

Assessment Matrices

GCE Art and Design AS 1 and AS 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 AS 1 Experimental Portfolio

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>Investigate contexts and develop ideas</p> <p>Understand contextual sources and/or work of artists, designers and craftspeople relevant to their own practice</p> <p>Reflect and review own or others' work using art vocabulary and visual elements</p>	<p>Basic investigation and development of ideas</p> <p>Superficial understanding and connections with work of artists, designers and craftspeople</p> <p>Limited use of art vocabulary and visual elements in reviewing own or others' work</p>	<p>Some relevant investigation, but ideas may be predictable</p> <p>Growing understanding and some relevant connections with sources and/or work of artists, designers and craftspeople</p> <p>Some appropriate use of art vocabulary and visual elements in reviewing own or others' work</p>	<p>Sustained and focused investigation and confident development of ideas</p> <p>Good understanding, with meaningful connections informed by relevant and appropriate sources and/or work of artists, designers and craftspeople</p> <p>Confident use of art vocabulary and visual elements in reviewing own or others' work</p>	<p>Perceptive/in-depth investigations leading to exciting and original development of ideas</p> <p>Extensive knowledge and understanding, informed and enhanced by insightful connections with highly relevant sources and/or work of artists, designers and craftspeople</p> <p>Comprehensive and fluent use of art vocabulary and visual elements in reviewing own or others' work</p>
<p>AO2 Creative process</p> <p>Generate ideas through exploration of media, techniques and processes</p> <p>Investigate potential ideas or responses, reviewing and refining throughout</p> <p>Present evidence of progress, learning and problem solving</p>	<p>Basic exploration; materials are not always appropriate to intentions</p> <p>Limited investigation and refining</p> <p>Little evidence of progress and learning, with basic problem solving</p>	<p>Some relevant exploration, with some evidence of experimentation</p> <p>Predictable ideas, with some success through reviewing and modifying as work progresses</p> <p>Some progress, with evidence of learning and generally effective problem solving</p>	<p>Effective and creative exploration, with good range of media, techniques and processes</p> <p>Ideas are well developed through reviewing and refining as work progresses</p> <p>Good progress, with clear evidence of learning, leading to successful problem solving</p>	<p>Thorough and creative exploration and innovative experimentation using a wide range of media, techniques and processes</p> <p>Ideas are in depth/highly developed, with extensive reviewing and refining, leading to imaginative and original directions as work progresses</p> <p>Excellent progress, with imaginative leaps; evidence of a high level of learning and creative problem solving</p>
<p>AO3 Skills</p> <p>Explore and manipulate media</p> <p>Understand and control formal visual elements</p> <p>Observe and record from primary and secondary sources (a range of approaches considered)</p> <p>Review and refine skills to make progress</p>	<p>Basic exploration and manipulation of media</p> <p>Limited understanding and control of the formal visual elements</p> <p>Unrefined recording or over-reliance on secondary sources</p> <p>Limited progress in development of skills</p>	<p>Some appropriate exploration and manipulation of media</p> <p>Developing understanding in the control of formal visual elements</p> <p>Some competence in recording and observation, with some variety in approach and a range of sources</p> <p>Clear progress being made in development of skills</p>	<p>Successful exploration and manipulation of media</p> <p>Competent understanding in the control of formal visual elements</p> <p>Confident and successful recording, demonstrating understanding of a range of approaches and use of primary and secondary sources</p> <p>Consistent progress being made, with evidence of growing confidence in skills</p>	<p>Innovative and creative exploration and manipulation of media showing risk-taking and/or refinement</p> <p>Formal visual elements are implemented increasingly, with excellent control and understanding</p> <p>Sophisticated recording from an appropriate range of primary and secondary sources; observations are sensitive/expressive and demonstrate understanding of relevant approaches</p> <p>Significant progress through effective reviewing; willingness to take risks in developing skills imaginatively</p>
<p>Award zero for work not worthy of credit.</p>				

Unit AS 2 Personal Response

There are 60 marks available for this unit. Assessment Objectives 1, 2 and 3 are marked out of 10. Assessment Objective 4 is marked out of 30.

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>
<p>AO3 Skills</p> <p>Select, manipulate, innovate and refine using relevant media, techniques and processes</p> <p>Implement the formal visual elements of art and design</p>	<p>Limited skills; basic manipulation, with limited refinement in media, techniques and processes</p> <p>Limited use of the formal visual elements</p>	<p>Competent skills and ability to select and manipulate relevant media, techniques and processes; some evidence of refinement</p> <p>Some competent use of the formal visual elements</p>	<p>Good skills; successful selection and manipulation of relevant media, techniques and processes, with some innovation and adequate refinement</p> <p>Good use of the formal visual elements</p>	<p>Excellent skills; creative and innovative selection and discrimination in manipulation of media, techniques and processes; evidence of refinement and risk taking</p> <p>A high level of skill and excellent understanding in using the formal visual elements</p>
Assessment Objectives	Level 1 1–9	Level 2 10–17	Level 3 18–24	Level 4 25–30
<p>AO4 Outcome</p> <p>Realise intentions in an original, personal response</p> <p>Make connections between research and personal response, demonstrating progress and learning</p> <p>Demonstrate understanding of contexts and formal elements</p> <p>Evaluate their work</p>	<p>Outcome is unoriginal and realises intentions in a basic way</p> <p>Basic connections with research, with limited progress and learning</p> <p>Limited understanding of contexts and formal elements</p> <p>Evaluation of work is superficial</p>	<p>Outcome is personal and competent and realises intentions to some extent</p> <p>Relevant connections with research, with some progress and learning</p> <p>Some understanding of contexts and formal elements</p> <p>Evaluation of work is competent</p>	<p>Outcome is original, personal and fully realises intentions</p> <p>Clear and meaningful connections with research, with good progress and learning</p> <p>Clear understanding and confidence in the implementation of contextual and formal elements</p> <p>Evaluation of work is confident and well written</p>	<p>Outcome is personal, innovative, creative, skilful and is fully realised</p> <p>Creative connections with research, with significant progress and learning</p> <p>Excellent understanding and insight in the implementation of contextual and formal elements</p> <p>Evaluation of work is fluent and insightful</p>
Award zero for work not worthy of credit.				