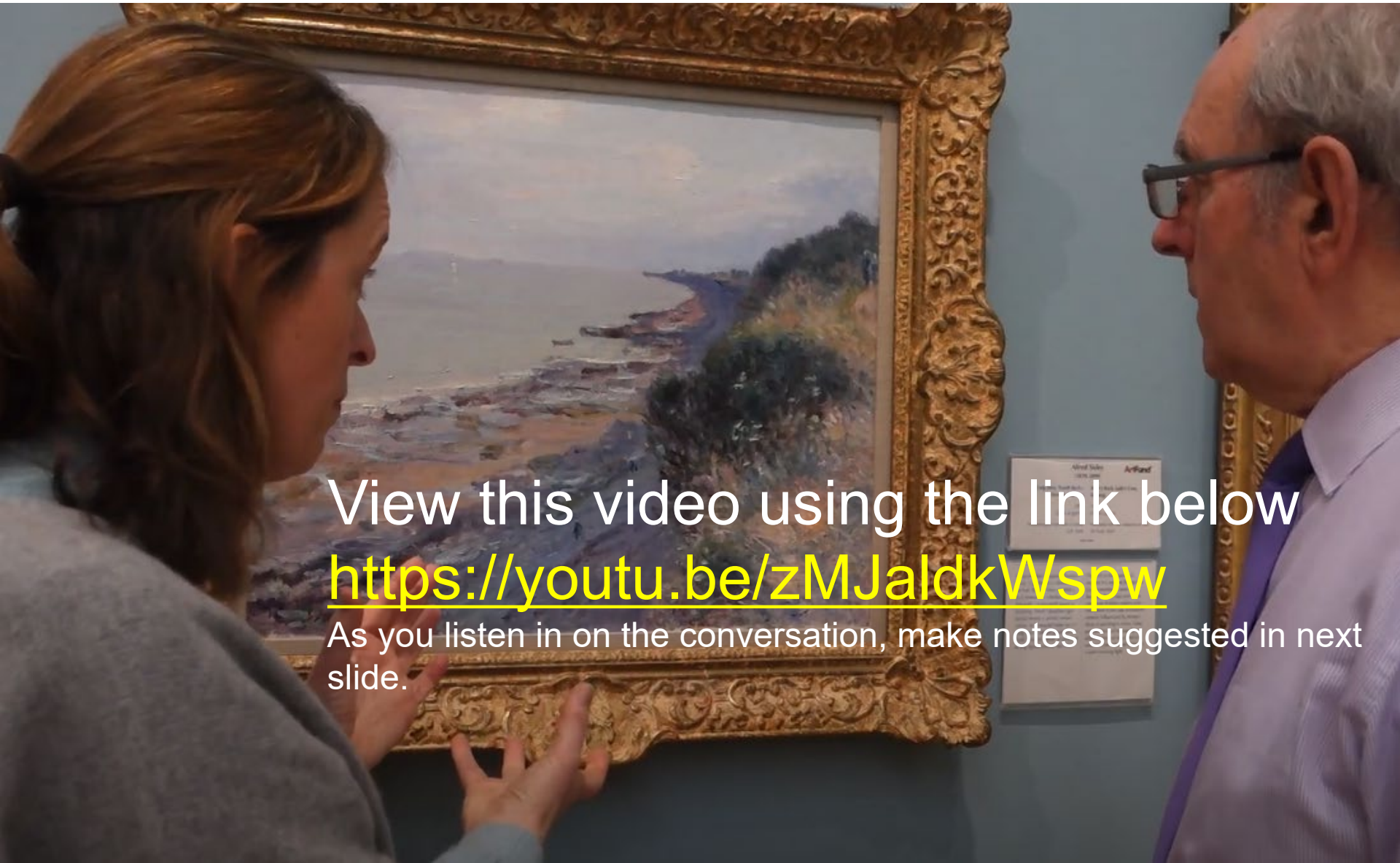
While you watch the video that follows, you may find it useful to make notes on the following:

- 1. What is the value of using galleries in your locality?*
- 2. What should you check before making a visit?*
- 3. What's special about visiting a gallery?*
- 4. List some of the strategies that you might use during your visit.*
- 5. How is the framework 'Content, Form, Process and Mood' used?*





# Studying sources at first hand to develop AO1 Contextual Understanding



View this video using the link below

<https://youtu.be/zMJaldkWspw>

As you listen in on the conversation, make notes suggested in next slide.



