

# GCSE Art and Design Assessment Guidance

## Grid for Unit 1 and Unit 2

All four assessment objectives must be met in each unit. A mark out of 20 should be awarded for each assessment objective. The four marks should then be added together to give a total mark out of 80 for each unit. Written communication, where appropriate, should be assessed in an integrated way with other submissions. All creditworthy responses should be rewarded through a sufficiently flexible interpretation.

Centre number: \_\_\_\_\_ Candidate name: \_\_\_\_\_ Specification code: \_\_\_\_\_  
 Candidate number: \_\_\_\_\_ Specification title: \_\_\_\_\_

### ASSESSMENT OBJECTIVES

| MARKS  | ASSESSMENT OBJECTIVES   |  |   |  | Full course: 5AD01/02 - 5GC01/02<br>Short course: 5FA03/04 - 5GC03/04 |
|--|---|--|---|--|---|
|  | A01: Develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding                                       | A02: Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes                                      | A03: Record ideas, observations and insights relevant to their intentions in visual and/or other forms.   | A04: Present a personal, informed and meaningful response demonstrating analytical and critical understanding realising intentions and, where appropriate, making connections between visual, written, oral or other elements. |   |
| <b>Below GCSE level (0)</b>  | No rewardable work at this level  | No rewardable work at this level   | No rewardable work at this level  | No rewardable work at this level   |   |
| <b>Limited</b><br>The following are indicators of the attributes of a student demonstrating limited ability.     | Ideas from a given starting point are partially developed with attempts at researching the work of others.  | Minimal exploration of resources and processes appropriate to ideas. Literal and hesitant experimental development   | Inconsistent use of visual/other forms and any writing where included, with minimal use of first hand materials. Recording shows elementary connection to intentions.   | Presentation of evidence shows little connection to sources, with partial realisation of intentions through a personal response.   |   |
| <b>Award 1-4 marks for each AO</b>   | Straightforward ideas are considered from a few starting points, informed by an emerging critical understanding, in response to a range of sources.                                 | Adequate selection and experimentation, ideas show some refinement through more appropriate use of resources and processes.  | Some focus and relevance to intentions with adequate use of visual/other forms. Recording of ideas, observations and expression of any specialist terms often unrefined.  | Deliberate and methodical responses lead to adequate realisation of intentions, the personal response showing superficial connections with ideas and sources.  |   |
| <b>Competent</b><br>The following are indicators of the attributes of a student demonstrating competent ability. | Own ideas provide a starting point and are developed using sufficient skill, based on adequate research. Analysis of own and others' work shows a degree of critical understanding. | Appropriate, sometimes predictable, selection and experimentation with a broadening range of resources and processes.  | Relevant selection in recording from sources, using growing technical control, including expression of specialist terms where included, to support and communicate the intention in their ideas with visual/ other forms: | Work presented shows emerging individual qualities and intentions are appropriately realised. Personal responses demonstrate connections between sources and contexts.   |   |
| <b>Award 9-12 marks for each AO</b>  | A diverse range of ideas is being explored with exciting and imaginative developments. Personal, refined judgment conveys understanding of more complex issues.                     | Effective, coherent selection, experimentation and exploration of the potential and limitations of processes and resources   | Selecting and recording from sources is purposeful, relevant and clear. Assured use of visual/other forms, consistent command of skills, techniques. Any specialist terms are expressed accurately.                       | Produces skilful, personal outcomes showing consistent application, knowledge and understanding. Effective and diverse connections are made in realising intentions in a coherent outcome.                                     |   |
| <b>Confident</b><br>The following are indicators of the attributes of a student demonstrating confident ability. | Imaginative ideas supported by perceptive, sustained investigations. Independent, sensitive insights are supported by skilful use of critical understanding.                        | Insightful and in-depth review, resulting in creative and imaginative developments. Recognises the full potential of materials, techniques and processes selected. | Perceptive grasp of ideas and issues recorded, evidenced through sustained, comprehensive and creative use of visual/other forms. Any specialist terms are used appropriately and are expressed highly accurately         | Intentions are fully realised through personal outcomes, demonstrating original, imaginative, inventive and exciting qualities, with highly appropriate connections between elements.  |   |
| <b>Award 13-16 marks for each AO</b>   |   |  |   |  |   |
| <b>Fluent</b><br>The following are indicators of the attributes of a student demonstrating fluent ability.       |   |  |   |  |   |
| <b>Award 17-20 marks for each AO</b>   |   |  |   |  |   |

