

Graphic Design A-Level

**Course Handbook**

**NAME:**

**Introduction to the department**

Welcome to Graphic Design. We hope that you enjoy your time in the department and find the process of studying the course a challenging and rewarding one.

The purpose if this guide is to provide you with a range of information and advice to help you organise your programme of study, learn independently, and equip you with important information about the department and how it can support you.

*Information about the department e.g. what courses it offers, how many teaching staff, where its classroom and staff workroom are located etc.*

**Teaching Staff: Armand Cordero and Emma Stepney**

**Course Leader: Emma Stepney**

**Curriculum Lead: Dan Fooks**

**Director of Faculty (Humanities and Social Sciences/Arts and Sciences): Jonathan Sparshot**

**Technicians: Rachel Collyer, Libby Higgins and Malcolm Cracknell**

Along with the names above, the following departments and places will be useful whilst studying on the course:

**The ILC** – your go-to place to complete work and independent study outside of lessons. The Silent Study area provides an area to work individually, whilst the library contains an excellent selection of wider reading. Make sure that you have familiarised yourself with the ILC when you start the course

**The Exams Office** – for any questions you have about your exam entries, exam timetable or remarks and script requests.

**Learning Support** – for any extra support or advice you need to help you study in general. If you are struggling to organise and manage your workload; need help refining your essay-writing technique; help with revision; or if you think you might be entitled to any exam concessions, learning support are the people to talk to.

**Careers** – when you start to think about your options after college, whether university or employment based, careers can give you advice on where to apply and help in producing a personal statement.

**ExpecTations**

**What is expected of students?**

1. **Attendance and punctuality** – learning cannot begin if you are not in lessons or if you arrive late to them and miss important content. Students should maintain full attendance and punctuality. Any unavoidable and legitimate absences should be accounted for properly, meaning that students get a parent or a guardian to contact college and then email their teacher(s) to catch up on missed work
2. **To maintain a mature and respectful learning environment** – this means behaving in and out of lessons in a way expected of a Sixth-Form student: listening carefully to the views of others and offering constructive contributions in class
3. **To stay up-to-date** – you will be set weekly structured preparation or homework tasks and it is essential that these are completed on time and in the required level of detail. We use structured homework to consolidate particular content or to set up lessons to come. If work is incomplete your understanding will be incomplete and you will under-perform. If you arrive at a lesson having not completed preparation work then your teacher may also ask you to leave and complete this elsewhere.
4. **To stay organised** – managing the demands of a minimum of three subjects is challenging, especially when you are being taught more than one unit in each. You need, therefore, to stay organised. This means bringing completed homework tasks to the designated lesson and coming to lessons with the necessary materials as well as recording homework in your planner.
5. **To meet the 50/50** – students are expected to conduct 4.5 to 6 hours of independent study a week. This will include structured preparation or homework tasks set by your teachers along with proactive tasks you complete yourself to consolidate and extend your understanding. See the advice later in this booklet for more help on doing this.
6. **To make the most of feedback and support** – you will get a lot of feedback during your time on the course. This will come as written feedback on assessed work, verbal feedback on general class or homework, and targets set at formal 1-1s. Feedback needs to be recorded carefully by you and acted upon. When you get back assessed work, for example you will be asked to record your own targets based on this, and may, in addition, be asked to attend a lunchtime workshop to help process feedback.
7. **To be resilient** – any subject will at times be very challenging. At times you will not do as well as you want or will struggle to understand a new topic or idea. You need to be prepared to spend more time on areas such as these and to seek out extra help when needed. These experiences of finding areas where you are not doing so well and improving them are what lead to success.

**What can you expect of your teachers?**

1. **To deliver structured and engaging lessons** – your teachers will deliver lessons designed to challenge your understanding whilst also helping you to gradually build up your knowledge and skills. These lessons will follow the scheme of work, a version of which you can see in this handbook.
2. **Regular assessment and feedback** – in addition to your benchmark assessments (four in the first year and three in the second) you will receive weekly feedback from your lead teacher on your homework tasks and personal study development, including developmental targets.
3. **Structured weekly work** – you should expect to be given a significant amount of work to do by your teachers each week. You will be given guidance on how long this should take and completed work will be reviewed and graded.
4. **Additional support** – your teachers will be happy to provide extra help outside of lessons either informally, by responding to emails, or more formally through departmental workshops. Workshops are the best opportunity to receive additional help and work best when students come to lunchtime sessions with specific help in mind.

**Approach to remote teaching and learning**

Following the closure of schools and colleges in March 2020, teachers and students have adapted to a new environment of remote teaching and learning. How ‘remote’ this is depends on the wider context of COVID-19, but the department has clear plans, and expectations of its students, in each of the scenarios below.

1. ***Normal Opening: The College is open as normal; all students attend and follow a full, face-to-face timetable***

In this situation the department would run lessons, as normal and all of the expectations of students and teachers on the page before would apply

1. ***Blended Learning: students will receive a mixture of physical and remote lessons, attending college physically one week and remotely the other***

The department will continue to offer high quality lessons in this scenario although the exact nature of teaching and learning may vary depending on what content is being covered. Students should expect a mixture of:

* **Streamed lessons** – when appropriate, lessons including half of the class will be streamed live through Microsoft Teams to the other half of the class learning from home.
* **Recorded content** – tutorials, demonstrations, presentations etc. will be pre-recorded for students to watch and complete a set of follow-up tasks.
* **Structured independent work –** students may be longer project-style work, or work that is made up of several structured tasks and asked to work on this independently for a period of time, during which their teacher will be available for support.
* **Preparation work** **–** class time may be used to set students independent work in the form of research or pre-learning to prepare them for a specific live lessons, which will then be used to assess students’ level of understanding of the work they have completed.
* **Homework** – students will also be expected to complete homework tasks that will be put on GOL.

1. ***Remote Learning: students will receive remote lessons and assessment will be conducted remotely***

In the event that college is not open for physical lesson, teaching and learning will move online through the combined use of Microsoft Teams and Godalming Online. The specific nature of each week’s learning will vary depending on what is being covered, but students should expect a mixture of:

* **Live lessons through Microsoft Teams** – this is a fantastic platform that allows classes to video-call, watch presentations, take part in Q&A, 1-1s all in real-time. Teams lessons will be the main part of remote teaching and learning but may take a slightly different form or length than physical lessons to help students engage fully. For example, a 1.5 hour Graphic Design lesson might translate to a 30-45 minute Teams lessons, made up of a brief teacher-led presentation and class Q&A, followed by 45 minutes of structured independent work, during which time the teacher conducts 1-1s with students.
* **Online submissions** – students will upload work regularly to help their teacher monitor their progress and offer support when needed. This will be done through the ‘Assignments’ feature on Teams.
* **Remote Workshops** – in addition to remote lessons, department workshops will continue remotely to provide students with extra points in the week to get 1-1 help on content, homework or remote learning in general.

