

Assessment Matrices

GCE Art and Design A2 1 and A2 2



Guidance for using assessment matrices

Each matrix relates directly to the learning outcomes for each unit as stated in Section 3. Performance indicators across each level relate directly to the assessment objectives in the first column. These assessment objectives summarise the learning outcomes.

When applying the assessment objectives in Unit AS 2 and Unit A2 2, candidate work must be viewed holistically. AO1, AO2 and AO3 can be met through the outcome where there is evidence of knowledge and understanding, creative process and skills.

Explanation of terms

Connections to contexts (Unit AS 2 – ‘Knowledge and understanding’) – refers to understanding of the work of other artists, designers and craftspeople, and relevant connections to personal, social, historical, political and other contexts.

Contextual sources – includes live artworks and artefacts; pictures of artworks; texts about artists, designers, craftspeople and/or movements, historical and contemporary and/or in relation to society, history and culture.

Formal visual elements and artistic, aesthetic and design principles – see Appendix 2 in the specification.

Problem solving – involves resilience, tenacity and creative solutions. Examples might include: working at a technique or skill to improve it; working through a range of possible ideas or solutions to find one that works; demonstrating progress in the development of a challenging idea/brief; and design processes – looking at a range of alternatives, weighing up options and justifying decisions.

Progress – means that techniques, skills and knowledge have developed or improved over time or across a range of tasks. It is intrinsically linked to reviewing and refining, and to resilience and problem solving.

Refine – means to develop and improve skills, techniques, ideas or imagery; it does not mean fine, detailed work or technical mastery and can apply to any process, including expressive drawing and painting, and experimental use of materials.

Unit A2 1 Personal and Critical Investigation - Practical Investigation

There are 72 marks available for this unit. Each assessment objective is marked out of 24.

Assessment Objectives	Level 1 1–7	Level 2 8–13	Level 3 14–19	Level 4 20–24
<p>AO1 Knowledge and understanding</p> <p>Demonstrate understanding of the technical processes of others, through practical investigations, to inform their ideas</p> <p>Understand contexts and the work of artists, designers and craftspeople relevant to their own practice</p>	<p>Limited technical understanding; simplistic investigations; ideas uninformed</p> <p>Superficial understanding of contexts and basic connections with the work of artists, designers and craftspeople</p>	<p>Basic technical understanding; competent investigations; predictable ideas</p> <p>Growing understanding of contexts; some relevant connections with the work of artists, designers and craftspeople</p>	<p>Good technical understanding; focused investigations; well informed ideas</p> <p>Good knowledge and understanding of contexts leading to meaningful connections with the work of artists, designers and craftspeople</p>	<p>Excellent technical understanding; perceptive and purposeful investigations; well informed exciting/original ideas</p> <p>Clear, mature understanding of contexts leading to insightful and highly relevant connections with the work of artists, designers and craftspeople</p>
<p>AO2 Creative process</p> <p>Generate ideas and connections through exploration and experimentation with media, techniques and processes</p> <p>Investigate potential responses, reviewing and refining throughout</p> <p>Present ideas, solutions and responses</p>	<p>Basic exploration and experimentation</p> <p>Basic ideas and limited evidence of reviewing and refining</p> <p>Limited ability to present responses</p>	<p>Relevant exploration and experimentation</p> <p>Ideas are developed, with some success through reviewing and refining as work progresses</p> <p>Coherent presentation of responses</p>	<p>Good exploration and creative or wide-ranging experimentation</p> <p>Ideas are developed thoroughly through reviewing and refining as work progresses</p> <p>Clear presentation of responses</p>	<p>In-depth or extensive exploration, and creative and innovative experimentation</p> <p>Ideas are highly developed; extensive or in-depth reviewing and refining, leading to imaginative and original solutions as work progresses</p> <p>Creative and skilful presentation of responses</p>
<p>AO3 Skills</p> <p>Explore and develop skills in manipulation of media, techniques and processes</p> <p>Understand and control formal visual elements and/or design principles</p> <p>Record using primary and secondary sources (including range)</p> <p>Review and refine skills to make progress</p>	<p>Basic exploration and limited skills in manipulation of media, techniques and processes</p> <p>Limited understanding and control of the formal visual elements and/or design principles</p> <p>Unrefined recording and observation, with little variety in approach; over-reliance on secondary sources</p> <p>Limited progress in refinement of skills</p>	<p>Appropriate exploration and developing skills in manipulation of media, techniques and processes</p> <p>Some understanding and control of formal visual elements and/or design principles</p> <p>Competent recording and observation, with some variety in approaches; a range of sources are used</p> <p>Some progress in refinement of skills</p>	<p>Successful exploration and good skills in manipulation of media, techniques and processes</p> <p>Good understanding and control of formal visual elements and/or design principles</p> <p>Confident and successful recording and observation; understanding of a range of approaches and use of sources including primary</p> <p>Consistent progress, in refinement of skills</p>	<p>Innovative, rigorous and in-depth exploration with excellent skills in manipulation of media, techniques and processes</p> <p>Excellent understanding and skilful implementation of formal visual elements and/or design principles</p> <p>Sophisticated, sensitive and/or expressive recording and observation; understanding of relevant approaches and use of an appropriate range of sources including primary</p> <p>Significant progress in refinement of skills</p>
Award zero for work not worthy of credit.				

Unit A2 2 Thematic Outcome

There are 60 marks available for this unit. Assessment Objectives 1, 2 and 3 are marked out of 8. Assessment Objective 4 is marked out of 36.

Assessment Objectives	Level 1 1–2			Level 2 3–4			Level 3 5–6			Level 4 7–8		
<p>AO1 Knowledge and understanding</p> <p>Extend development of set theme</p> <p>Understand contexts - art and design media and technologies, in contemporary and/or past societies and cultures</p>	Basic development of set theme			Competent development of set theme			Clear and purposeful development of set theme			Focussed and creative development of set theme		
	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		
<p>AO2 Creative process</p> <p>Explore and manipulate media, techniques and processes</p> <p>Refine ideas through experimentation, reviewing and modifying with purpose</p>	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		
	Limited experimentation, 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		
<p>AO3 Skills</p> <p>Select and use relevant and appropriate media, techniques and processes</p> <p>Refine skills in the manipulation of media, techniques and processes</p>	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		
	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 19–27			Level 4 28–36		
Meeting of Criteria at each level	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
<p>AO4 Outcome</p> <p>Realise stated creative intentions in an original, personal outcome</p> <p>Outcomes demonstrate understanding of art and design concepts, processes/disciplines and formal visual elements</p> <p>Demonstrate awareness of functions/audience/consumers or real-world contexts</p> <p>Evaluate their work</p>	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		
	<p>Basic:</p> <ul style="list-style-type: none"> • understanding of concepts; • skills in processes and techniques; • implementation of formal visual elements 			<p>Developing:</p> <ul style="list-style-type: none"> • understanding of concepts; • skills in processes and techniques; • implementation of formal visual elements 			<p>Good:</p> <ul style="list-style-type: none"> • understanding of concepts; • skills in processes and techniques; • implementation of formal visual elements 			<p>Excellent:</p> <ul style="list-style-type: none"> • understanding of concepts; • skills in processes and techniques; • implementation of formal visual elements 		
	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		
	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.												