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Examiners' Report  
Principal Examiner Feedback

November 2020

Pearson Edexcel International GCSE  
Art and Design (9-1)

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## Introduction

This report reviews the 2020 November series of the International GCSE Art and Design (9-1) examinations; Fine Art 4FA1/01 & 02, Graphic Communication 4GC1/01 & 02, Photography 4PY1/01 & 02, Textile Design 4TE1/01& 02, Three-Dimensional Design 4TD1/01 & 02.

The majority of submissions in the November 2020 series were from Fine Art candidates with other submission in Graphic Communication and Photography. It's very difficult to quantify the effect the global pandemic could have had on the amount of time candidates had to prepare and develop ideas during the course and during the ESA research period. Candidates could also have had less support that would normally be given to them by their teachers during this period.

The International GCSE specification aims to provide all centres with the framework to develop and devise courses for Art and Design (9-1) across all five endorsed titles:

- Fine Art
- Graphic Communication
- Photography
- Textile Design
- Three- Dimensional Design

Centres can enter students for more than one endorsed title in any one-examination series.

## Administration and submission requirements

In the November series centres were given the option of sending in postal submissions or submitting their work digitally. A new **Digital Submission Guidance** document was made available to centres which supported the **Centre Guidance document**.

### **For both component's students must submit:**

- three research sheets of supporting studies (maximum size A2 for each sheet)
- one sheet of final outcome/s (maximum size A2)
- see page 6 and 7 of the specification for work larger than A2 regarding instructions for photographing work.

If you have a question about the International GCSE Art and Design specification '**Ask the Expert**' is a resource you may decide to use. Information about this resource can be found on the Pearson Edexcel website under information for teachers.

**You will be able to access individual candidate's marks for each assessment objective and the total mark awarded for Component 1 and 2 by using our Results Plus service, using the link below**

<https://qualifications.pearson.com/en/support/Services/ResultsPlus.html>

**Results Plus is a free online results analysis tool for teachers that gives you a detailed breakdown of your students' performance in Edexcel exams.**

This will enable you to analyse the strengths and weakness of each candidate. You will find it helpful to refer to the candidate assessment grid, which you can find by clicking on the link below.

[http://qualifications.pearson.com/content/dam/pdf/International\\_GCSE/Art\\_and\\_Design/2009/Forms\\_and\\_administration/Assessment\\_Grid.pdf](http://qualifications.pearson.com/content/dam/pdf/International_GCSE/Art_and_Design/2009/Forms_and_administration/Assessment_Grid.pdf)

**If you have any difficulties using Results Plus, please ask your exams officer.**

## **Component 1 Personal Portfolio (PP)**

Centres are free to devise their own themes during the course or use a title from a past legacy examination theme. Some centres opted to use the sample assessment theme. Centres should select the best project that each candidate has produced during the course. This should be a submission that exemplifies a full 'work journey' and provides evidence for all assessment objectives. The quality of the work is key. Centres should support candidates in their selection of a focussed body of work for their submission. **'The Essential Guide to International GCSE Component One'** is available to download from the Pearson website.

## **Component 2 Externally Set Assignment (ESA)**

Candidates continue to work in the same endorsed title as Component One and centres are free to organise their own preparatory period of study before the 10-hour period of sustained focus. The preparatory period prior to the examination is a taught period where art and design teachers can help and advise students about their work. It is helpful, as work progresses, students choose their best idea collecting more reference material to help in their examination. Where centres achieved marks in the higher levels was the result of a highly focused and dedicated approach to supporting candidates. Those candidates who performed of their best were generally from centres that had provided a well-structured beginning to the examination. It was clear however that some centres had given very little support to candidates in helping them 'un-pick' the examination paper theme therefore disadvantaging their students.

Component 2 Graphic Communication.  
Theme: 'Spin' finished outcome



## Component 1 and Component 2 Assessment Objectives

Below are general comments in relation to the four assessment objectives made by examiners they are generic and must not be seen as a blanket list of criticism or praise for individual centres.

### **AO1 Develop ideas through investigations, demonstrating critical understanding of sources**

- There was a lack of rigorous contextual research seen in some submissions
- Ideas not developed in enough detail, were sometimes predictable and often safe choices were made
- Repetitive drawings
- Lower mark range candidates would have benefited from more in-depth investigations
- Greater variety of visual references needed to provide information to work from

### **AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes**

- Clear lack of refinement in some submissions
- Creative use of mixed media
- Limited range of materials and techniques
- Well documented creative journeys
- Some inappropriate media used to fill research sheets

### **AO3 Record ideas, observations and insights relevant to intentions as work progresses**

- Recording and drawing simplistic and repetitive
- Little analysis
- Experimenting with media did not always have a sense of purpose or direction
- Some inappropriate media used to fill research sheets
- Creative use of mixed media
- Experimenting which showed promise was not developed fully in weaker candidates

### **AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language**

- Final outcomes did not always show the promise of initial research work
- Disappointing when final outcome is a copy of smaller earlier work from the research sheets showing no development or extension of work
- Repeating images in final outcome
- Outstanding, fully resolved, independent, imaginative and in some cases exciting outcomes

## Summary

Due to the global pandemic teachers and candidates in the November series could have faced very different experiences in comparison to past examination series and they should be congratulated on meeting these challenges.

A programme of online professional development and training, covering various aspects of the specification can be found on the Pearson website for 2021. Centres may also wish to contact their Regional Development Managers for further information and support regarding training requests.

**Susan Young is the subject advisor for Art and Design and you can contact her via the Pearson website in to any relation questions or training opportunities.**



Component 2 Fine Art.  
Theme: 'Spin' finished outcome



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