**Expectations of students in scenario 2&3 –** if students find themselves learning remotely or in a mixture of physical and remote lessons, then the department has clear expectations of how they should work in this environment. The department has considerable experience in delivering content remotely and key to this is students remaining engaged, establishing a clear working routine and communicating effectively with staff. More specifically it is expected that students will:



* Attend all remote lessons unless told otherwise by their teacher.
* Actively take part in remote lessons e.g. contribute questions and answers, turn webcams on (with the background blurred) when asked to by their teacher.
* Submit all work via Microsoft Teams by the deadline set.
* Communicate regularly with their teachers, either as part of scheduled 1-1s or more informally to discuss work or any problems they might be having. This will be through Email or the ‘Chat’ function onDTeams.

To identify where your remote strengths and weaknesses might be, complete the specific department audit below. This is made up of the essential skills you would need to learn in a remote or blended environment.

PLEASE NOTE HODs – this can be tailored to your own departments needs as you see fit

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| **Remote Learning Skills Audit that you need to master to succeed on this course** | ***Tick*** |
| Log on to Office 365 using your college details (in college and at home) |  |
| Open Microsoft Teams and find a class team |  |
| Join a lesson on Teams and post a comment |  |
| Download the Teams app on your phone |  |
| Upload or attach documents in Teams |  |
| Save documents on OneDrive |  |
| Access your OneDrive files at home |  |
| Share documents, PowerPoints etc without attaching them to emails |  |
| Access Godalming Online course pages and download files |  |
| Log on to any magazines or websites needed on the course |  |
| Access Estream to watch films/documentaries/pre-recorded content |  |



*[](https://www.google.co.uk/url?sa=i&url=https%3A%2F%2Flogotyp.us%2Flogo%2Fmicrosoft-teams%2F&psig=AOvVaw2Wl1l6bVS-gskR2jhCsLQD&ust=1594130388988000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCNDg_8_kuOoCFQAAAAAdAAAAABAD)*There are lots of places you can go to get help with the skills listed above.

To begin with, speak to your teachers to get help with the basics of using Microsoft Teams or Godalming Online. This can be done at the start of the year through departmental surgeries and through workshops. A good idea would be to bring the completed audit above to a workshop and go through this with your teacher to fill in any gaps.

The IT Department are also available to offer more technical support or if you run into a problem your teacher cannot resolve. If in college, IT can be found on the top floor of the 300s. Also have a look at the IT Helpdesk on Godalming Online, which has help on using features such as Office 365. Finally IT are also contactable via [ITsupport@godaming.ac.uk](mailto:ITsupport@godaming.ac.uk)

If you are concerned about how to organise your time and working habits during a period of remote learning, then speak to your tutor for ideas and techniques to work independently. The Learning Support Department are also available to discuss specific concerns or individual learning needs further.

**Course Overview**

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| **YEAR ONE** | **Component 1**  **September 22 – January 23** | * **Teacher lead class and homework activities. Introduction to a broad range of digital and off screen techniques.** |  |
| **Component 1**  **February 23 – January 24** | * **Introduction to your personal study investigation.** * **3000 word personal study essay.** | **Component 1 is 60% of your final grade** |
|  |  |  |  |
| **YEAR TWO** | **Component 2**  **February 24 – May 24** | * **AQA exam themed paper.** * **1000 word essay.** | **Component 2 is 40% of your final grade** |

**Exams**

Mock exam to be held in the Autumn term in your second year where you will produce a series of outcomes related to your personal study investigation during timed conditions.

At the end of your second year you will have a 15 hour exam, split over 5 days where you will produce a series of outcomes based on the exam theme you have selected.

**Student scheme of work**

Below is a summary of how you will be taught the different components of the course and how this fits into the approximately 66 weeks of teaching time over the two years of your A-Level. You will also see the key assessment points given below. It is important that you know when these are so that you can organise your work and prepare adequately for these assessments. An important idea to understand when looking at this student scheme of work, is that the course flows consistently over two years. You need to treat all work in the same way and apply yourself fully throughout. Also consider that the May half term in the first year is, in reality, the mid-point of the course not the summer holiday. This time will go quickly so make sure you understand the structure of the course fully and get any help when it is needed.