# What are analytical and critical skills?

The last part of the assessment objective statement reads

*demonstrating analytical and critical understanding.*

You need to develop **analytical skills** so that you can identify relationships between the various parts of works of art, craft and design. This can involve **comparing and contrasting** the way visual elements such as light, colour, texture and composition have been used by different artists, photographers or designers for the same purpose.

**Critical skills** need to be developed in order to delve deeper into the subject of your investigation. Critical thinking is linked with **ability to reason things out** and **being rational with your thoughts**. However, creative skills can also involve intuition, non-directed thought and unconscious mental processes.





# What are analytical and critical skills?

Critical understanding is developed by:

- being aware of the reasons for **what we think** and **what we do**
- questioning and evaluating our thoughts and actions
- presenting clearly to others the reasons for our thoughts and actions

By developing these abilities in relation to your own work, you can also apply them when considering ways in which artists and designers have worked.

The Learner Statement provides a useful means of presenting evidence of these skills. The Extended Writing element in your A Level Personal Investigation allows you to present a greater depth of evidence.

Another reminder here that, although each of the AS/AL Components are different kinds of assessment, the requirements for addressing AO1 Contextual understanding in each of them are the same.





# AO1 Checklist for Learners

## - some explanations

We've considered the words of the AO1 assessment objective in some detail. Now let's take a closer look at the key documents referred to earlier, the first of which is the AO Checklist for Learners.

The first bullet point in the AO1 section of the **AO Checklist for Learners** states:  
*Provide evidence that shows you are able to:*

- *use my chosen contextual and other references to develop **new** thoughts and **fresh** ideas*

When we considered the AO1 statement earlier, we found that **developing ideas** was its' central concern. This bullet point serves to confirm this. It also states that the thoughts and ideas you record should be **new** and **fresh**. The implication here is that they should be personal and original.

✓ Be confident about expressing your personal thoughts and ideas in your own words. These are always stronger when you work from first-hand sources.

✗ Copying and pasting what someone else has written, with none of your own input, will not gain many marks.

✓ Take great care to select contextual and other references that you can make good use of to promote original ideas.





The second bullet point in the checklist states:

- *carry out investigations which are **sustained** and **focused** on information relevant to my study.*

There are two words in this statement that need brief definitions to help make them clearer.

**Sustained** – *to continue, prolong or support by adequate proof*

**Focused** – *being able to see or explain things clearly*

To sustain your investigation, you need to keep to a chosen line of enquiry and not hop from one thing to another. When it's time to change direction in your research, you should give a reason or explanation for doing so. If possible make a clear connection between each line of research you follow. This can help keep in focus the reason for your investigation, making it easier for your teacher and others to track its progress.

The last part of the statement is worth noting –

***focused on information relevant to my study.***

✓ Take steps to ensure that you only use information that is **relevant** and that you show **how** it is relevant.





# Carry out investigations which are **sustained** and **focused** on information relevant to my study

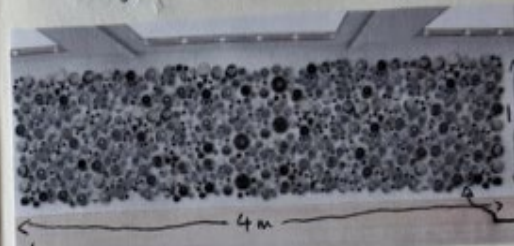
ideas for the final outcome:

- model piece
- Vision board
- flash cards
- information leaflet
- ↳ with at least 4 pages (back + front)

To do list for today's lesson

- add sketches into the sketchbook (of visits you have been on).
- ~~do more~~ do more research recent Humeier art to refugee crisis to expand on some elements.
- discuss what your final outcome is and start planning it.
- get the book and dvd again to make more notes on it.