### RECORDING OF MARKS

Indicate below a mark out of 20 for each of the Assessment Objectives

| COMPONENT                            | A O 1 M A R K S | A O 2 M A R K S | A O 3 M A R K S | A O 4 M A R K S | TOTAL MARKS OUT OF 80 |
|--------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------------|
| UNIT 01<br>PERSONAL PORTFOLIO        |                 |                 |                 |                 |                       |
| UNIT 02<br>EXTERNALLY SET ASSIGNMENT |                 |                 |                 |                 |                       |

## GCSE Art and Design Assessment Guide Notes – 2010

### Art and Design assessment benefits from a process of careful consideration and refinement to secure accurate final decisions

- It is important to develop an *understanding of the levels of performance* (Limited, Basic, Competent, Confident, Fluent etc).
- It is essential that marks awarded are based only on evidence of the assessment objectives having been met in the work as it is presented.

### A suggested approach to assessment

- The diagram below could help you to begin to decide the position within a mark band at which a candidate has performed (e.g. low, medium or high competent).
- Use keyword descriptors from the assessment objectives to decide a candidate's mark for an assessment objective.
- Decide if a candidate has achieved convincingly against all, most or some of the keyword descriptors.
- For example, a basic candidate may show work which is adequate, superficial and unrefined but lacking in a sense of deliberate, straightforward and methodical attainment and therefore could perhaps be assigned a mid-range mark of 6 or 7. A fluent candidate may show work which is perceptive, insightful, creative, inventive, original, sensitive, comprehensive and independent but less convincing in terms of being in-depth, realised, sustained and critical and therefore could perhaps be assigned a mid to upper mid range mark of 18 or 19.

|  | LIMITED                            | BASIC                            | COMPETENT                             | CONFIDENT                              | FLUENT                              |
|--|------------------------------------|----------------------------------|---------------------------------------|--|-------------------------------------|
| Consider the keywords to the right carefully to help determine the position of marks within the band or across bands. Has the candidate achieved against some or all of the descriptors? |                                    |                                  |                                       |  | independent                         |
|  |                                    |                                  |                                       |  | realised                            |
|  |                                    |                                  |                                       | diverse                                | sensitive                           |
|  |                                    |                                  |                                       | effective                              | creative                            |
|  |                                    |                                  | predictable                           | assured                                | sustained                           |
|  |                                    |                                  | emerging                              | purposeful                             | inventive                           |
|  |                                    |                                  | broadening                            | consistent                             | critical                            |
|  |                                    |                                  | relevant                              | skilful                                | perceptive                          |
|  |                                    |                                  | appropriate                           | coherent                               | comprehensive                       |
|  |                                    |                                  | sufficient                            | imaginative                            | in-depth                            |
|  |                                    | control                          | exciting                              | insightful                             |                                     |
|  |                                    | individual                       | refined                               | original                               |                                     |
| <b>BELOW GCSE LEVEL</b><br>(no rewardable work at this level)<br><b>0 marks</b>  | <b>LIMITED</b><br><b>1-4 marks</b> | <b>BASIC</b><br><b>5-8 marks</b> | <b>COMPETENT</b><br><b>9-12 marks</b> | <b>CONFIDENT</b><br><b>13-16 marks</b> | <b>FLUENT</b><br><b>17-20 marks</b> |