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|  | **A-LEVEL YEAR 1** | | |
| **Week** | **Component 1** |  | **Assessment** |
| **Start of term/L6 Enrolment** | | | |
| **L6 Enrolment** | | | |
| 1 | * General introduction to the course * Show examples of design books and highlight our expectations on the Graphic Design course. * Introduction to the basic principles of design: composition; layout, shape form etc. Create collages based on these principles using shape and text. (ECS) * Introduction to Patterns & Mark Making - exploring line, shape, texture, space, size, balance and emphasis. Create 8 patterned strips using black fine liner, with emphasis on high contrast between black and white / dark and light values. (ADC) * Week 1 homework briefed linked to class activity and skills development to reinforce learning. All homework projects to be displayed on Godalming Online (GOL) with visual examples of homework expectations. |  | Informal assessment with 1-1 feedback given on classroom activity. |
| 2 | * Recap on the formal elements of design. * Introduction to Adobe Illustrator. (ECS) * Learners are provided with laser cut stencils of their initials in the typeface Futura. Learners will use the stencils to create 8 patterned designs on A6 size assorted papers. Demonstrations and exemplars provided. (ADC) * Week 2 homework briefed linked to class activity and shown on GOL. |  | Informal assessment with 1-1 feedback given on classroom activity and weekly homework task. Group peer assessment of weekly homework tasks. |
| 3 | * To re-create collages digitally from week 1. (ECS) * Exploring a broad range of typefaces through teacher lead drawing exercises: timed observational drawing tasks to help students not to overthink the creative process. (ADC) * Week 3 homework briefed and shown on GOL linked to class activity. |  | Informal assessment with 1-1 feedback given on classroom activity and weekly homework task. Group peer assessment of weekly homework tasks. |
| 4 | * To introduce students to plastic bonding. To discuss annotation and the importance of insightful reflections within students design work. (ECS) * Continue with exploring a broad range of typefaces through teacher lead drawing exercises: timed observational drawing tasks and to help students not to overthink the creative process. (ADC) * Week 4 homework briefed and shown on GOL. |  | Informal assessment with 1-1 feedback given on classroom activity and weekly homework task. Group peer assessment of weekly homework tasks. |
| 5 | * Introduction to abstraction with particular reference to Ben Nicholson. Understanding the pen tool on Illustrator. Looking at still life imagery and distorting into abstraction and organic shapes. Simplifying shape and form. (ECS) * Introduction to the Bauhaus design movement. Creating designs with a purpose – to create designs that promote themselves as a designer. (ADC) * Week 5 homework briefed and shown on GOL. |  | Informal assessment with 1-1 feedback given on classroom activity and weekly homework task. Group peer assessment of weekly homework tasks. |
| 6 | * Introducing students to textural surfaces to scan and manipulate digitally linked to abstraction. (painterly/mono printed surfaces) (ECS) * Continue with Bauhaus designs from previous week. (ADC) * Half Term homework briefed and shown on GOL. |  | Informal assessment with 1-1 feedback given on classroom activity and weekly homework task. Group peer assessment of weekly homework tasks. |
| *Half Term – 24th-28th October* | | | |
| 7 | * An overview of the Constructivists Art Movement. * Demonstrate examples of El Lissitsky and key founders of the movement on the OHP for a Q&A session. Discuss the key elements of this movement (colour, typography used, composition etc) * Create collage designs using key words, phrases, designers linked to this movement. (ECS) * Introduction to the Dada Movement. Creating a series of DADA inspired stamps, further developing skills putting designs into context. Beneficial for creating outcomes in future independent study (relevant to AO4) (ADC) * Week 7 homework briefed and shown on GOL. |  | Review of half term homework. Students will hand in design books for assessment for benchmark 1. 1-1 feedback will be given on current performance and areas of development. |
| 8 | * Digitise constructivist collages from previous week and create new digital designs. (ECS) * Continue with Dada tasks from previous week (ADC) * Week 8 homework briefed and shown on GOL. |  | **Benchmark 1** |
| 9 | * Introduction to the Punk Art Movement with particular focus on Jamie Reid. Q&A session to identify key aspects of the Punk Art Movement * To explore mixed media techniques including collage and spray painting. (ECS) * Breaking the Rules in Graphic Design. Introduction to the Grunge movement – David Carson. Learning to work in the style of Carson, creating a series of 8 grunge inspired off screen artworks (mixed media approach) (ADC) * Week 9 homework briefed and shown on GOL. |  | Informal assessment with 1-1 feedback given on classroom activity and weekly homework task. Group peer assessment of weekly homework tasks. |
| 10 | * Punk Movement continued - To explore digital techniques, the paint brush tool, textures, and different effects on Illustrator. Promote pushing the boundaries of design. (ECS) * To scan the 8 grunge inspired off screen artworks, using them combined with digital techniques to create digital experimentations inspired by David Carson. (ADC) * Week 10 homework briefed and shown on GOL. |  | Informal assessment with 1-1 feedback given on classroom activity and weekly homework task. Group peer assessment of weekly homework tasks. |
| 11 | * Experimental Typography – Designing a group alphabet. An overview into the aims/intentions of the project with visual examples. Q&A session. * Introduce students to the process of designing fonts, sketching ideas (ECS) * Introduction to the Swiss Design Movement with particular focus on Mike Joyce. Q&A to identify key aspects of the Swiss Design Movement. (ADC) * Week 11 homework briefed and shown on GOL. |  | Informal assessment with 1-1 feedback given on classroom activity and weekly homework task. Group peer assessment of weekly homework tasks. |
| 12 | * Experimental Typography continued. Create letters out of a range of materials and introduce students to the laser cutter. * Students to create a collaborative group alphabet. (ECS) * Swiss design task continued from previous week (ADC) * Week 12 homework briefed and shown on GOL. |  | Informal assessment with 1-1 feedback given on classroom activity and weekly homework task. Group peer assessment of weekly homework tasks. |
| 13 | * Group alphabet finalised and photographed and evaluated. (ECS) * Exploring Letterforms - Introduction to Stefan Sagmeister (ADC) * Christmas homework briefed with examples to show |  | Informal assessment with 1-1 feedback given on classroom activity and weekly homework task. Group peer assessment of weekly homework tasks. |
| *Christmas Holiday 17tht December – 2nd January* | | | |
| 14 | * **An Introduction to Designing Logos -** Re-design the Godalming College logo. Start with off screen sketches. An overview into the aims/intentions of the project with visual examples with Q&A session. Start with off screen sketches. Students to understand the importance of considering the target market. (ECS) * To experiment with combining some of the techniques you have used on the course so far, with new techniques, to create interesting letterforms. * Task A - Research and analysis of Stefan Sagmeister design. * Task B - Develop experimenting skills - produce 20 versions of your initials/name using a variety of methods for creating letterforms. Present these across 2 A4 pages. * Task C - Learning how to make a booklet and observational drawing:   Create an A7 size booklet by folding 2x A6 pieces of cartridge or cream paper in half and staple in the line of the fold to form a booklet, as shown in the lesson. The A7 booklet will have 8 sides in total. Learners are to produce 8 observational drawings of their EXPLORING LETTERFORMS designs from Task B. To use a broad range of varied mediums - use a variety of drawing techniques that have been covered in the lessons during autumn term. (ADC)   * Week 14 homework briefed and shown on GOL. |  | Review of Christmas homework. Students will hand in design books for assessment for benchmark 2. 1-1 feedback will be given on current performance and areas of development. |
| 15 | * Continue with Logo design - Take 3-4 designs and develop these digitally. Finalise with colour exploration and evaluate. (ECS) * Experimenting with letterforms continued from previous week (ADC) * Week 15 homework briefed and shown on GOL. |  | **Benchmark 2** |
| 16 | * Students to re-design the Graphic Design course leaflet taking inspiration from Micahel Bierut (ECS) * Introduction to Geometric Abstract Typography and Pattern Design with particular focus on contemporary designers Jason Little and Quim Marin. (ADC) * Week 16 homework briefed and shown on GOL. |  | **Student Review 1 Available** |
| 17 | * Introduction to Personal Study (Component 1 projects) (ECS) * Geometric Abstract Typography and Pattern Design continued - Introduction to Memphis Design with particular focus on one of the founding members of the design movement, Nathalie du Pasquier. Q&A to identify key aspects of the Memphis Design movement. (ADC) * Week 17 homework briefed and shown on GOL. |  | Informal assessment with 1-1 feedback given on classroom activity and weekly homework task. Group peer assessment of weekly homework tasks. |
| 18 | * **Component 1 personal study begins. Introduction to students Component 1 independent work.** * To introduce student’s to working independently and the journey of a design project. * Students need to be aware of the importance of having an overarching theme for their component 1 personal investigation. * To remind students of the AQA assessment objectives that they need to evidence when working independently. * Homework’s until 31 January in year 2 will now be independent and reviewed weekly. (ECS & ADC) |  | Informal assessment with 1-1 feedback given on classroom activity and weekly homework task. Group peer assessment of weekly homework tasks. |
| 19 | * Independent personal study work to be completed in lessons and as homework. The expectation is to complete 2 sides of A3 prep each week. Half term expectations set. (ECS & ADC) |  | Weekly group peer assessment and 1-1 feedback. |
| *Half Term - 13th February – 17th February* | | | |
| 20 | * Independent personal study work. (ECS & ADC) |  | Weekly group peer assessment and 1-1 feedback. |
| 21 | * Independent personal study work. (ECS & ADC) |  | Weekly group peer assessment and 1-1 feedback. |
| 22 | * Independent personal study work. (ECS & ADC) |  | Weekly group peer assessment and 1-1 feedback. |
| 23 | * Independent personal study work. (ECS & ADC) |  | Students will hand in design books for assessment for benchmark 3. 1-1 feedback will be given on current performance and areas of development. |
| 24 | * Independent personal study work. (ECS & ADC) |  | **Benchmark 3** |
| 25 | * Independent personal study work. (ECS & ADC) |  | Weekly group peer assessment and 1-1 feedback. |
| *Easter Holiday – 1st April – 16th April* | | | |
| 26 | * Independent personal study work. (ECS & ADC) |  | Weekly group peer assessment and 1-1 feedback. |
| 27 | * Independent personal study work. (ECS & ADC) |  | Weekly group peer assessment and 1-1 feedback. |
| 28 | * Independent personal study work. (ECS & ADC) |  | Weekly group peer assessment and 1-1 feedback. |
| 29 | * Independent personal study work. (ECS & ADC). |  | Weekly group peer assessment and 1-1 feedback. |
| 30 | * Independent personal study work. (ECS & ADC) |  | Weekly group peer assessment and 1-1 feedback. |
| 31 | * Independent personal study work. (ECS & ADC) |  | Weekly group peer assessment and 1-1 feedback. |
| *Half Term 29th May – 2nd June* | | | |
| 32 | * Independent personal study work. (ECS & ADC) |  | Students will hand in design books for assessment for benchmark 4. 1-1 feedback will be given on current performance and areas of development. |
| 33 | * Independent personal study work. (ECS & ADC) |  | **Benchmark 4** |
| 34 | * Independent personal study work. (ECS & ADC) |  | Weekly group peer assessment and 1-1 feedback. |
| 35 | * Independent personal study work. (ECS & ADC) |  | Weekly group peer assessment and 1-1 feedback. |
| 36 | * Independent personal study work. (ECS & ADC) |  | Weekly group peer assessment and 1-1 feedback. |
| 37 | * Independent personal study work. (ECS & ADC) |  | **Student Review 2 and Predicted Grade Available** |