Gallery visit: Saatchi Gallery - Champagne life



Maha Mallah:

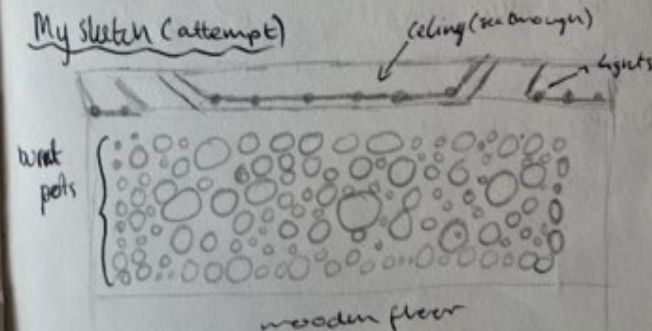
233 burnt pots  
↓  
2015

440 x 100 cm (4 x 1 meters)

↳ part of his 'Food for Thought' series & also has been left untitled.

When you walk into this part of the gallery, this is the first art piece you notice because of its huge scale/size. Also when you look at the art, you notice that the artwork is made of huge pots, bigger than what we use in the West (compared to the middle east).

My sketch (attempt)





# AO1 Checklist for Learners

The third bullet point is more involved than the previous two. It states:

• **evaluate** the methods, approaches, purposes and intentions of artists/craftworkers designers and **understand** how the different contexts in which their work has been produced influence interpretation and meaning.

Quite a lot to address in this but, if you look back at slides 8 and 9, much of it has already been explained. A couple more definitions will be of further help.

**Evaluate** - *make a judgement about the worth or significance of something.*

**Interpretation** – *presenting a particular understanding of something.*

The fourth bullet point is again important, especially as the relationship between AO1 and practical work is often misunderstood.

