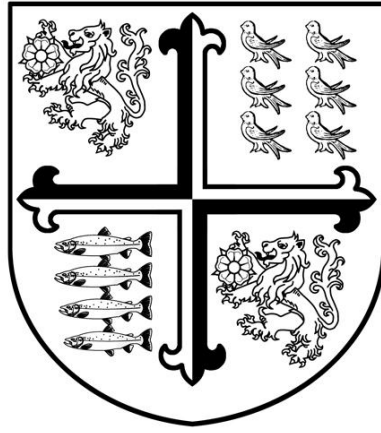




GCSE Art & Design Exam Preparation

Exam Board: AQA

Specification: 8201

[Art and Design GCSE 8201, 8202, 8203, 8204, 8205,](#)

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AQA GCSE Art and Design Year 11

This document is an overview of Art and Design in year 11. This weekly agenda gives students an overview of the expectations and will be used as a tool to keep track of their progress.

Year 11 is made up of 2 units, NEA 1 which is in term 1 and 2, and NEA 2 which is completed in terms 3 & 4. NEA 2 finishes with a 10 hour exam. After Easter, in term 5, there will be a short period of time for the students to review their NEA 1 before the final hand in deadline of Tuesday 4th May at 8.30am, when the course finishes.

- Teams assignments will be set to collect in and give general feedback to students based on the exam board criteria for feedback.
- Students have access to AQA exemplar work in Teams resources and to the teacher PowerPoint presentation for NEA 1 and 2 which can help guide them during independent study.
- After school club will run on a Tuesday till 4.45pm, this is an opportunity for students to use the school facilities to complete NEA. Please look out for the letter about this.
- Please find the link below to the AQA GCSE Art and Design specification.

[Art and Design GCSE 8201, 8202, 8203, 8204, 8205.](#)

NEA 1

Component 1: Portfolio

What's assessed

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions.

How it's assessed

- No time limit
- 96 marks
- 60% of GCSE

Non-exam assessment (NEA) set and marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.

NEA 2

Component 2: Externally set assignment

What's assessed

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

How it's assessed

- Preparatory period followed by 10 hours of supervised time
- 96 marks
- 40% of GCSE

Non-exam assessment (NEA) set by AQA; marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.