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|  | **A-LEVEL YEAR 2** | | |
| **Week** | **Component 1** |  | **Assessment** |
| **Start of term/L6 Enrolment** | | | |
| **L6 Enrolment** | | | |
| 38 | * Independent personal study work. (ECS & ADC) |  | Weekly group peer assessment and 1-1 feedback. |
| 39 | * Independent personal study work. (ECS & ADC) |  | Weekly group peer assessment and 1-1 feedback. |
| 40 | * Independent personal study work. (ECS & ADC) |  | Weekly group peer assessment and 1-1 feedback. |
| 41 | * Independent personal study work. (ECS & ADC) |  | Students will hand in design books for assessment for benchmark 5. 1-1 feedback will be given on current performance and areas of development. |
| 42 | * Independent personal study work. (ECS & ADC) |  | **Benchmark 5** |
| 43 | * Independent personal study work. (ECS & ADC). Introduction to the Personal study 3000 essay. |  | Weekly group peer assessment and 1-1 feedback. |
| *Half Term – 24th – 28th October* | | | |
| 44 | * Independent personal study work. (ECS & ADC) |  | Weekly group peer assessment and 1-1 feedback. |
| 45 | * Independent personal study work. (ECS & ADC) |  | Weekly group peer assessment and 1-1 feedback. |
| 46 | * Independent personal study work. (ECS & ADC) |  | Weekly group peer assessment and 1-1 feedback. |
| 47 | * Independent personal study work. (ECS & ADC) |  | Weekly group peer assessment and 1-1 feedback. |
| 48 | * Mock Exam (students will produce a series of outcomes for their component 1 project). |  | Students will hand in design books for assessment for benchmark 6. 1-1 feedback will be given on current performance and areas of development. |
| 49 | * Independent personal study work. (ECS & ADC) |  | **Benchmark 6** |
| 50 | * Independent personal study work. (ECS & ADC) |  | **Student Review 3 Available** |
| *Christmas Holiday – 17th December – 2nd January* | | | |
| 51 | * Independent personal study work. (ECS & ADC) |  | Weekly group peer assessment and 1-1 feedback. |
| 52 | * Independent personal study work. (ECS & ADC) |  | Weekly group peer assessment and 1-1 feedback. |
| 53 | * Independent personal study work. (ECS & ADC) |  | Weekly group peer assessment and 1-1 feedback. |
| 54 | * Component 2 begins AQA exam paper released 1 February. Introduction to Component 2 exam theme. * In groups brainstorm initial ideas for the exam component. * Homework’s until the end of year exam will be independent and reviewed weekly. Expectation of 2 A4 sides of development each week. * To remind students of the AQA assessment objectives that they need to evidence when working independently. |  | Weekly group peer assessment and 1-1 feedback. |
| 55 | * Independent Component 2 work. (ECS & ADC) |  | Weekly group peer assessment and 1-1 feedback. |
| 56 | * Independent Component 2 work. (ECS & ADC) |  | Weekly group peer assessment and 1-1 feedback. |
| *Half Term - 13th February – 17th February* | | | |
| 57 | * Independent Component 2 work. (ECS & ADC) | |  |
| 58 | * Independent Component 2 work. (ECS & ADC) |  | Students will hand in design books for assessment for benchmark 7. 1-1 feedback will be given on current performance and areas of development. |
| 59 | * Independent Component 2 work. (ECS & ADC). 1000 word essay to support this component (to be briefed w/c 23/03) |  | **Benchmark 7** |
| 60 | * Independent Component 2 work. (ECS & ADC) |  | **Student Review 4 Available** |
| 61 | * Independent Component 2 work. (ECS & ADC) |  | Weekly group peer assessment and 1-1 feedback. |
| 62 | * Independent Component 2 work. (ECS & ADC) |  | Weekly group peer assessment and 1-1 feedback. |
| *Easter Holiday – 1st April – 16th April* | | | |
| 63 | * Independent Component 2 work. (ECS & ADC) |  | Final 1-1 feedback. Check preparation has all done prior to C2 exam. |
| 64 | * Final C2 15 hour exam to be completed during 5 three hour sessions. |  |  |
| 65 | * Final C2 15 hour exam to be completed during 5 three hour sessions. |  |  |
| 66 | **Last Day of U6 Teaching - Friday 14th May** | | |