• **apply** contextual understanding in ways which **inform my own approach.**

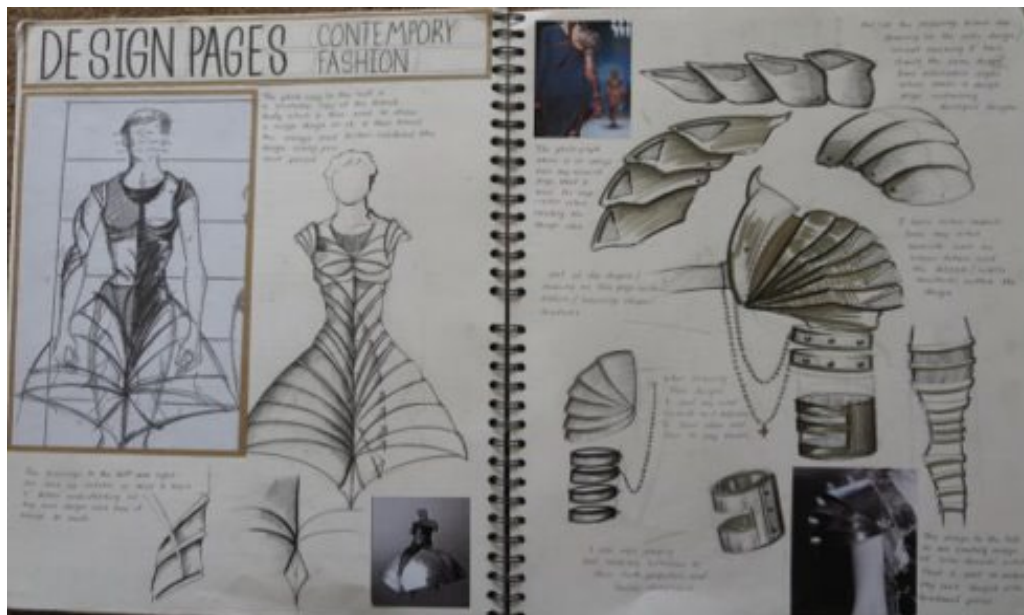
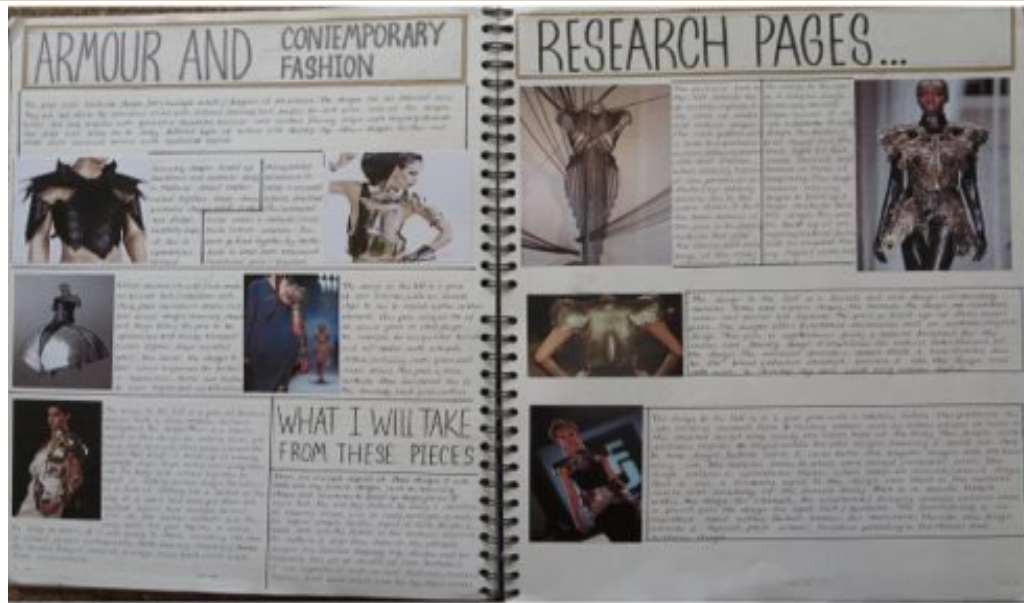
**X** This does NOT require you to produce work in the style of an artist, craftworker or designer. It certainly doesn't mean copying work from contextual references. Be very careful about the use and misuse of copying, pastiche (imitating the style of someone else) and transcriptions (a version of someone else's work).

✓ Finding out **WHY** an artist or designer worked in a particular way will better inform your own approach.





- apply contextual understanding in ways which inform my own approach





The fifth bullet point reads:

- ***analyse** my sources by finding **relationships** between different aspects and **comparing** and **contrasting** these.*

Analytical skills and the way they may be used in **comparing** and **contrasting** different aspects of contextual sources, were described in slide 20.

✓ This is an important part of the evidence you should present for AO1.

The **quality of evidence** you produce will often depend on the **quality of sources** you use.

The video interview you viewed in the link given in slide 18, emphasised the value of working from primary sources seen in a gallery.





The final bullet point refers to evidence that you are able to:

- *ask **pertinent** questions and search for **relevant** answers, distinguish between different kinds of information and present my own, **considered** points of view.*

**Pertinent** – relating directly to the subject being investigated

**Considered** - thought about carefully and presented logically.

The statement closely reflects the application of critical skills. Different kinds of information, often used in evidence presented for AO1, are *biographical*, *descriptive* and *evaluative*.

- X** Presenting ***biographical*** information doesn't usually gain many marks because this is mostly taken from published sources,
- ✓ ***Describing*** something in your own words will gain higher marks and ***making a judgement*** about the worth or significance of something will achieve the highest marks.





