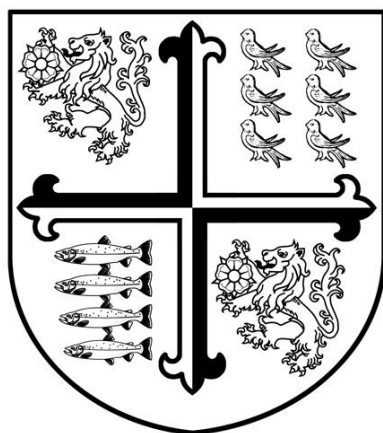




GCSE Art & Design – Graphic Communication

Exam Board: AQA

Specification: 8203

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

Contact details:

Mrs L Catford – lcatford@bournemouth-school.org



AQA GCSE Agenda

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

AQA GCSE Graphic communication Year 11 Term 1 2026				
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	• Reflection – the first lesson you will review your y9 and 10 project/grades/feedback and decide if you will revisit one of these projects. • Please save a new version of the project into a Y11 NEA 1 folder		• This document gives you an overview of the project requirements for Y11 Graphic communication students. • During the project the students will be set progress check assignments on Teams, where they upload their work. • This work will then receive feedback in the form of individual or general whole class feedback. • Students are expected to respond to this feedback in time for the next progress check. • Missed deadlines will result in senior staff detentions at lunch time.
Week 2	AO1/3 Researching & recording	• Brief and specification – are these fit for purpose? Review and improve where appropriate. • Research - Designers, artists and illustrators – are these fit for purpose? Are they relevant to your brief/style/direction? If not add new ones.		
Week 3	AO1/3 Researching & recording	• Responding to research – if you have introduced new research make sure you respond to this either with written analysis or by creating an appropriate piece of work inspired by the research. • Annotation – reread all your annotations, are they analytical? If not spend time adding analysis – use the help sheets in Teams		
Week 4	AO1/3 Researching & recording	• Photography – are there any opportunities to add your own photos to your project? These could be for research of typography, colours, textures, layouts and context. • Photoshop/Affinity could be used to edit these photos, creating new sources of pattern and colour to use. Even if that is only in the initial experiment stages.		
Week 5	Reflecting and consolidating	• Consolidating – focus on the above points, use the checklist below and refer to the AQA <i>points to remember</i>. Look at the <i>assessment sheet</i>, and focus on the language used. 'Skilfully, effectively, thoughtfully, confidently, creatively and purposeful'. Is this describing your project? If not do something about it, not sure how to improve, look at your feedback and ask for help!		
Week 6	AO2/3 Recoding & experimenting	• Experimenting – look with fresh eyes at what you created when you experimented with initial ideas, what is missing? What can you add to improve your work? Is it too narrow, confusing, repetitive, or random? Add to this stage of your project. • Recording – Can you add more annotations, photos of your work or some mock-ups of experiments? Look at the <i>checklist below</i>, what can you RAG green?		
Week 7	AO2/3/4 Development of ideas & materials	• Developing – Now you have reflected on and improved your initial ideas are the developments fit for purpose, can you add new developments based on your improved work? • Creative and purposeful – there should be a variety of iterations that explore colour, layout typography and style. These iterations should link to your research and inspiration.		
	Half term			
Week 8	AO1-3 Developing & refining	• Refining - Now you have reviewed your ideas and developed some new ones. Make sure you choose the idea that best meets the brief. Remember to use language like 'my intentions are ...' as this links to the AO4. Keep all iteration, document and analyse (bullet points) Start to look at the physical outcomes for your project. Can you make any of the following: t-shirts, badges, stickers, boxes, bags, posters, leaflets, cards, gift wrap, album covers, zines...		
Week 9	AO1-3 Developing & refining	• AQA says - AO2: Refinement includes reflection on work produced. Exploration includes alternatives based on information or inspiration. Look at the above AQA point, can you get gain feedback that you can use to refine your ideas and make improvements. Think about the client or end user, does your design/s meet their needs?		
Week 10	AO1-4 Refining and finalising	Now you are ready to finalise your project, use the checklist below. Ask another student to review your project. What are the gaps, where are ideas not clear, reasons not clear? Is the experimenting and developing purposeful?		
Week 11	AO1-4 Refining and finalising	Finalise your PPT; make sure the layout works and that there is a clear journey throughout. Have a plan for your exam time, break it down in to time chunks. Organise materials/equipment where needed with your teacher. Save assets in your folder as you wont have access to the internet during the exam.		
Week 12	Mock exam week	Revise for other subjects/exams		
Week 13	Mock exam week	Mocks		
Week 14	AO1-4 Presentation	• Exam Days 14th & 15th - all day (10 hours) • Hand in all work to assignment: Front page must be the following: Name as it appears on exam entries, candidate number, Project Title.		Complete any outstanding physical work – T Shirts, badges, packaging, posters

No.	Evidence	RAG
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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 always must show more than one idea, at the start they should be reasonably different ideas. Maybe one idea for 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.	
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 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.	

AQA Assessment Objectives

Assessment Objective 1 (AO1)
RESEARCH – IMAGES, DESIGNS & ARTISTS
Develop ideas through investigations, demonstrating critical understanding of sources.

Assessment Objective 2 (AO2)
EXPERIMENTS WITH MEDIA, PURPOSEFUL
Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

Assessment Objective 3 (AO3)
EXPLAIN IDEAS, OBSERVATIONAL DRAWINGS, PHOTOGRAPHS & SHOW PROGRESSION
Record ideas, observations and insights relevant to intentions as work progresses.

Assessment Objective 4 (AO4)
MEETING THE BRIEF, FINAL IDEA/S, LINKS w. ARTISTS, RESEARCH
Present a personal and meaningful response that realises intentions and demonstrates 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).

	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>
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 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 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 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 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 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 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 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 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 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.