**Assessment**

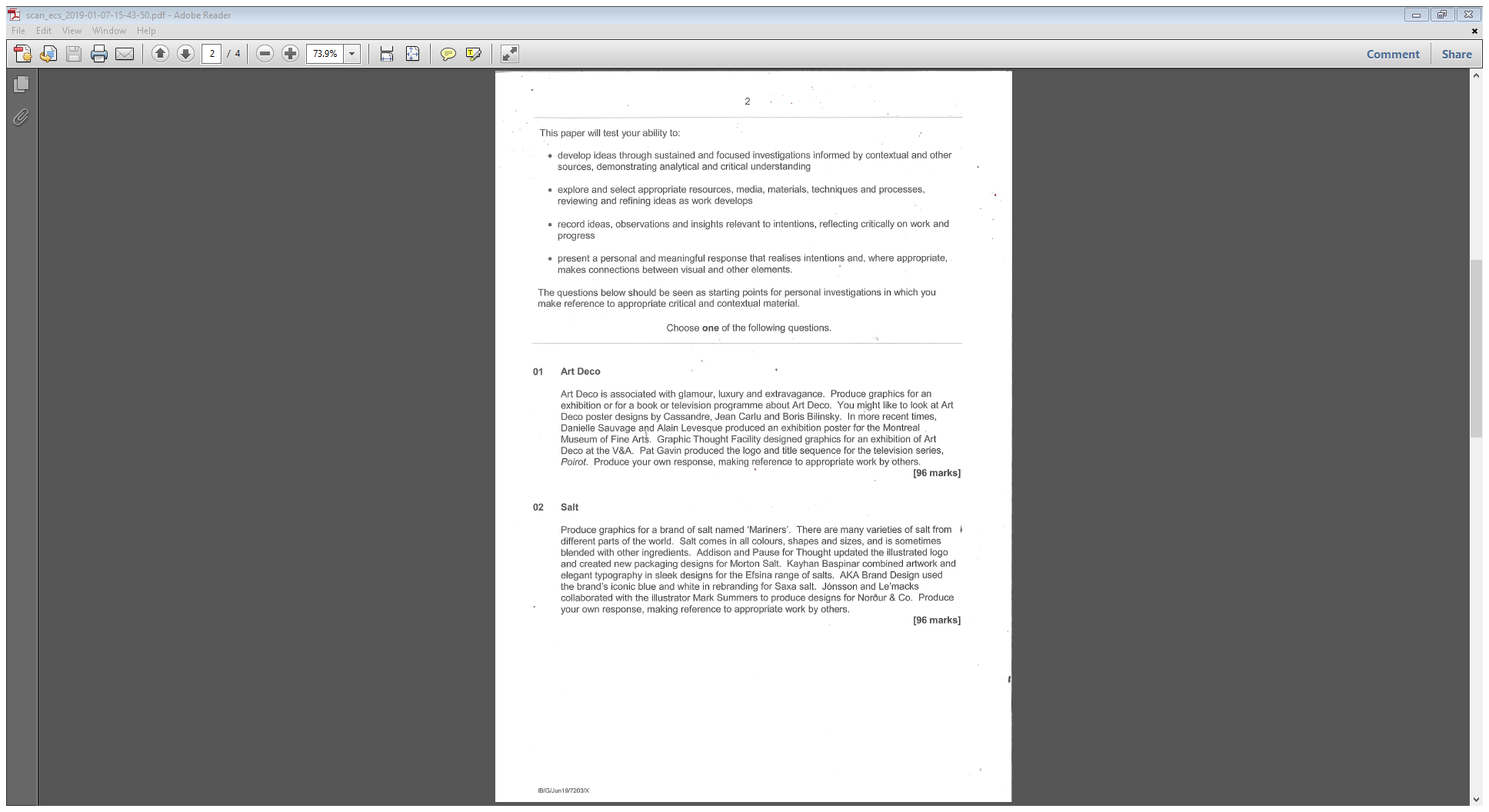
When starting the course, it is important to know how the course is assessed. All assessed work is marked around what are known as **‘assessment objectives’** (AOs) which have been set by the exam board. You need to understand what each of these is and how many marks it carries for each type of question. If you can do this then you will know what skills to demonstrate and to what extent for each question on the exam.

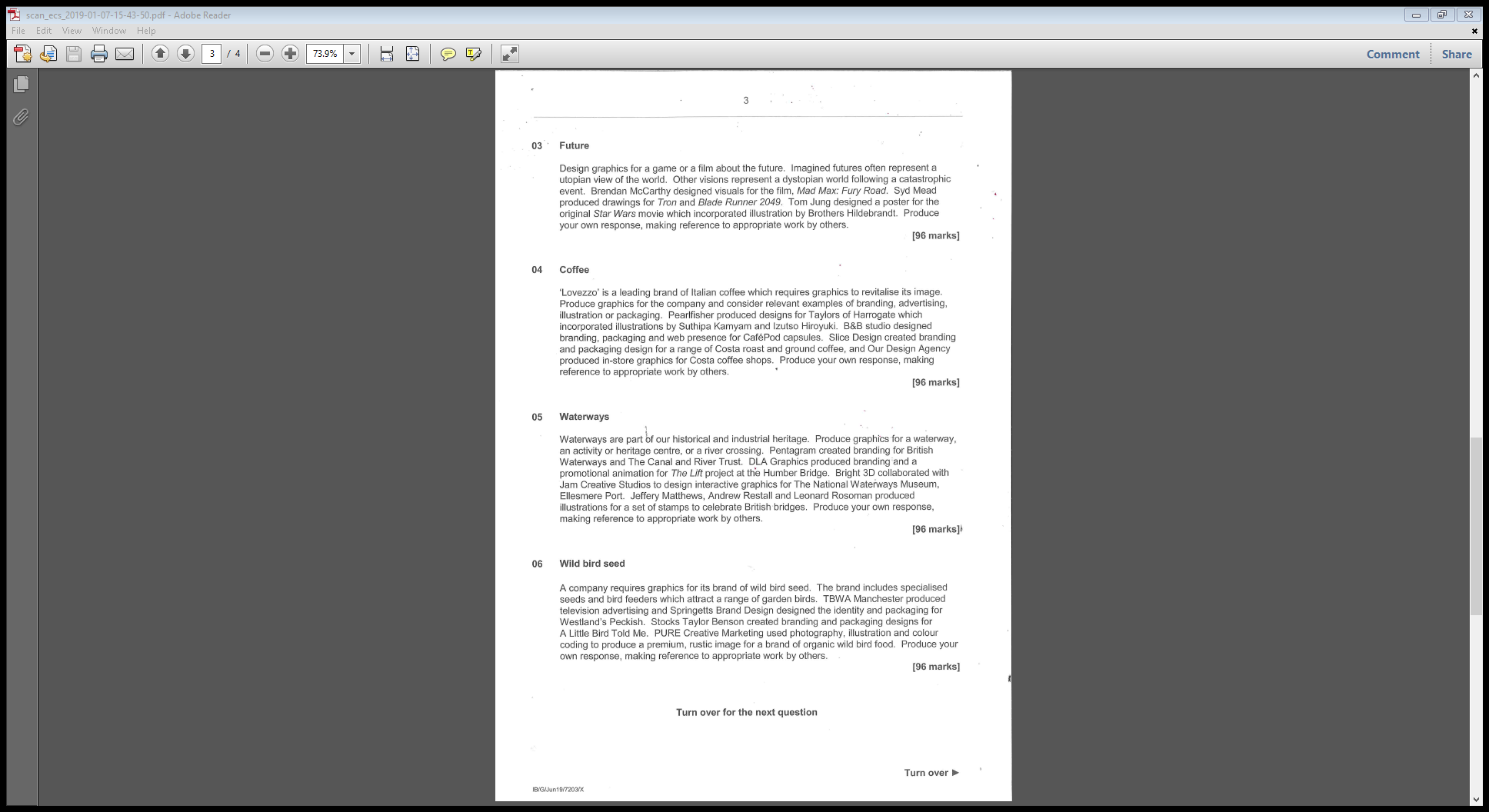
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| **AO1** | AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. | **Marked out of 24** |
| **AO2** | AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops. | **Marked out of 24** |
| **AO3** | AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. | **Marked out of 24** |
| **AO4** | AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements. | **Marked out of 24** |