# AO1 Indicative Content for each Title and each Component

While the AO Checklist for Learners can be used for all titles, each **Indicative Content** is relevant mainly to the title and assessment unit to which it applies. This means that, if you are submitting work for AS in Photography, there is specific Indicative Content Guidance given for this unit.

There is a version for AS and another, more challenging one, that covers both Components at A Level.

**Title** is the word used to label the different aspects of Art and Design studied for GCE, such as the titles of Art, Craft and Design, Fine Art, etc.

You'll find it helpful to carefully read the Indicative Content of the title and Assessment Component/s for which you are entered. This will give you useful information about the particular kind of evidence you need to plan and produce in order to meet each assessment objective in the title you are studying.





# AO1 Indicative Content for each Title and each Component

We'll take a brief look at an example of **Indicative Content for AS - Graphic Communication**, to show how useful this resource might be. It begins with a definition of the title:

*Graphic Communication may be defined as the process by which ideas are communicated through the use of symbols, drawings, photographs and typography to convey concepts and/or emotions.* This paragraph is just the first part of a more comprehensive definition.

The AO1 section of the Indicative Content that follows it reads:

## **AO1 Contextual understanding**

(First bullet point)

- *Development of ideas that are informed by contextual study of past and present graphic design and other sources such as fine art, product design and published media.*

A few useful points here, the most important of which is the use of contextual references to **inform** your ideas. Not copying them or re-working them, but considering the way in which the designer has approached the design brief and also what influences you can find in relevant contextual sources. Also, references to examples in other art and design disciplines can often stimulate truly original ideas for your own work.





# AO1 Indicative Content for each Title and each Component

(Second bullet point)

- *Awareness of the issues that influence the purposes, meanings and contexts of graphic design such as ethical and conservational considerations, reprographic processes and magazine production.*

Purposes, meanings and contexts are often grouped together and you need to have a secure understanding of them.

**Purpose** means *the reason why something has been created*, **meanings** can be defined as *the implied or explicit significance of something* and **contexts**, as we found earlier, are *the interrelated conditions in which a work of art, craft or design is produced*.

(Third bullet point)

- *Analytical skill and critical and contextual understanding in comparing and contrasting the work of relevant graphic designers and other contextual sources and in the evaluation of personal design processes and outcomes.*

We have already discussed analytical and critical skills and how these can be demonstrated through making comparisons and contrasts. A helpful reminder here that these abilities can be developed when evaluating both the **processes** and **outcomes** of your own work.

**Most of what we've discussed here can be applied to other AS titles and also to A Level titles, although you will find that these are somewhat more demanding.**





# AO1 section of Mark Schemes

Finally, we need to take a brief look at the other KEY documents referred to in slide 5, namely the **Mark Schemes** and, in particular, the AO1 section of the *Personal Investigation*. The observations can be generally applied to all three mark schemes.

As you may know, the Eduqas GCE AS Art and Design and GCE A Level Art and Design are separate qualifications and consequently have separate mark schemes. The AS is usually studied over one year and has a single Component, the *Personal Creative Enquiry* which has a total of 100 marks and is 100% of the qualification. The A Level, usually studied over two years, has two Components which are the *Personal Investigation* (Component 1) which has a total of 120 marks that are 60% of the qualification and the *Externally Set Assignment* (Component 2) which has a total of 80 marks that are 40% of the A Level qualification.

Although the AS and A Level Mark Schemes are separate documents, they are closely related and what is explained next can be applied to all three mark schemes (one for AS and two for A Level). Further explanations will be given in other Powerpoints.

In the other key documents we've dealt with, explanation has been mainly about what your work needs to cover; the main focus of the mark schemes is on the **quality** of the work presented.





