



Rewarding Learning

**General Certificate of Secondary Education
2020**

Art and Design

**Component 2
Externally Set Assignment**

[G9082]

**COMMENCING
THURSDAY 2 JANUARY 2020**

**MARK
SCHEME**

General Marking Instructions

Introduction

Assessment matrices are intended to ensure that the GCSE assessments are marked consistently and fairly. The assessment matrices 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 they should apply in allocating marks to candidates' responses. The assessment matrices can be found in Appendix 2 of the CCEA GCSE Art and Design Specification.

Assessment objectives

Below are the assessment objectives for Art and Design. Candidates must:

- AO1** Develop ideas through investigations, demonstrating critical understanding of sources;
- AO2** Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes;
- AO3** Record ideas, observations and insights relevant to intentions as work progresses; and
- AO4** Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Quality of candidates' responses

In marking the work presented, markers and moderators should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking

Assessment matrices are not intended to be totally prescriptive. No assessment matrix can cover all the responses which candidates may produce. In the event of unanticipated responses, markers and moderators are expected to use their professional judgement to assess the validity of work presented. During moderation if a response is particularly problematic, moderators should seek the guidance of the supervising moderator.

Positive marking

Markers and moderators 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. Markers and moderators should make use of the whole of the available mark range for any particular assessment objective and be prepared to award full marks for a response which is at the very top end of what might reasonably be expected of a 16-year-old GCSE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for a response which does not meet any of the assessment criteria.

Quality of written communication

Quality of written communication is not formally assessed in this qualification. Annotation and written communication is rewarded where it helps fulfil assessment criteria. For example:

- critically analysing the work of other practitioners;
- demonstrating understanding of visual language;
- communicating meanings, ideas and intentions in their own and others' work;
- exploring and recording ideas, observations and insights relevant to intentions as work progresses;
- using appropriate specialist vocabulary; and
- demonstrating understanding of the purposes, intentions and functions of art, craft and design in contexts relating to their own work.

Candidates can also satisfy the above criteria through practical and visual means.

GCSE Art and Design Assessment Matrix – Component 2

Total marks available for this component is 80

Assessment Criteria	Level 1 ([1]-[4])	Level 2 ([5]-[8])	Level 3 ([9]-[12])	Level 4 ([13]-[16])	Level 5 ([17]-[20])
<p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources</p> <p>Develop ideas through investigations informed by selecting and critically analysing the work of other practitioners</p> <p>Understand how the formal visual elements can communicate meanings, ideas and intentions in their own and others' work</p>	<p>Inadequate development of ideas</p> <p>Insufficient investigation and critical analysis of the work of other practitioners</p> <p>Limited understanding of communicating through formal visual elements</p>	<p>Basic development of ideas</p> <p>Little investigation and critical analysis of the work of other practitioners</p> <p>Some understanding of communicating through formal visual elements</p>	<p>Some success in development of ideas</p> <p>Competent investigation and critical analysis of the work of other practitioners</p> <p>Adequate understanding of communicating through formal visual elements</p>	<p>Confident in development of ideas</p> <p>Effective and relevant investigation and critical analysis of the work of other practitioners</p> <p>Good understanding of communicating through formal visual elements</p>	<p>Independent and imaginative development of ideas</p> <p>In-depth investigation and perceptive critical analysis of the work of other practitioners</p> <p>Excellent understanding of communicating through formal visual elements</p>
<p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>Demonstrate evidence of creativity, innovation and/or problem solving and sustain purposeful development to make progress</p> <p>Refine ideas and skills as work progresses through selecting and experimenting with appropriate media, materials, techniques, processes and technologies</p>	<p>Insufficient evidence of creativity, innovation or problem solving</p> <p>Limited development or progress</p> <p>Ideas and skills are unrefined and there is a lack of appropriate experimentation</p>	<p>Little evidence of creativity, innovation or problem solving</p> <p>Some development and some progress</p> <p>Some refining of ideas and skills with basic experimentation</p>	<p>Some evidence of creativity, innovation or problem solving</p> <p>Predictable development and adequate progress</p> <p>Some effective refining of ideas and skills with appropriate experimentation</p>	<p>Clear evidence of creativity, innovation and some original solutions</p> <p>Sustained and purposeful development and progress</p> <p>Successful refining of ideas and skills with confident experimentation</p>	<p>Evidence of original and imaginative solutions and/or willingness to change direction or take risks</p> <p>Creative and rigorous development and progress</p> <p>Highly successful refining of ideas and skills with innovative experimentation</p>

Assessment Criteria	Level 1 ([1]–[4])	Level 2 ([5]–[8])	Level 3 ([9]–[12])	Level 4 ([13]–[16])	Level 5 ([17]–[20])
AO3: Record ideas, observations and insights relevant to intentions as work progresses Record ideas, observations and insights visually and/or through annotation, using appropriate specialist vocabulary Draw from primary and secondary sources, as a recording tool or expressive and/or planning tool	Recording is limited Little use of appropriate visual language and/or specialist vocabulary Drawing skills are weak or inappropriate in relation to purpose or context	Some coherence in recording Basic use of some appropriate visual language and/or specialist vocabulary Drawing skills are basic with some relevance to purpose or context	Recording is coherent Competent use of mostly appropriate visual language and/or specialist vocabulary Drawing skills are competent and appropriate to purpose or context	Recording is logical and effective Confident use of appropriate visual language and/or specialist vocabulary Drawing is confident, and is effective and appropriate to purpose or context	Recording is insightful, personal and meaningful Skilful and informed use of appropriate visual language and/or specialist vocabulary Drawing is skilful, experimental and/or highly expressive; and fully relevant to purpose or context
	AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language Realise intentions and present a response, through the sustained application of the creative process Apply understanding of visual language in producing their outcome Demonstrate understanding of the purposes, intentions and functions of art, craft and design in contexts relating to their own work	Intentions are not realised and outcome is limited Minimal understanding of visual language Little understanding of the purposes, intentions and functions of art, craft and design	Intentions are partially realised and outcome is basic Basic understanding of visual language Basic understanding of the purposes, intentions and functions of art, craft and design	Intentions are realised and outcome is satisfactory Adequate understanding of visual language Adequate understanding of the purposes, intentions and functions of art, craft and design	Intentions are clear and adapted appropriately to complete a successful outcome Good understanding of visual language Good understanding of the purposes, intentions and functions of art, craft and design
Award zero for work not worthy of credit.					