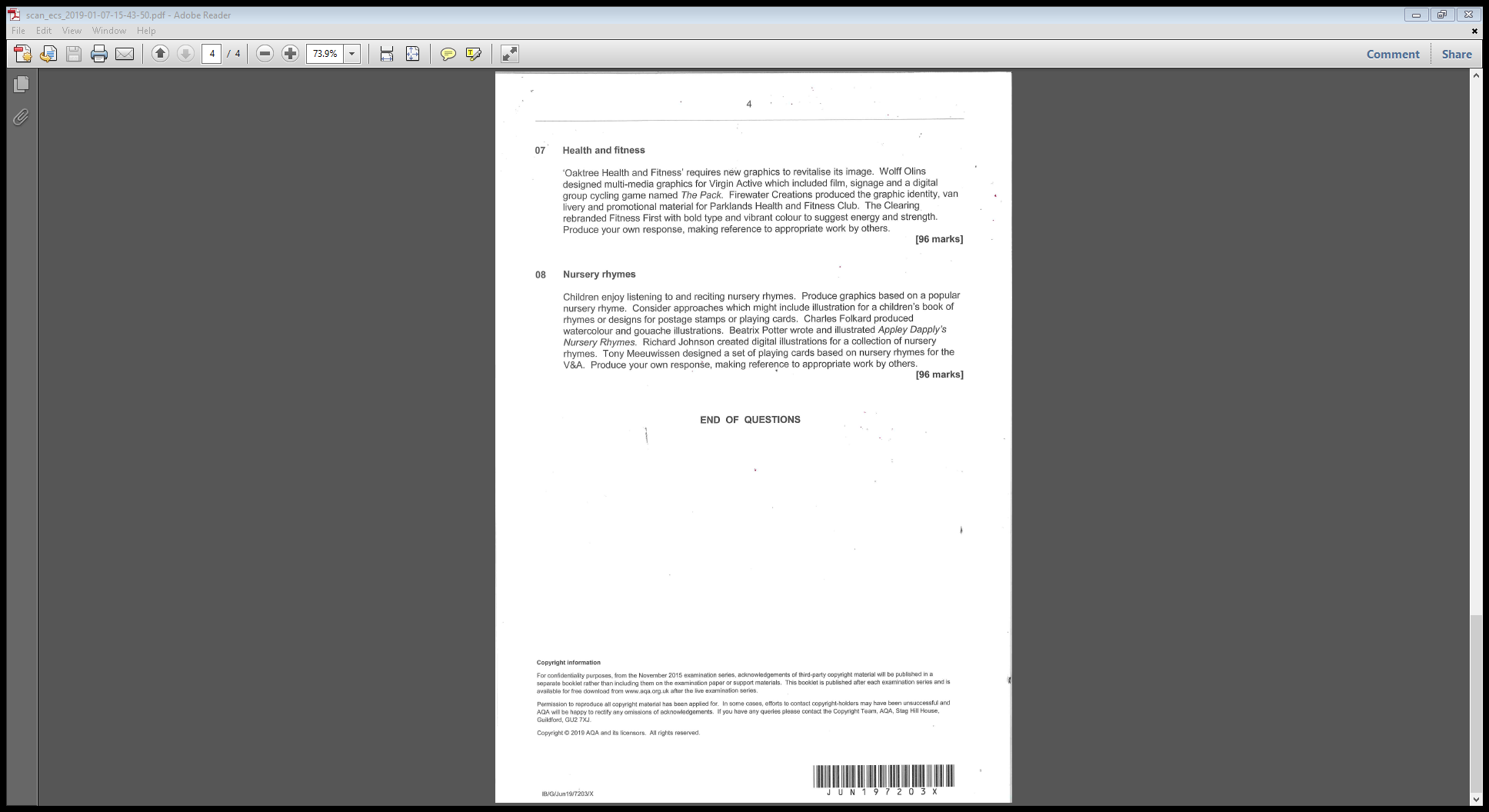
**A-Level Mark schemes**

|  | | Assessment Objective 1 | Assessment Objective 2 | Assessment Objective 3 | Assessment Objective 4 |
| --- | --- | --- | --- | --- | --- |
| **Marks** | | **Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding** | **Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops** | **Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress** | **Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements** |
| 24 | Convincingly | * An exceptional ability to develop ideas through sustained investigations informed by contextual and other sources. * Demonstrates fluent use of appropriate specialist vocabulary. | * An exceptional ability to explore and select appropriate resources, media, material, techniques and processes. * Reviews and refines ideas in a confident and purposeful manner as work develops. | * An exceptional ability to record ideas, observations and insights relevant to intentions. * Demonstrates an exceptional ability to reflect critically on work and progress. | * An exceptional ability to present a personal and meaningful response. * Demonstrates an exceptional ability to successfully realise intentions and, where appropriate, makes connections between visual, written and other elements. |
| 23 | Clearly |
| 22 | Adequately |
| 21 | Just |
| 20 | Convincingly | * A confident and highly developed ability to develop ideas through sustained investigations, informed by contextual and other sources. * Demonstrates confident and highly developed analytical and critical understanding. | * A confident and highly developed ability to explore and select appropriate resources, media, materials, techniques and processes. * Reviews and refines ideas in a confident manner as work develops. | * A confident and highly developed ability to record ideas, observations and insights relevant to intentions. * Demonstrates a confident and highly developed ability to reflect critically on work and progress. | * A confident and highly developed ability to present a personal and meaningful response. * Demonstrates a highly developed ability to successfully realise intentions and, where appropriate, makes connections between visual, written and other elements. |
| 19 | Clearly |
| 18 | Adequately |
| 17 | Just |
| 16 | Convincingly | * A consistent ability to develop ideas through sustained investigations, informed by contextual and other sources. * Demonstrates consistent analytical and critical understanding. | * A consistent ability to explore and select appropriate resources, media, materials, techniques and processes. * Reviews and refines ideas with increasing confidence as work develops. | * A consistent ability to record ideas, observations and insights relevant to intentions. * Demonstrates a consistent ability to reflect critically on work and progress. | * A consistent ability to present a personal and meaningful response. * Demonstrates a consistent ability to successfully realise intentions and, where appropriate, makes connections between visual, written and other elements. |
| 15 | Clearly |
| 14 | Adequately |
| 13 | Just |
| 12 | Convincingly | * A reasonably consistent ability to develop ideas through sustained investigations, informed by contextual and other sources. * Demonstrates reasonably consistent analytical and critical understanding. | * A reasonably consistent ability to explore and select appropriate resources, media, materials, techniques and process. * Reviews and refines ideas with a degree of success as work develops. | * A reasonably consistent ability to record ideas, observations and insights relevant to intentions. * Demonstrates a reasonably consistent ability to reflect critically on work and progress. | * A reasonably consistent ability to present a personal and meaningful response. * Demonstrates a reasonably consistent ability to successfully realise intentions and, where appropriate, makes connections between visual, written and other elements. |
| 11 | Clearly |
| 10 | Adequately |
| 9 | Just |
| 8 | Convincingly | * Some ability to develop ideas and sustain investigations, informed by contextual and other sources. * Demonstrates some analytical and critical understanding. | * Some ability to explore and select appropriate resources, media, materials, techniques and process. * Reviews and refines ideas with limited success as work develops. | * Some ability to record ideas, observations and insights relevant to intentions. * Demonstrates some ability to reflect critically on work and progress. | * Some ability to present a personal and meaningful response which is uneven. * Demonstrates some ability to successfully realise intentions and, where appropriate, makes connection between visual, written and other elements. |
| 7 | Clearly |
| 6 | Adequately |
| 5 | Just |
| 4 | Convincingly | * Minimal ability to develop ideas and sustain investigations, informed by contextual and other sources. * Demonstrates minimal analytical and critical understanding. | * Minimal ability to explore and select appropriate resources, media, materials, techniques and process. * Minimal evidence of reviewing and refining ideas as work develops. | * Minimal ability to record ideas, observations and insights relevant to intentions. * Demonstrates minimal ability to reflect critically on work and progress. | * Minimal ability to present a personal and meaningful response, limited by a lack of skill and understanding. * Demonstrates minimal ability to realise intentions and, where appropriate, make connections between visual, written and other elements. |
| 3 | Clearly |
| 2 | Adequately |
| 1 | Just |
| 0 | No work | | | | |