# AO1 section of Mark Scheme for A Level Personal Investigation

This is the AO1  
 section of the mark  
 scheme for Personal  
 Investigation and just  
 band 5 (top) and  
 band 4 (below)

Mark Scheme for ART & DESIGN A Level	
	AO1
	<i>Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</i>
<b>5</b>	<b>25 - 30</b>
	<p>Sophisticated and thorough development of ideas through coherently sustained, focused and in-depth investigations.</p> <p>Perceptive and rigorous visual and written critical analysis and evaluation applied to highly relevant contextual and other sources, including the perceptive and rigorous use of appropriate specialist vocabulary.</p> <p>Mature and comprehensive responses and interpretations consistently informed by very good understanding of associated purposes, meanings and contexts.</p>
<b>4</b>	<b>19 - 24</b>
	<p>Thorough development of ideas through sustained and focused investigations.</p> <p>Rigorous visual and written critical analysis and evaluation applied to highly relevant contextual and other sources, including the rigorous use of appropriate specialist vocabulary.</p> <p>Comprehensive responses and interpretations informed by a good understanding of purposes, meanings and contexts.</p>





# AO1 section of Mark Scheme for Personal Investigation

The three sentences in each of the mark bands for AO1 describe the **qualitative** differences between each band and you need to take account of these differences so that you know what standards to aim for.

Apart from differences in mark allocations, the mark schemes for the *Personal Investigation* and *Externally Set Assignment* are the same.

For example, in Band 5 for AO1, the first sentence describes *Sophisticated and thorough development of ideas through sustained, focused and coherent investigations*.

In Band 4, *Sophisticated* is not included, neither are the terms *coherent* and *in-depth*. It follows then that if you are aiming to achieve marks in the higher band, as well as matching the descriptions in Band 4, your evidence of AO1 must also be *sophisticated*, *coherent* and *in-depth*.

*Sophisticated* can mean *highly developed, complex, intellectually subtle, refined*.

*Coherent* may be defined as *showing consistent thought and purpose*.

*Sustained* can mean *to continue, prolong or, better still, support by adequate proof*.

*In-depth* usually means *thorough and comprehensive*.





# AO1 section of Mark Scheme for Personal Investigation

The second sentence for band 5 reads

*Perceptive and rigorous visual and written critical analysis and evaluation applied to highly relevant contextual and other sources, including the perceptive and rigorous use of appropriate specialist vocabulary*

**Perceptive** can mean 'showing accurate, sensitive and deep understanding' and **rigorous** can mean *extremely thorough and careful*.

In band 4, **perceptive** is removed from the first and fourth lines.

If you are aiming to achieve marks in the higher band, as well as matching the descriptions in Band 4, your evidence of critical reflection must be **perceptive**.

Note that in each of the five bands for AO1 Personal Investigation, reference is made to *visual and **written** critical analysis*. This incorporates the requirement for an **extended written element** of 1000 words minimum, which we'll deal with shortly.





# AO1 section of Mark Scheme for Personal Investigation (AL Component 1)

The third sentence for band 5 reads

*Mature and comprehensive responses and interpretations consistently informed by very good understanding of associated purposes, meanings and contexts*

**Mature** can be defined as *having reached the most advanced stage in a process* and **comprehensive** can mean *dealing with all aspects of something*. **Interpretations** can mean presenting a particular understanding of something. Then we have three other words that were previously explained .

**Purposes** can be said to be *the reason for which something is created*

**Meanings** may be defined as the *implied or explicit significance of something*.

**Contexts**, are the interrelated conditions in which a work of art, craft or design is produced.

**Consistently** can be understood to be *in every case or on every occasion*.

In band 4, **mature** is removed, as well as **consistently**. **Very good** is replaced by **good** and the term **associated** is removed.

If you are aiming to achieve marks in the higher band, as well as matching the descriptions in Band 4, your evidence must be mature, and consistently informed by very good understanding of associated purposes, meanings and contexts.





