



*Rewarding Learning*

**ADVANCED  
General Certificate of Education  
2022**

---

## **Art and Design**

Unit A2 2 Thematic Outcome  
**[AAR21] Commencing February 2022**

Unit A2 1 Personal and Critical Investigation (Written)  
**[AAR12] from August 2021**

---

**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]–[2]	Level 2 [3]–[4]	Level 3 [5]–[6]	Level 4 [7]–[8]
<b>AO1 Knowledge and understanding</b>				
Extend development of set theme	Basic development of set theme	Competent development of set theme	Clear and purposeful development of set theme	Focussed 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
<b>AO2 Creative process</b>				
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 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
<b>AO3 Skills</b>				
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 [19]–[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
<b>Meeting of criteria at each level</b>  <b>AO4 Outcome</b> Realise stated creative intentions in an original, personal outcome  Outcomes demonstrate understanding of art and design concepts, processes/disciplines and formal visual elements  Demonstrate awareness of functions/audience/consumers or real-world contexts  Evaluate their work	Outcome is basic and lacks originality  Basic <ul style="list-style-type: none"> <li>• understanding of concepts;</li> <li>• skills in processes and techniques;</li> <li>• implementation of formal visual elements</li> </ul> Limited awareness of real-world contexts  Evaluation of work is basic and superficial	Outcome is competent and personal  Developing: <ul style="list-style-type: none"> <li>• understanding of concepts;</li> <li>• skills in processes and techniques;</li> <li>• implementation of formal visual elements</li> </ul> Some awareness and consideration of real-world contexts  Evaluation of work is relevant but descriptive	Outcome is successful, personal and original  Good: <ul style="list-style-type: none"> <li>• understanding of concepts;</li> <li>• skills in processes and techniques;</li> <li>• implementation of formal visual elements</li> </ul> Good awareness and effective consideration of real-world contexts  Evaluation of work is thorough and confident	Outcome is ambitious, skilful innovative and highly creative  Excellent: <ul style="list-style-type: none"> <li>• understanding of concepts;</li> <li>• skills in processes and techniques;</li> <li>• implementation of formal visual elements</li> </ul> Excellent understanding and successful consideration of real-world contexts  Evaluation of work is insightful and analytical								
<b>Award zero for work not worthy of credit.</b>												

## Unit A2 1 Personal and Critical Investigation – Written Investigation

Assessment Objectives	Level 1 [1]–[3]	Level 1 [4]–[6]	Level 3 [7]–[9]	Level 4 [10]–[12]
<b>AO1 Knowledge and understanding</b> Respond to and analyse visual and other sources connecting to a theme Interpret historical and contemporary developments; relevant social and cultural contexts; ideas, meanings, techniques and materials	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
	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
<b>AO2 Creative process</b> Generate investigation and demonstrate purpose Organise, select and communicate ideas coherently Connect work and ideas to a broader critical and contextual framework	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
	Predictable ideas may lack coherence	Ideas communicated coherently	Ideas organised selectively and communicated clearly	Ideas organised selectively and communicated engagingly
	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 1 [4]–[6]	Level 3 [7]–[9]	Level 4 [10]–[12]
<b>AO3 Skills</b>				
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
<b>Award zero for work not worthy of credit.</b>				

The table below summarises the structure of the AS and A level courses:

<b>Content</b>	<b>Assessment</b>	<b>Weightings</b>
<b>AS 1: Experimental Portfolio</b>	<p>Students develop, explore and record ideas.</p> <p>Teachers assess students' work, and we moderate their marks.</p> <p>Assessment Objectives 1, 2, and 3 only</p>	<p>50% of AS</p> <p>20% of A level</p>
<b>AS 2: Personal Response</b>	<p>Students present a personal outcome in response to the theme. Students bring this to completion during a 10 hour controlled test.</p> <p>Teachers assess the controlled task, and we moderate their marks.</p> <p>Assessment Objective 4 more heavily weighted than Assessment Objectives 1, 2 and 3</p>	<p>50% of AS</p> <p>20% of A level</p>
<b>A2 1: Personal and Critical Investigation</b>	<p>Written and practical work inform each other and are integrated, but are marked separately.</p> <p>Teachers assess the practical investigation, and we moderate their marks. 40% of A2 24% of A level</p> <p>Written investigation 1000–2000 words – externally assessed 20% of A2 12% of A level</p> <p>Assessment Objectives 1,2 and 3 only</p>	<p>60% of A2</p> <p>36% of A level</p>