Term 1 & 2 AQA Graphic Communication NEA 1				
Date	Assessment Objectives	Tasks – RAG this weekly	R=incomplete A=started/unfinished G=fully completed	Teacher/self/peer targets and notes I have chosen to focus on:
Week 1	AO1/3 Researching & recording	Mind map Create a mind map exploring the theme of “Animal Instinct – Humans and Animals Transformation,” including the strands Identity, Science, Superheroes, Rituals & Totems, Mythology, Surrealism, Cubism, Fascination, Emotion & Instinct, Environment / Nature, and Metamorphosis / Transformation. This should be presented across a double-page spread in the sketchbook in a visually exciting way, using colour-coded branches, images, sketches, and annotations to clearly communicate ideas and support the development of the project.		
Week 2	AO1/3 Researching & recording			
Week 3	AO1/3 Researching & recording	Artist studies Decide on an area of study such as sculpture, painting, collage, or illustration, based on your interests and the direction you want your project to take. You will then select two artists relevant to your chosen area to research and analyse, exploring their style, materials, and techniques. You will produce a transcription (artist copy) of each artist's work, focusing on accuracy and understanding of their process. Alongside this, you will annotate your work to explain how each artist has influenced your ideas and how this will inform the development of your own project.		
Week 4	AO1/3 Researching & recording			
Week 5	Reflecting and consolidating	Artist response Respond to your chosen artists, using the same materials and processes they have used. However, you must develop your own imagery and ideas, using the artist's work as a starting point rather than copying it directly. Your outcome should show a clear personal interpretation, demonstrating how you have been influenced by the artist while exploring your own theme of Animal Instinct. Include brief annotations explaining your choices, the techniques you have used, and how your work has developed from the original artist's influence.		
Week 6	AO2/3 Recoding & experimenting		DEADLINE- 9th December Hand in for Feedback	
Week 7	AO2/3/4 Development of ideas & materials	Dedicated, Improvement, Reflection, Time Respond to your teacher's feedback by refining and improving your work, making sure any unfinished pieces are completed to a higher standard. You should carefully review what has been suggested and apply changes clearly, showing progress and development in your work. Use annotations to explain what you have improved, why you made those changes, and how this has strengthened your ideas. This stage is about pushing the quality of your work further and ensuring everything is fully developed and presented to the best of your ability.		
Week 8	AO1-3 Developing & refining			
		HALF TERM HOLIDAY		
Week 9	AO1-3 Developing & refining	Reflection Reflect on your ideas after responding to your chosen artists and produce a “What Next?” double-page spread in your sketchbook. This should focus on developing your personal response and planning your next steps. You will create a detailed visual mind map, generate thumbnail sketches of possible ideas, and begin combining human and animal imagery. Your pages should be clearly annotated, explaining your thought process, what has influenced your ideas, and how you plan to develop them further. This work should demonstrate strong concept development and visual planning, helping to guide your project towards a final outcome.		
Week 10	AO1-4 Refining and finalising		DEADLINE- 13th November Hand in for Feedback	
Week 11&12	AO1-4 Refining and finalising	Planning Final Outcomes (AO4 – Realisation of Intentions) Present at least two possible final outcome ideas and create clear visual journey pages showing how your work has developed from your research and experimentation. Include a list of the materials and techniques you plan to use, explaining your choices. You will also produce a maquette or practice version of your final piece, testing composition, materials, and processes to refine your idea and prepare thoroughly for the exam. •NEA 1 Exam Days 25th & 26th November 2026- all day (10 hours)		
Week 13	Mock exam week	Mocks - Revise for other subjects/exams in this week's lessons		
Week 14	Mock exam week	Mocks – during this week if you are in graphics lessons, I will expect you to be working on preparing for the NEA exam days		
Week 15	AO1-4 Presentation	Evaluation After the exam, you will review your final outcomes by creating clear visual journey pages explaining how your work progressed from initial research to completion. You should reflect on the materials and techniques used, explaining your choices and how successful they were. Include your maquette or practice version, evaluating how it helped you test processes and refine your final piece. This is your final opportunity to ensure your sketchbook is complete, as the journey and development leading up to your final outcome accounts for 75% of your overall mark.		

A guide to what work **MUST** be completed over the course of the NEA – Tues after school club till 4.45pm is highly recommended