# Extended written element in the Personal Investigation (AL Component 1)

The Personal Investigation consists of two parts:

- 1. a major in-depth critical, practical and theoretical investigative project/portfolio and outcome/s based on themes and subject matter that have personal significance.*
- 2. **an extended written element of 1000 words minimum**, which may contain images and texts and must clearly relate to practical and theoretical work using an appropriate working vocabulary and specialist terminology.*

A further point is worth noting.

- Both the practical/theoretical work and the written element will be **assessed together** using the assessment objectives.*

This emphasises the need for the extended writing to be closely linked to your practical work. The one should inform the other. The extended writing is NOT a separate assessment component and will not be marked on its own. It will be marked together with your other work, using the same assessment objectives.

The bottom section of the Personal Investigation mark scheme includes the following:

**Assessment of extended writing** : *a minimum of **400 words** extended writing **must** be included as evidence for AO1. Depending on the nature of the Personal Investigation, learners may also choose to use extended writing, together with other evidence, to address any or all of the other Assessment Objectives AO2, AO3 and AO4. For AO2, AO3 and AO4, extended writing must be presented in sections of **200 words minimum**.*





# Extended written element in the Personal Investigation (AL Component 1)

Just a few questions you may want to ask:

## **What is meant by extended writing?**

This has been simply defined as sections or blocks of a minimum of 200 words. All extended writing should take account of the need for continuity and coherence.

This is different from written annotation, which is usually concise and written in note form. The word count of 1000 word minimum, will not include annotation.

## **What's the main purpose of extended writing?**

A minimum of 400 words is required as evidence for AO1. This is to enable you to develop an argument in sufficient detail and demonstrate appropriate depth of critical understanding. Account is taken of this within the AO1 section of the mark scheme for the Personal Investigation that we've just dealt with.

## **What forms can extended writing take?**

Extended written, critical, contextual and analytical material can take a variety of forms, such as a personal study, an illustrated essay, a digital presentation or blog, illustrated study sheets, a written report, a journal, an article or review and should reflect upon the learner's work and that of other practitioners.

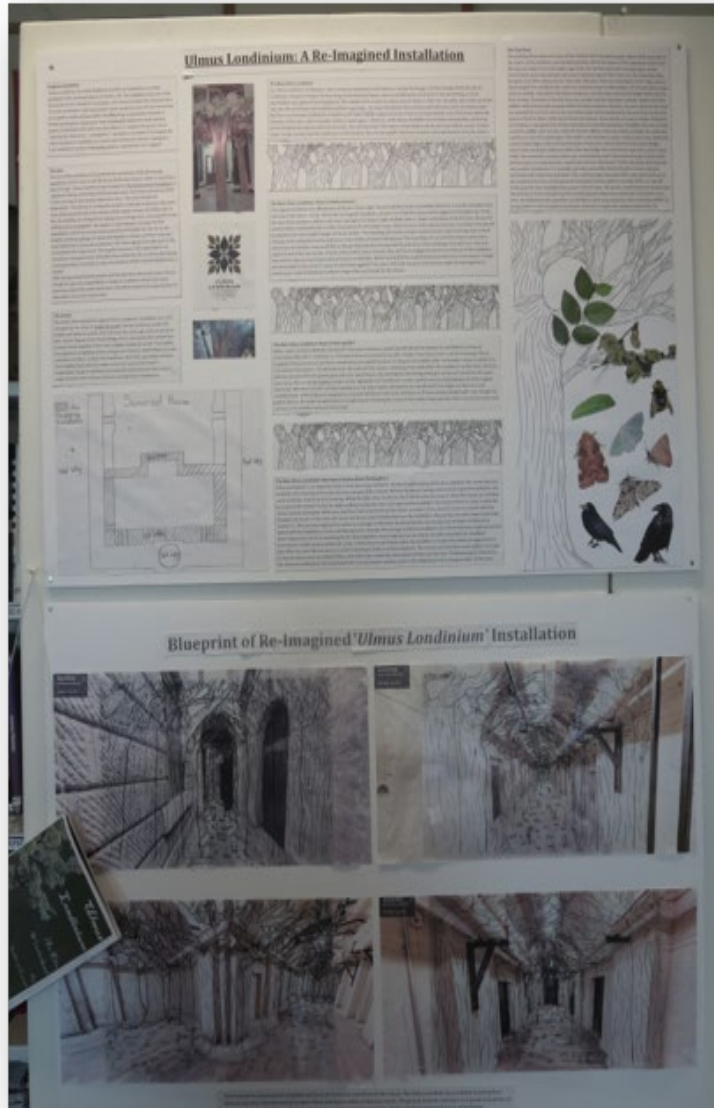
Many students will prefer to produce an illustrated essay because they are used to writing essays in other subjects. However, there are many other formats that can successfully meet the extended writing requirement.

