



Rewarding Learning

**ADVANCED
General Certificate of Education
2019**

Art and Design

Unit A2 2 Thematic Outcome

[AAR21] Commencing 1 February 2019

Unit A2 1 Personal and Critical Investigation (Written)

[AAR12] from August 2018

**MARK
SCHEME**

General Marking Instructions

The assessment matrices for all GCE Art and Design units are included in the Appendices section of the specification. These remain consistent throughout the life of the specification

N.B The term “examiner” refers to both teacher examiners for internally marked work, and moderators for external moderation.

Introduction

The assessment criteria and mark bands are intended to ensure that work presented for GCE Art and Design is marked consistently and fairly. They provide markers with an indication of the nature and range of candidates’ responses likely to be worthy of credit. They also set out the criteria which teachers should apply in allocating marks to candidates’ responses. They should be read in conjunction with these general marking instructions.

Assessment Objectives

Below are the assessment objectives for GCE Art and Design. They are interrelated and should be applied holistically to the work produced by candidates.

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

Quality of Candidate’s Responses

In marking the candidates’ work, examiners should be looking for the quality of response reflecting the level of maturity which may be reasonably expected of a 17 or 18-year-old, which is the age at which the majority of candidates sit their GCE Level examinations.

Flexibility in marking

In the event of unanticipated responses, examiners are expected to use their professional judgement to assess the validity of response. If a response is particularly problematic, then examiners should seek the guidance of the Subject Officer or Principal Moderator.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range, reserving marks within Level 4 for the most exceptional of candidates.

Awarding zero marks

Marks should only be awarded if there is evidence of work which meets a particular assessment objective. A mark of zero should only be awarded if there is no evidence of work in support of a particular assessment objective.

Levels of Response

In deciding which mark to award, examiners should look for the 'best fit' within a given assessment objective, bearing in mind that a candidate's performance may not be consistent across the four assessment objectives. In deciding which mark to award, examiners are expected to use their professional judgement and to apply the standards set out at Agreement Trials.

The following guidance is provided to assist examiners:

- **Threshold performance:** Response which just merits inclusion in the mark band and should be awarded a mark at or near the bottom of the range
- **Intermediate performance:** Response which clearly merits inclusion in the mark band but does not fully meet all of the criteria and should be awarded a mark at or near the middle of the mark range
- **High performance:** Response which fully satisfies the mark band description and should be awarded a mark at the top of the mark range

Note: Candidates' responses may not be considered within a particular mark band unless it fully satisfies all the criteria of the band below.

Quality of Written Communication

In all GCE Art and Design specialisms, candidates' written communication is assessed with regard to presentation, specialist vocabulary, spelling, punctuation, grammar, form, style and organisation. Examiners assess the Quality of Candidate's Written Communication in the Written Component, A21 Part 2. For conciseness, Quality of Written Communication is distinguished within levels of response as follows:

Mark band 1: Quality of written communication is basic.

Mark band 2: Quality of written communication is satisfactory.

Mark band 3: Quality of written communication is good.

Mark band 4: Quality of written communication is excellent.

In interpreting these band descriptions, teachers should refer to the more detailed guidance provided below:

Mark band 1 (Basic): The candidate makes only a limited attempt to select and use an appropriate form and style of writing. Their organisation of the material may lack clarity and coherence. They make little use of specialist vocabulary. Their presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear.

Mark band 2 (Satisfactory): The candidate makes a reasonable attempt to select and use an appropriate form and style of writing. They organise the relevant material with some clarity and coherence. They make some use of appropriate specialist vocabulary. Their presentation, spelling, punctuation and grammar are sufficiently competent to make the meaning evident.

Mark band 3 (Good): The candidate successfully selects and uses a good form and style of writing. They organise the relevant material with clarity and coherence. They make good use of appropriate specialist vocabulary. Their presentation, spelling, punctuation and grammar are of a good standard and ensure that the meaning is clear.

Mark band 4 (Excellent): The candidate successfully selects and uses the most appropriate form and style of writing. They organise the relevant material extremely well, with a high degree of clarity and coherence. They make extensive and accurate use of appropriate specialist vocabulary. Their presentation, spelling, punctuation and grammar are of the highest standard and ensure that the meaning is absolutely clear.

In interpreting these level descriptions, teachers should refer to the more detailed guidance found in the assessment matrix for Unit A2 1 Written component.

Unit A2 2 Thematic Outcome

| Assessment Objectives | Level 1 1–3 | Level 2 3–4 | Level 3 5–6 | Level 4 7–8 |
|---|--|--|---|---|
| AO1 Knowledge and understanding | | | | |
| Extend development of set theme | Basic development of set theme | Competent development of set theme | Clear and purposeful development of set theme | Focused and creative development of set theme |
| Understand contexts – art and design media and technologies, in contemporary and/or past societies and cultures | Simplistic ideas, with superficial understanding of contexts | Predictable ideas, with relevant connections to contexts | Good ideas, with focused and relevant connections to contexts | Sophisticated and original ideas, with perceptive and highly relevant connections to contexts |
| AO2 Creative process | | | | |
| Explore and manipulate media, techniques and processes | Basic exploration and manipulation of media, techniques and processes | Some competent exploration and manipulation of media, techniques and processes | Confident exploration and manipulation of media, techniques and processes | Innovative and adventurous exploration and manipulation of media, techniques and processes |
| Refine ideas through experimentation, reviewing and modifying with purpose | Limited reviewing and refining of ideas | Some competent reviewing and refining of ideas | Thorough and purposeful reviewing and refining of ideas | Creative and intuitive reviewing and refining of ideas to a high level |
| AO3 Skills | | | | |
| Select and use relevant and appropriate media, techniques and processes | Basic attempt to select and use media, techniques and processes, with limited relevance | Competent selection and use of relevant media, techniques and processes | Confident selection and use of appropriate media, techniques and processes | Discrimination in the selection and use of appropriate media, techniques and processes |
| Refine skills in the manipulation of media, techniques and processes | Basic manipulation and limited refinement of skills in using media, techniques and processes | Competent manipulation and refinement of skills in using media, techniques and processes | Confident manipulation and refinement of skills in using media, techniques, and processes | Highly skilful manipulation and refinement of skills in using media, techniques and processes |

