



**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2019**

Art and Design

Unit AS 2

Personal Response

[SAR21]

COMMENCING 1 FEBRUARY 2019

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, teachers 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, A2 1 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 AS 2 Personal Response

Assessment Objectives	Level 1 1–2	Level 2 3–5	Level 3 6–8	Level 4 9–10
<p>AO1 Knowledge and understanding</p> <p>Demonstrate knowledge and understanding and make connections to contexts (practitioners, personal, social, cultural)</p> <p>Demonstrate understanding of artistic, aesthetic and design principles</p>	<p>Superficial understanding of contexts</p> <p>Insufficient understanding of artistic, aesthetic and design principles</p>	<p>Some relevant understanding and connections to contexts</p> <p>Growing understanding of artistic, aesthetic and design principles</p>	<p>Clear understanding and meaningful connections to contexts</p> <p>Good understanding of artistic, aesthetic and design principles</p>	<p>Perceptive understanding and highly relevant connections to contexts</p> <p>Informed and mature understanding of artistic, aesthetic and design principles</p>
<p>AO2 Creative process</p> <p>Select and develop ideas for a solution or response, and present creative intentions</p> <p>Refine ideas through experimentation; reviewing and modifying with purpose</p>	<p>Inadequate selection and development, with basic creative intentions</p> <p>Ideas unoriginal, with limited reviewing and refining leading to inadequate solutions</p>	<p>Appropriate but predictable selection and development of ideas, with clear creative intentions; plays safe</p> <p>Ideas are developed towards solutions, with some reviewing, modifying and refining</p>	<p>Coherent and effective selection and development of ideas; creative intentions are relevant and engaging; takes controlled risks</p> <p>Ideas are refined thoughtfully, with appropriate experimentation, towards confident solutions</p>	<p>Perceptive selection and development of ideas; creative intentions are ambitious, interesting and/or original; creative leaps and/or coherent progression</p> <p>Refinement is mature, perceptive and original; purposeful experimentation/development leading to imaginative solutions</p>

Assessment Objectives	Level 1 1–2	Level 2 3–5	Level 3 6–8	Level 4 9–10
A03 Skills Select, manipulate, innovate and refine using relevant media, techniques and processes	Limited skills; basic manipulation, with limited refinement in media, techniques and processes	Competent skills and ability to select and manipulate relevant media, techniques and processes; some evidence of refinement	Good skills; successful selection and manipulation of relevant media, techniques and processes, with some innovation and adequate refinement	Excellent skills; creative and innovative selection and discrimination in manipulation of media, techniques and processes; evidence of refinement and risk-taking
Implement the formal visual elements of art and design	Limited use of the formal visual elements	Some competent use of the formal visual elements	Good use of the formal visual elements	A high level of skill and excellent understanding in using the formal visual elements
Assessment Objectives	Level 1 1–9	Level 2 10–17	Level 3 18–24	Level 4 25–30
A04 Outcome Realise intentions in an original, personal response	Outcome is unoriginal and realises intentions in a basic way	Outcome is personal and competent and realises intentions to some extent	Outcome is original, personal and fully realises intentions	Outcome is personal, innovative, creative, skilful and is fully realised
Make connections between research and personal response, demonstrating progress and learning	Basic connections with research, with limited progress and learning	Relevant connections with research, with some progress and learning	Clear and meaningful connections with research, with good progress and learning	Creative connections with research, with significant progress and learning
Demonstrate understanding of contexts and formal elements	Limited understanding of contexts and formal elements	Some understanding of contexts and formal elements	Clear understanding and confidence in the implementation of contextual and formal elements	Excellent understanding and insight in the implementation of contextual and formal elements
Evaluate their work	Evaluation of work is superficial	Evaluation of work is competent	Evaluation of work is confident and well written	Evaluation of work is fluent and insightful
Award zero for work not worthy of credit.				