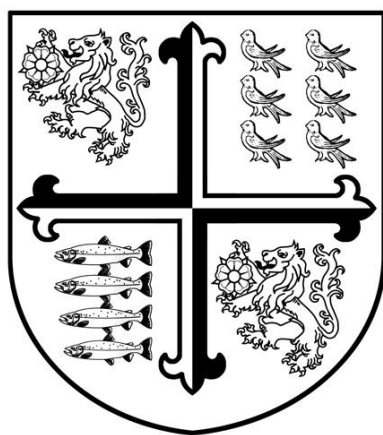




GCSE Art & Design – Graphic Communication

Exam Board: AQA

Specification: 8203

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

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AQA GCSE Graphic Communication Year 10

This document is an overview of Graphic Communications in year 10. This weekly agenda gives students an overview of the expectations and will be used as a tool to keep track of their progress.

- 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 The Big Issue and Oceanarium briefs which can help guide them during independent study.
- Please find the link below to the AQA GCSE Graphics Commination 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.

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	- Plan and carry out a photoshoot linked to your chosen topical issue - Collect primary visual sources (photos, textures, typography, context) - Annotate images explaining purpose, meaning and visual impact - Edit images using Photoshop/Affinity exploring colour, contrast and layout - Explain how images link to the brief and target audience		
Week 2	AO1/3 Researching & recording			
Week 3	AO1/2 Developing ideas	- Develop photographs into poster concepts using artist/designer research - Produce at least 3 different layout ideas exploring composition and hierarchy - Experiment with typography, colour palettes and visual style - Annotate work analysing strengths and improvements (EBI) - Clearly link ideas back to research and brief intentions		
Week 4	AO1/2 Developing ideas			
Week 5	AO2/3 Recording & experimenting	- Scan and digitise Lino prints from Yr 9 - Experiment with combining Lino prints and photography digitally - Explore blending modes, overlays, layering and texture - Record process with screenshots/photos and detailed annotation - Explain decisions using design vocabulary (contrast, balance, emphasis)		
Week 6	AO2/3 Recording & experimenting			
Week 7	AO2/3/4 Development and refinement of ideas & materials	- Develop a refined series of poster outcomes - Create multiple iterations improving layout, typography and imagery - Gather feedback from peers/teacher and respond with improvements - Evaluate how designs meet the brief and audience needs - Present final poster set clearly with annotations	23rd October Hand in work so far for feedback	
Week 8	Reflecting and consolidating			
	OCT Half term			
Week 9	AO1-3 Developing ideas & observations	- Conduct zine research analysing layout, structure and style - Annotate examples focusing on typography, grids and visual hierarchy - Identify key features to inform your own zine - Show critical understanding of sources		
Week 10	AO1-2 Developing and Refining	- Create paper mock-ups of zine layout - Experiment with sequencing, page structure and composition - Develop digital versions of layouts (iteration 1–3) - Test different typographic styles, imagery and colour schemes - Annotate each iteration explaining refinements and decisions		
Week 12				
Week 13				
Week 14	A02- A03	- Produce further refined zine layouts (iteration 2–3) - Complete peer assessment and act on feedback - Demonstrate clear progression and purposeful changes		
Week 15	A04 Final Response	- Print and construct final zine design - Ensure final outcome meets brief and intended audience - Present high-quality finish and professional layout		

Week 16	Reflecting and consolidating	- Complete final evaluation linking to research, development and outcome - Identify strengths and areas for improvement - Submit project	18th December Hand in work so far for feedback	
	Christmas Holiday			
Week 17	AO1-3 Developing & refining	- Respond to teacher and peer feedback (DIRT) by clearly improving previous work - Refine weak areas such as layout, typography, imagery and composition - Add detailed annotation explaining what has been improved and why - Show before and after comparisons to evidence progression - Record process using screenshots/photos to evidence development - Analyse each iteration using strengths and EBI		
Week 18				
Week 19	AO1-4 Refining and finalising	Campaign development - Produce mock-ups for campaign materials (t-shirts, badges, posters, banners) - Adapt designs across formats maintaining consistent visual identity - Consider scale, layout and audience engagement - Annotate explaining links to research, brief and intent - Justify design decisions through annotation - Aim for convincing, purposeful real-world outcomes		
Week 20				
Week 21		DEADLINE Big Issue	5th February Hand in work so far for feedback	
Week 22	A01 A03	Introduction to Oceanarium brief ☐ Website research. Mood board development		
	FEB half term			
Week 23	Week 1 , 2 & 3 Initial Research (AO1) Research your brief + designers + visit materials	☐ Write out your chosen brief clearly ☐ Write a <i>specification</i> (what your project MUST achieve to be successful) ☐ Research the Oceanarium (purpose, audience, site experience) ☐ Collect and present all visit photos ☐ Annotate selected photos (composition, lighting, interest, possible use) ☐ Research at least 2 relevant designers/design houses/artists ☐ Analyse designers using keywords		
Week 24				
Week 25				
Week 26				
Week 27	Week 4 & 5 Initial Ideas (AO2 / AO3) Start generating ideas inspired by research	☐ Create multiple initial idea sketches ☐ Annotate ideas using PMI (Plus / Minus / Interesting) ☐ Write what you learned from each artistic style ☐ Select photos to use and annotate why they are useful ☐ Begin experimenting with layouts, and compositions ☐ Consider typography and early colour ideas	26th March Hand in work so far for feedback	
	Easter Holidays			
Week 27	Week 6 & 7 Experimenting (AO2 / AO3) Deeper experimentation and purposeful testing	☐ Experiment with hand-drawn illustrations ☐ Scan drawings and experiment digitally (pen tool, live trace etc.) ☐ Try variations: different angles, different cropping, different mark-making styles (see poster) ☐ Experiment with solid colour, line weight, texture ☐ Take screenshots of every iteration ☐ Annotate experiments: What did you try? What worked? What will you improve next? ☐ Relate experiments back to designer influence		
Week 28				