We'll include a couple of these in the next slide to start you thinking about different possibilities.





# Examples of extended writing formats in the Personal Investigation





# Creating your work-

## Do's and don'ts of AO1

We've reviewed the AO1 Contextual understanding section of key GCE documents and considered some possible ways of addressing this assessment objective. As you continue to create your work, we'll flag up a few do's and don'ts to help you achieve your best.

- 1.** Make every possible use of the primary contextual sources you can study in museums and galleries, especially those that are within easier travelling distance. This will enable you to make return visits, become used to studying works of art, craft and design directly, enabling you to more confidently express and justify personal opinions.
- 2.** Before you visit, check what is currently on display and do some advance preparation. Many galleries and museums have resources that can help you make the most of your visit.
- 3.** Be very selective about what contextual references you use, especially sources from the internet. They should be of good quality and directly relevant to your theme, so that they genuinely inform your practical developments.





# Creating your work- Do's and don'ts of AO1

4. It's usually best to select a smaller number of high-quality references and study these in some depth rather than many more that you only partly understand.
5. Contextual understanding should be used to *inform* your creative practical enquiries, but simply copying from reproductions of artists' work, without taking them any further, can be of limited value and you are unlikely to gain many marks for this.
6. Build confidence in expressing truly personal judgements and opinions by discussing with fellow students the work of a past GCE student. Use the AO Checklist for Learners to provide a framework for your discussions. Make notes to document your discussion. Follow this by producing a review of your own work, again documenting your findings through written annotation.
7. A similar, but perhaps more manageable, way of doing this is to agree to review each other's work with a fellow student. Again, using the AO checklist, identify strengths and aspects that are not easy to follow or may be in need of further development.





# How will your work be assessed?

- At intervals during your course and then finally towards the end of April in your study for AS, your work will be assessed by your teacher who will follow the same criteria that have been explained in this presentation. Similarly, for A Level, your work will be marked during your course and finally towards the end of April in the second year of your study.
- For both AS and A Level, Components are marked internally by your teacher and samples are moderated by Eduqas to make sure marking is consistent across all centres. The same criteria will be used as we have just discussed.
- Samples of marked GCE past work can be viewed on the website [lightboxresource.co.uk](http://lightboxresource.co.uk), with explanations of how the same criteria have been applied by the exam board.
- These will also provide an idea of what standards are expected in order to achieve the different mark bands.





# Final words of advice

- **DO** take care of your work and keep it safe. If your work is stored on a computer, keep your password secure.
- **DO** tell your teacher if you receive help or guidance from someone else – they will need to record the nature of the help given to you.
- If you're working as part of a group on an assignment, **DO** write up your own account and where there might be shared information, **DO** independently draw your own conclusions from that information.

- **DON'T** leave your work lying around or share it with others, including on social media.
- The work you submit for assessment must be your own so **DON'T** copy from someone else, including copying from sources online, and **DON'T** allow another person to copy from you.
- **DON'T** write inappropriate, offensive or obscene material.

**REMEMBER – IT'S YOUR  
QUALIFICATION SO IT NEEDS  
TO BE YOUR OWN WORK!**





# Any Questions?

Remember, your teacher will be able to advise and guide you.