| Assessment Objectives | Level 1 1–9 | | | Level 2 10–18 | | | Level 3 21–27 | | | Level 4 28–36 | | |
|---|--|---|---|--|---------------|--------------|------------------|---------------|--------------|------------------|---------------|--------------|
| | 1–3 Limited | 4–6 Some | 7–9 All | 10–12 Limited | 13–15 Some | 16–18 All | 19–21 Limited | 22–24 Some | 25–27 All | 28–30 Limited | 31–33 Some | 34–36 All |
| Meeting of criteria at each level | | | | | | | | | | | | |
| AO4 Outcome | | | | | | | | | | | | |
| Realise stated creative intentions in an original, personal outcome | Outcome is basic and lacks originality | Outcome is competent and personal | Outcome is successful, personal and original | Outcome is ambitious, skilful innovative and highly creative | | | | | | | | |
| Outcomes demonstrate understanding of art and design concepts, processes/disciplines and formal visual elements | Basic: <ul style="list-style-type: none"> • understanding of concepts; skills in processes and techniques; • implementation of formal visual elements | Developing: <ul style="list-style-type: none"> • understanding of concepts; skills in processes and techniques; • implementation of formal visual elements | Good: <ul style="list-style-type: none"> • understanding of concepts; skills in processes and techniques; • implementation of formal visual elements | Excellent: <ul style="list-style-type: none"> • understanding of concepts; skills in processes and techniques; • implementation of formal visual elements | | | | | | | | |
| Demonstrate awareness of functions/audience/ consumers or real-world contexts | Limited awareness of real-world contexts | Some awareness and consideration of real-world contexts | Good awareness and effective consideration of real-world contexts | Excellent understanding and successful consideration of real-world contexts | | | | | | | | |
| Evaluate their work | Evaluation of work is basic and superficial | Evaluation of work is relevant but descriptive | Evaluation of work is thorough and confident | Evaluation of work is insightful and analytical | | | | | | | | |
| Award zero for work not worthy of credit. | | | | | | | | | | | | |

Unit A2 1 Personal and Critical Investigation (Written)

| Assessment Objectives | Level 1 1–3 | Level 2 4–6 | Level 3 7–9 | Level 4 10–12 |
|--|--|--|---|---|
| AO1 Knowledge and understanding | | | | |
| Respond to and analyse visual and other sources connecting to a theme | Limited analysis of sources, with inadequate connections | Some critical analysis of sources, with connections | Sound critical analysis of appropriate sources, with relevant connections | Perceptive critical analysis of a range of appropriate sources, with insightful connections |
| Interpret historical and contemporary developments; relevant social and cultural contexts; ideas, meanings, techniques and materials | Limited understanding of the work of artists, designers and craftspeople and relevant contexts | Some understanding of the work and ideas of others and relevant contexts | Good understanding of the work and ideas of others and relevant contexts | High-level and in-depth understanding of the work and ideas of others and relevant contexts |
| AO2 Creative process | | | | |
| Generate investigation and demonstrate purpose | Lack of original investigation; or unclear purpose | Predictable investigation; some demonstration of purpose | Appropriate investigations with clear purpose | In-depth and/or wide-ranging and highly purposeful investigations |
| Organise, select and communicate ideas coherently | Predictable ideas may lack coherence | Ideas communicated coherently | Ideas organised selectively and communicated clearly | Ideas organised selectively and communicated engagingly |
| Connect work and ideas to a broader critical and contextual framework | Limited or simplistic connections to broader contexts | Obvious connections made to broader contexts | Clear and relevant connections to broader contexts | Well-informed and relevant connections to broader contexts |

| Assessment Objectives | Level 1 1–3 | Level 2 4–6 | Level 3 7–9 | Level 4 10–12 |
|---|---|--|---|--|
| AO3 Skills | | | | |
| Use appropriate art and design vocabulary and specialist terminology | Limited use of appropriate vocabulary and specialist terminology | Competent use of appropriate vocabulary and specialist terminology | Confident use of appropriate vocabulary and specialist terminology | Confident and extensive use of appropriate vocabulary and specialist terminology |
| Select and use relevant texts and sources to discuss, compare, and critically appraise | Some texts and sources used with basic critical appraisal | Some relevant texts and sources selected and used with developing skills in critical appraisal | An appropriate range of relevant texts and sources selected and used with good skills in critical appraisal | A range of reliable and relevant texts and sources used with accomplished skills in critical appraisal |
| Use legible text, accurate spelling, punctuation and grammar | Writing, punctuation, spelling and grammar are such that meaning may be unclear | Writing, punctuation, spelling and grammar are sufficiently competent to make meaning clear | Writing, punctuation, spelling and grammar are of a good standard, making meaning very clear | Writing, punctuation, spelling and grammar are excellent, making meaning absolutely clear |
| Present an effective illustrated, word-processed written response in an appropriate style with clear references | Basic attempt at appropriate style, with inadequate presentation and references | An appropriate style of writing, presentation and references to sources is used | A successful style of writing is selected, with good presentation and references to sources | A successful and appropriate style of writing is selected, with excellent presentation and fully accurate references to sources 2000 word limit is not exceeded |
| Award zero for work not worthy of credit. | | | | |