Week 29	Week 8 & 9 Developing (AO2 / AO3) Take your strongest ideas and improve them clearly	□ Define typographic hierarchy □ Show development through: screenshots, annotated changes, alternative layouts □ Link development clearly to research (AO1) □ Use your own photos within experiments (AO3) □ Demonstrate a range of media (drawing, editing, manipulating, collage) □ Try different layout structures and hierarchy examples □ Annotate progress: PMI, EBI, links to designers □ Begin forming simple drafts for your final idea/s		
Week 30				
Week 31	Week 10, 11 & 12 Refining (AO3 / AO4) Make your ideas stronger, cleaner and more professional	□ Review all experiments and choose what works best □ Refine drawings, digital edits, colours, typography □ Add designer references to visually show influence □ Continue annotations explaining improvements □ Show multiple refined versions (iterations) □ Decide on the direction for your final idea		
Week 32				
Week 33				
	May half term			
Week 34	Week 13, 14 & 15 Finalising (AO4) Plan your final outcome and prepare for exam day Organise everything for the 5-hour exam	□ Finalise what you intend to produce in the 5-hour exam □ Keep all iterations and improvements □ Create a mini/mock-version (model, layout, prototype) □ Practice key techniques you will use in the exam □ Test timings — how long tasks will take □ Ensure your plan meets all the brief requirements □ Ensure design links back to research and development □ Write your Exam Time Plan		
Week 35				
Week 36				
Week 37	A04 Personal response preparation	□ Gather all materials/images/fonts you need □ Make sure all research + experiments + developments are complete □ Ensure everything in your PPT is clearly labelled and logical		
Week 38	Exam	Exam day Thursday 15th July – all day. Tutor time, break and lunch as normal	15th July Submit Exam for marking	

AQA mark scheme	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>Ppresent a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</i>
1-4 U/1				
5-8 2/3	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 intentions, 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 4/5	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 intentions, 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 5/6	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 intentions, 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 7/8	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 intentions, 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 8/9	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 intentions, 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.

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).

No.	Meeting the assessment objectives - Evidence in your NEA work	RAG
1.	There is a title page to your PPT/sketchbook – name & candidate number	
2.	Brief (with specification if appropriate) This should be clear and set out the expectations of the client, so you know what you are aiming to make as outcome/s	
3.	Research – relevant and informative. This should be for both inspiration and to give you direction with style, colour, typography, layout Include designers/illustrators where possible.	
4.	Response to research – clear visual links. This means you make work inspired by your research. Try copying the style of the designers. Use thumbnails of their work next to your work.	
5.	Analysis of the research and response. Use annotations that include key terms and words. Demonstrate you understand why you are doing this work and how it links to your research.	
6.	A range of initial ideas (min 3) You should always show more than one idea, at the start they should be reasonably different ideas. Maybe one idea inspired by each designer researched.	
7.	Annotation and analysis of these experiments linked to research. Reflect on your work, use a strength and EBI. Be critical using a focus like typography, link it to what you know from your research.	
8.	A range of experiments with the most successful initial idea (min 4) If you can get feedback before choosing your best idea. Review them based on the brief. Are they going to allow you to meet the brief? Experiment with all areas of the design, show all edits, good and bad, try pushing yourself to make big changes even if you still go back to the original one.	
9.	Review these experiments with annotations and analysis (link to brief) Make sure you can justify your thought process and decision making.	
10.	Take the most successful idea/s forward to final experiments Play around with a range of changes, these can be more subtle changes. Show all changes good and bad. Use annotations to highlight key decisions made.	
11.	Review and analyse these final experiments, link to brief and research Use images from your research to make the visual links. Try some mock ups.	
12.	Create final work that fully meets the brief (this might include mock ups/photos) Try and get the outcome/s made and photographed or digitally mocked up to make sure it is convincing.	
13.	Evaluate how successfully you have met the brief (positive but constructive and reflective) making links to research, contextual sources and outcomes.	

Use this 'meeting the assessment objectives' evidence checklist to review your project.

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