Term 3 & 4		AQA Graphic Communication NEA 2 – Exam paper released 1 st January		
Date	Assessment Objectives	Tasks – RAG this weekly	R=incomplete A=started/unfinished G=fully completed	Teacher/self/peer targets and notes I have chosen to focus on:
Week 1 Starting Point	AO1/3 Researching & recording	Artist research You will explore your chosen theme by creating a visual mind map and mood board - Artists research pages x2. Research and analyse, exploring their style, materials, and techniques. You will produce a transcription (artist copy) of each artist's work, focusing on accuracy and understanding of their process. Alongside this, you will annotate your work to explain how each artist has influenced your ideas and how this will inform the development of your own project. - Write a statement of intent explaining your chosen theme, your ideas, and how the artist has influenced your work.		
Week 2 Research & Photos	AO1/3 Researching & recording			
Week 3 First experiments	AO1/3 Researching & recording	You will compare and contrast two artists by exploring their work, styles, techniques, effects, and materials. This will be presented using a double bubble map to clearly show the similarities and differences between them. Your outcome will be a comparison that highlights these similarities and differences, along with a range of ideas inspired by each artist's work.		
Week 4 Developing idea	AO1/3 Researching & recording	Observations Photoshoot You will carry out a photoshoot linked to your theme or artists, annotate a contact sheet, and select your strongest images to enlarge and present in your sketchbook		
Week 5 What's next?	AO2/3 Recoding & experimenting	Series of Observational Drawings Observations using a range of drawing systems responding to your question, mind map, artists, photoshoot, and photoshoot.		
Week 6 More experiments	AO2/3 Recoding & experimenting			
	HALF TERM	☐ Clear project direction ☐ Strong annotation throughout ☐ Evidence of AO1, AO2, AO3 Review and refine and catch up		
Week 7 Idea development	AO2/3/4 Development of ideas & materials	Respond to artists You will create responses in the style of your chosen artists and the exam question, demonstrating how you have been inspired by them. Your work should clearly link to the subject matter, colour palette, media, and style used by the artists.		
Week 8 Refining ideas	AO2/3/4 Development of ideas & materials		5th March- Hand in work so far for feedback	
Week 9 Final ideas	AO4 Planning: Realising intensions	 Dedicated, Improvement, Reflection, Time Respond to your teacher's feedback by refining and improving your work, making sure any unfinished pieces are completed to a higher standard. You should carefully review what has been suggested and apply changes clearly, showing progress and development in your work. Use annotations to explain what you have improved, why you made those changes, and how this has strengthened your ideas. This stage is about pushing the quality of your work further and ensuring everything is fully developed and presented to the best of your ability.		
Week 10	AO4 Planning: Realising intensions			
Week 11	AO4 Realising intensions Personal Response	Final piece planning Present at least two possible final outcome ideas and create clear visual journey pages showing how your work has developed from your research and experimentation. Include a list of the materials and techniques you plan to use, explaining your choices. What to include on the planning page... - Diagram/ sketch - Alternative compositions for 2D/ Viewpoints for 3D - Colour swatches - Materials /resource list. What do you need to prepare? - Artist inspiration (how has your research inspired your idea?) - How does the idea respond to your exam question. - Small photographs of the images you will use		

Week 12				
Term 5	AQA Graphic Communication NEA 2 Final Outcome			
Date	Assessment Objectives	Tasks – RAG this weekly	R=incomplete A=started/unfinished G=fully completed	Teacher/self/peer targets and notes I have chosen to focus on:
Week 1	A04 Realising intensions Personal Response	Maquette outcome testing Produce a maquette or practice version of your final piece, testing composition, materials, and processes to refine your idea and prepare thoroughly for the exam.		
Week 2	A04 Realising intensions Personal Response	•NEA 2 Exam Days 14 th and 15 th April 2027- all day (10 hours)		
Week 3		Collate and complete all work for NEA1 in preparation for final deadline		
Week 4		Final hand in Tuesday 4 th May 8.30am Course is now complete		

AQA Assessment Objectives

Assessment Objective 1 (AO1) RESEARCH – IMAGES, DESIGNS & ARTISTS <i>Develop ideas through investigations, demonstrating critical understanding of sources.</i>
Assessment Objective 2 (AO2) EXPERIMENTS WITH MEDIA, PURPOSEFUL <i>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</i>
Assessment Objective 3 (AO3) EXPLAIN IDEAS, OBSERVATIONAL DRAWINGS, PHOTOGRAPHS & SHOW PROGRESSION <i>Record ideas, observations and insights relevant to intentions as work progresses.</i>
Assessment Objective 4 (AO4) MEETING THE BRIEF, FINAL IDEA/S, LINKS w. ARTISTS, RESEARCH <i>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</i>

