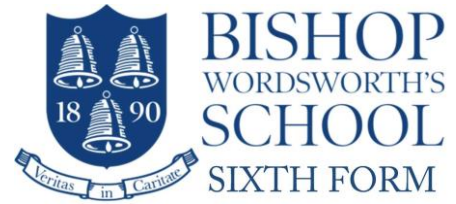


Graphic Design

AQA Specification



General information:

Studying graphic design at A level is essential for developing a deep understanding of visual communication, which is crucial in today's media-saturated world. It enables individuals to master the principles of design, typography, colour theory, and digital tools, fostering creativity and technical proficiency. Graphic design also equips students with critical thinking and problem-solving skills, allowing them to create compelling and effective visual content that can influence, inform, and inspire audiences. The course also provides opportunities for specialisation and portfolio development, enhancing future career prospects in various industries such as advertising, marketing, web design, and multimedia art.

Course content:

During the first part of the course you will develop and refine your skills in Graphic Design. The course is designed to develop your ability as a young designer, questioning and reflecting on themes that will initially be set for you. The course will allow you to pursue and develop an idea creatively and confidently with the support of expert teaching staff.

Your initial project will be based on branding and advertising, where you will get the opportunity to explore many areas of graphic design, including illustration, photography, print making to name a few. This first project will give you a comprehensive understanding of the assessment objectives and allow you to find your own style as a designer. Within the project you will discover digital art, learn how to use Photoshop, Illustrator and InDesign. You will then independently work in response to a chosen theme and start your own personal Investigation, which will make up 60% of your overall grade. This will ensure you understand the expectations of the subject and prepare you for a future degree or career in Art and Design. The course concludes with Component 2: An Externally Set Assignment (40%), completed in February of Year 13.

How is the course taught and assessed?

Component 1: The Portfolio (60%) which you will start at the end of Year 12. This will be supported by a written assignment to contextualise your investigation (1000-3000 words).

The course concludes with Component 2: An Externally Set Assignment (40%), completed in February of Year 13.

Student's work is assessed against four assessment objectives (AOs) detailed below.

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.

Entry requirements:	Results information:	Top destinations for students:
As well as the general entry requirements for BWS, Grade 6 in GCSE Art, Graphic Design, Photography or Design Technology and a portfolio of work to support if needs be.	Graphic Design is a very successful subject at BWS. In 2024, 100% of students achieved A* to A grade at A level.	Common choices include Art Foundation Courses. Degree in Graphic Design, Illustration, Animation, Concept Art, Visual Arts, Architecture and Photography

Beyond the curriculum:

Students are offered the opportunity to continue their art work in the art rooms outside of lessons when available. They are able to display their work around the school, be published in The Wordsworthian magazine and support younger students with their art work. Students work is also showcased on the schools Instagram page. Pupils frequently take part in external competitions and work on live briefs in and out of the school.

Students will also be given the opportunity to visit London Galleries and a go on a residential trip to broaden their depth of experience - we have previously visited New York, Florence, Rome and Paris. These trips are a vital learning resource they inspire and inform ideas and responses, developing students understanding of their subject in a wider context.