**Example Exam Paper**







**Graphic Design A-level Department Assessment Policy 2022-2024**

**The Importance of Feedback and Learning Outside the Classroom – ’50:50’**

Learning will not happen instantly and takes time; attending lessons is not enough, you also need to be working outside of class, to learn new skills and develop an independent line of enquiry within your personal investigation. In the process, you will experiment and develop your design skills and hopefully with regular feedback will enable you to learn and develop the project design process. Feedback is essential for your learning and will consist of whole class (teacher runs a session in lessons), written (teacher marking), peer (where you feedback on someone else’s work in the class) and self (where you assess yourself).

There are 66 weeks of teaching weeks in total at College to help you learn and prepare for your final assessment. The classes are shared equally between two teachers for 2.25 hours, one of your tutors will be the Lead Subject Tutor who will be responsible for formalised 1-2-1s, writing your Student Reviews, seeing your parents at parents evening and for writing Action Plans.

In line with the College’s ’50-50’ initiative, each week, homework will be set and could take between 4.5 to 6 hours in total.

**The Final Assessment**

At the end of the two years, students will be assessed for their personal study investigation, component 1 worth 60% of their final grade and they will complete a 15 hour practical exam, component 2 worth 40% of their final grade.

|  |  |
| --- | --- |
| **Component 1** | **Component 2** |
| * Personal Investigation 60%: Mark out of 96 * Personal study essay 3000 words * Students will be assessed against the following assessment objectives, each marked out of 24:   AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.  AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.  AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.  AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements. | * Externally Set Assignment 40%: Mark out of 96 * Students will be assessed against the following assessment objectives, each marked out of 24:   AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.  AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.  AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.  AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements. |

**Types of Assessment**

* **Homework (Weekly):** Homework does not necessarily need to be completed at home! You can use study periods during the day to complete these tasks outside of lessons. To keep a good work/life balance, you might like to treat College as an 0845 to 1615 day and use your study periods in the library or in the graphics department completing tasks. This will minimise the work you need to complete at home and might make you more productive. Homework tasks will consist of:

1. *‘PREP WORK’:* Not all homework will be marked but weekly feedback will be given on a 1-1 basis. It will also be given a quick inspection by the class and will involve peer and self-assessment as part of a class exercise. This work will ‘prepare’ you for the lesson and how to progress your independent projects.

* **Mock Exams and Benchmark Checkpoints (Half-Termly):** After a period of teaching, there will be the opportunity to sit a ‘mock exam’ which will be an assessment under timed conditions. The mock exam should allow you to access the full grade range from A\* to U grade. They are an indicator of how well you are fulfilling and have understood the assessment objectives above. Mock exams are extremely important and should be treated like the actual exam. They are an ideal point to see how you are progressing and to get valuable feedback.
* **Coursework Assessment (June 2023 to November 2023):** Your independent personal study starts in February 2023 and you will be expected to use the summer holidays to continue developing your projects. Some important dates below but please also refer to the Coursework Booklet for more details:
* **Mock Exam:** Autumn term 2023.Final outcomes produced and preparatory work finalised.
* **Personal Study Essay:** 1st draft of personal study essay to be submitted November 2023.
* **Component 1 final deadline:** 31 January 2024 – students to submit your design books, final personal study essay and a final outcome/s for this deadline.
* **Component 2:** The AQA component 2 brief is released on 1 February 2024. All preparatory work needs to be completed before the exam time starts at the end of April and cannot be added to once the exam time starts.
* The final coursework will be marked and moderated by May 2024 and a final mark (out of 96 for each component) will be submitted onto SELF.

**Tracking your Progress: Student Reviews, Action Plans and Parents Evenings**

The College’s policy is to deal with the student first but we also report to your parents at regular intervals to let them know how you are progressing and to inform them of what our expectations are through four Student Reviews (Reports) spread throughout the two years at College and also four parents evenings.

If the department feel you are under-performing based on evidence such as benchmark grades and your approach to learning in between these periods, then your Lead Subject Tutor may place you onto a Formal Department Action Plan and we will formally write to your parents after a 1-2-1 with yourself and to try and get you back on track in a supportive way.

**Student Review 2, the ARG and Predicted Grades**

At the end of the first year (June 2023), your Lead Tutor will have a 1-2-1 to discuss your Annual Review Grade or ARG and also finalise your Predicted Grade which might be used for UCAS applications for University and other destinations.

The ARG is determined by your Lead Tutor in communication with your other teacher and will rely on the following evidence base:

1. **Benchmark Checkpoints Performance Grades (1 to 4).** Benchmark 3 and 4 would normally carry more weight than 1 and 2 but since they have been carried out remotely under the current Covid-19 scenario, although still valid, they will be taken into consideration alongside other factors like your ‘Approach to Learning’ before and after lockdown to signal your academic potential.
2. **Approach to Learning (before 20th March 2020):** How you are engaging in your learning, evidenced by attendance, punctuality, ability to meet weekly deadlines with quality work, how you have sought out extra support via workshops and your overall communication with your teachers.
3. **Approach to Learning (after 20th March 2020):** How you were engaging in your learning remotely, evidenced by the ability to meet weekly deadlines with quality work, attendance at any remote lessons (unless previously communicated to state your unavailability) and communication with your teachers via Email and/or Microsoft Teams.

