

Introduction

The specification for Photography in a “normal” year comprises of 2 units which together count towards the overall award of the Photography A level. Their weighting is as follows:

Unit 2 Personal Investigation – This consists of two integrated parts: 1. A major in-depth investigative project / portfolio and outcomes based on themes and subject matter that have a personal significance. 2. An extended written element, which relates to practical and theoretical work. Both parts are assessed together. This is worth **36% of the qualification.**

Unit 3 Externally Set Assignment – this component is based on preparatory study that leads to a 15 hour period of sustained focus in which students produce a personal response to a chosen theme. This is worth **24% of the qualification.**

In June 2020 WJEC announced amendments to the course due to the Covid-19 pandemic. Removing Unit 3- the Externally Set Assignment from the qualification and redistributing the weighting to 100% for Unit 2. This has been reflected in the content that has been taught to year 13 and is reflected in the assessment points shown below.

Sources of evidence for Centre Determined Grades in Photography

Unit 2 consists of a practical project/theme- based portfolio and outcomes with integrated critical and contextual analysis. The work produced should include a sustained body of work which provides evidence of how the student has addressed each of the four assessment objectives. AO1 Critical Understanding; AO2 Creative making; AO3 Reflective recording; Ao4 Personal presentation. The assessments undertaken, address these objectives.

Assessment point 1 = Personal Investigative research. Students record ideas, observations and insights relevant to their chosen theme, looking at historical and contemporary photography and lens- based imagery. This was completed in lessons under **medium control** conditions during the assessment window, the week beginning the 2nd of November. (AO3)

Assessment point 2 = Experimentation and control of photographic media, techniques and processes. This was completed in lessons under **medium control** conditions during the assessment window, the week beginning the 14th of December. (AO1)

Assessment point 3 = Critical and practical analysis of contextual resources/ photographer/ filmmaker and artist connections. Students completed and submitted photographs of their portfolio pages online via teams. This was completed at home under **low control** during the assessment window, the week beginning 1st of February. (AO 2)

Assessment point 4 = Extended written element - Critical and contextual understanding demonstrated by appraising, comparing and contrasting the work of relevant photographers. This was completed in lessons under **medium control** conditions during the assessment window, the week beginning the 12th April. (AO 1)

Assessment point 5 = Present personal and imaginative ideas for a final outcome that realise the student's stated intentions. This was completed in lessons under **medium control** conditions during the assessment window, the week beginning the 26th April. (AO4)

Assessment point 6 = Personal Investigative project -Final presentation and outcome of ideas / intentions / responses relevant to the chosen theme. This was completed in lessons under **medium control** conditions during the assessment window, the week beginning the 10th May. (AO4)

Class work = A range of knowledge, understanding and skills are demonstrated by students in lessons. This takes place practically and in written and verbal form. Small tasks carried out that are not necessarily graded or levelled, longer independent tasks and experimentation / techniques and use of lens- based media. These have also been closely monitored by teachers this year.

Non-Examined Assessment = Art is assessed entirely through NEA and knowledge, skills and understanding demonstrated in lessons, will also form part of the overall assessment of a student's work.

Awarding of CDGs

Subject teachers in Photography will consider the portfolio of evidence submitted by each individual student when arriving at a centre determined grade, understanding that there may be a variance in the amount of evidence from one student to the next. This will mean looking at the levels of control the work has been completed under and also alongside the WJEC published grade characteristics. There will be a minimum requirement of evidence required to be submitted by each student which will be deemed sufficient to arrive at a centre determined GCSE qualification.

Whilst working at home, there have been situations where students have been unable to access facilities, equipment and software due to Covid restrictions. The usual breadth of materials and specialist equipment and technical instructions may not have been accessible. The use of alternative materials and processes is acceptable. For example, smaller scale paintings within a sketchbook, paper/ card models and traditional graphic techniques may be used in place of digital software programmes. This can be duly rewarded through the four assessment objectives.

In the present circumstances, some students may not have brought certain aspects of their portfolio to a fully resolved conclusion. In such cases, a different range of media, techniques and processes to that planned and viable alternatives for personal presentation of outcomes can be rewarded. More account may be taken of the quality of the creative processes by which these might have been achieved.

Once CDGs are arrived at by teachers a department review will take place which will include subject leaders and classroom teachers looking at portfolios of work across the cohort at different grade characteristics to ensure consistency. The grades will then be shared with the curriculum lead and senior leadership team to continue the rest of the internal and external moderation process as outlined in the "Process to Award Centre Determined Grades"