AQA’s Points to remember – GCSE Assessment objectives

- AO1:**
- ‘Sources’ is a word with a broad meaning and does not exclusively refer to artist work.
 - Understanding is evidenced by using sources as well as collecting or naming them.
 - Sources can be investigated visually and through written annotation.
 - Sources should inspire ideas.
- AO2:**
- Refinement includes reflection on work produced.
 - Exploration includes alternatives based on information or inspiration.
 - Ideas might be issues-based or connected to formal elements or the properties of materials.
- AO3:**
- Ideas, observations and insights can be recorded visually and through written annotation.
 - Understanding may be evident in experimentation.
 - Progress can be measured through comparison with stated intentions.
 - Evidence of drawing and annotation is required for AO3 but can also evidence other AOs.
 - There is no specific requirement regarding the quantity of drawing or written annotation.
 - Drawing and annotation takes many forms and should be purposeful in relation to the student's intention.
 - If a student provides no evidence of drawing or written annotation, or both, four marks must be deducted from the total mark awarded in AO3.
- AO4:**
- AO4 does not refer exclusively to ‘final outcomes or a final piece.
 - AO4 can be evidenced through the investigation and selective use of sources, working methods and observations documenting the progression of ideas.
 - Personal responses take a wide variety of forms and should reflect the knowledge, understanding and skills developed over the course.
 - A personal, meaningful response can occur at any point in the creative journey and could be seen across the whole submission in realised intentions as well as in any outcome(s).

- Visually exciting and interactive
- Transcriptions of artist's work
- Artist analysis.
- Your OWN creative response to each artist.
- Plans linking inspiration from artists and your own ideas
- Quality photographs and drawings relating to your theme
- Media experiments linking to your artists
- Meaningful personal responses.
- Evaluations of your work explaining your progress and thought process
- QUALITY OVER QUANTITY
- EVIDENCE OF ALL FOUR ASSESSMENT OBJECTIVES

	Assessment Objective 1 (AO1) <i>Develop ideas through investigations, demonstrating critical understanding of sources.</i>	Assessment Objective 2 (AO2) <i>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</i>	Assessment Objective 3 (AO3) <i>Record ideas, observations and insights relevant to intentions as work progresses.</i>	Assessment Objective 4 (AO4) <i>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</i>
5-8 <i>2/3</i>	Some ability to develop ideas through Investigations. Some ability to demonstrate critical understanding of sources.	Some ability to refine ideas. Some ability to select and experiment with appropriate media, materials, techniques and processes.	Some ability to record ideas, observations and insights through drawing and annotation, and any other means relevant to intensions, as work progresses.	Some ability to present a personal and meaningful response and realise intentions. Some ability to demonstrate understanding of visual language.
9-12 <i>4/5</i>	A moderate ability to effectively develop ideas through purposeful investigations. A Moderate ability to demonstrate critical understanding of sources.	A moderate ability to thoughtfully refine ideas. A moderate ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A moderate ability to effectively record ideas, observations and insights through drawing and annotation, and any other means relevant to intensions, as work progresses.	A moderate ability to effectively present a personal, informed and meaningful response when realising intentions. A moderate ability to demonstrate understanding of visual language.
13-16 <i>5/6</i>	A consistent ability to effectively develop ideas through creative and purposeful investigations. A consistent ability to demonstrate critical understanding of sources.	A consistent ability to thoughtfully refine ideas. A consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A consistent ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intensions, as work progresses.	A consistent ability to competently present a personal and meaningful response and realise intentions. A consistent ability to demonstrate understanding of visual language.
17-20 <i>7/8</i>	A highly developed ability to effectively develop ideas through creative and purposeful investigations. A highly developed ability to demonstrate critical understanding of sources.	A highly developed ability to thoughtfully refine ideas. A highly developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A highly developed ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intensions, as work progresses.	A highly developed ability to competently present a personal and meaningful response and realise intentions with confidence and conviction . A highly developed ability to demonstrate understanding of visual language.
21-24 <i>8/9</i>	An exceptional ability to effectively develop ideas through creative and purposeful investigations. An exceptional ability to engage with and demonstrate critical understanding of sources.	An exceptional ability to thoughtfully refine ideas with discrimination. An exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	An exceptional ability to skilfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intensions, as work progresses.	An exceptional ability to competently present a personal and meaningful response and realise intentions with confidence and conviction . An exceptional ability to demonstrate understanding of visual language.