The ARG plays a key part in determining the context in which you progress to the second year. Students who receive an A\*-D grade (A-level) are encouraged to continue with their studies into the 2nd year. However for students who receive a U or E Grade (A-level) as their ARG, it suggests that for whatever reason they have struggled with the transition from Level 2 Courses (GCSE) to Level 3 Courses (A-level). This will be evidenced by poor performances throughout their benchmarks and an inconsistent or poor approach to learning in their student reviews and via formal Action Plans. Students who receive a U Grade we would not recommend to continue with the course and they would need to speak to a Senior Tutor about alternative pathways.

The College adopts a consistent and optimistic approach to predicting grades to ensure that they are both aspirational and achievable. A predicted grade is what we believe a student is likely to achieve by the conclusion of their course in positive circumstances and the predicted grade provides universities and colleges with some understanding of a student’s academic potential alongside their Personal Statement and a written Reference from their Personal Tutor.

The ARG is important in forming the basis for the predicted grade as well but the predicted grade will also be aspirational for the students’ ambitions although it must remain realistic and cannot be based on the idea that only now will the student start to work harder in the second year!

**Other Considerations**

* *LATE POLICY:* In line with the ‘College Assessment Policy’, the department are under no obligation to provide feedback to a student who does not meet the internal deadlines for weekly independent tasks, benchmark assessments or coursework drafts. Please be warned that a failure to meet the final coursework deadline is the equivalent to missing the exam and it will be recommended that the student should be removed from the course. Students who fail to prepare adequately for the lesson as requested, maybe excluded for part of the lesson and asked to work independently at the back of the classroom. A continued failure to meet ‘PREP’ work requirements will result in a reference to the pastoral team and a phone call home to parents.
* *RETURNED WORK:* Work will be assessed and returned within 10 working days of it being submitted unless it is the final coursework submission. The exam board stipulates that no feedback or formal grade can be released to students by the teacher. The exam board reserve the right to inform you of the final grade in August with your results. Please do not ask the teacher for your final mark as they will be unable to provide it.
* *PLAGIARISIM:*  Plagiarism is submitting another person’s written work as one’s own original work or using someone else’s idea without referencing the source or using pictorial work without permission or referencing the source. If there is a suspicion of plagiarism, the Head of Department and Senior Tutor will be informed and a meeting will take place. If a student is found guilty, they will be subject to disciplinary action by the College and the awarding body will be informed. Students should be aware that the College is subscribed to software designed to detect plagiarism.

**Benchmark Checkpoints, Student Reviews (Reports) and Mock Exams 2022-24**

Below is an overview of all the key assessment checkpoints

|  |  |  |
| --- | --- | --- |
| **CHECKPOINT** | **DATE** | **DETAILS** |
| **Benchmark 1 Checkpoint** | Oct 2022 | 1. Assessment of homework and classwork activities. 2. Assessment based on mock exam. |
| **Parents Evening (For All)** | Nov 2022 | **Meetings with your parents to discuss how you have settled in and transferred from GCSE to A-level learning based upon:**   1. **Approach to learning** (how you are engaging in your learning, evidenced by attendance, punctuality, ability to meet weekly deadlines with quality work, how you have sought out extra support via workshops and your overall communication with your teachers) 2. **Performance Grade** in Benchmark 1 and from your homework tasks |
| **XMAS BREAK** |  |  |
| **Benchmark 2 Checkpoint** | Dec 2022 | 1. Assessment of homework and classwork activities |
| **Student Review 1** | Jan 2023 | **A review of your progress in the first term (12-13 weeks of teaching) after a 1-2-1 with your Lead Tutor:**   1. **Performance grade (A to U)** (based on benchmark 1 and 2 but also your homework tasks) 2. **Approach to Learning** (how you are engaging in your learning, evidenced by attendance, punctuality, ability to meet weekly deadlines with quality work, how you have sought out extra support via workshops and your overall communication with your teachers). |
| **Parents Evening (Targeted)** | Mar 2023 | **Meetings with your parents primarily where teachers may have a concern about your progress since Student Review 1 in January.** |
| **EASTER BREAK** |  |  |
| **Benchmark 3 Checkpoint** | May 2023 | 1. **Assessment (April 2023)**    1. Assessment based on personal study progress.    2. Progress made with additional weekly tasks set on Teams. |
| **Benchmark 4 Checkpoint** | July 2023 | 1. Assessment (June 2023) 2. Assessment based on personal study progress. 3. Additional weekly tasks set on Teams. |
| **Student Review 2** | July 2023 | **A review of your progress for the academic year (30-35 weeks of teaching) after a 1-2-1 with your Lead Tutor**   1. Approach to Learning 2. Performance Grade (Annual Review Grade or ‘ARG’ – performance for whole year (see notes above in main doc.) 3. Predicted Grade |
| **SUMMER BREAK** |  |  |
| **Benchmark 5 Checkpoint** | Oct 2023 | **Coursework Draft Mark**   * Mark given for personal study development. Remember we cannot reveal what grade this might achieve. |
| **Parents Evening (All)** | Oct 2023 | **Meetings with your parents to discuss how you have settled in to the second phase of learning:**   1. **Approach to learning** (how you have engaged since Student Review 2 including completion of summer homework and the first five weeks of teaching – deadlines met, engagement in class and communication with teacher) 2. **Performance** with reference to your draft coursework mark and to talk about the final deadline for after half-term. 3. **How to support you:** Discuss how parents can further support you and what is coming up in this year |
| **Benchmark 6 Checkpoint** | Dec 2023 | **Final C1 outcomes finalised – personal study essay to be completed.** |
| **Student Review 3** | Dec 2023 | **A review of your progress for the academic year since last Student Review (July) after a 1-2-1 with your Lead Tutor**   1. Approach to Learning 2. Performance Grade (based upon benchmark 6 and homework tasks) compared to Predicted Grade |
| **XMAS BREAK** |  |  |
| **Benchmark 7 Checkpoint** | Feb 2024 | **Component 1 final deadline 31/01. C2 AQA exam theme released on 1 February 2024.**   1. Assessment based on personal study final submission and progress on component 2 exam component. |
| **Student Review 4** | Mar 2024 | **A review of your progress for the academic year (30-35 weeks of teaching) after a 1-2-1 with your Lead Tutor (see above)**   1. Approach to Learning 2. Performance Grade (based upon benchmark 7) compared to Predicted Grade |
| **Parents Evening (Targeted)** | Apr 2024 | **Meetings with your parents primarily where teachers may have a concern about your progress since Student Review 4.** |
| **EASTER BREAK** |  |  |