

Summer 2021



Summer 2021 Alternative Arrangements: GCSE Art and Design Subject Guidance



Version 1.0

Introduction

On 6 January 2021, the Minister of Education, Peter Weir MLA, cancelled all CCEA GCSE, AS and A2 examinations scheduled for January, February, May and June 2021. Instead, the approach to awarding grades in Summer 2021 will be based on teacher professional judgements, with moderation. CCEA has published *GCSE, AS and A Level Awarding Summer 2021 Alternative Arrangements – Process for Heads of Centre* to support teachers and school leaders in determining the appropriate Centre Determined Grades for each student.

In 2021, centres are asked to use a range of evidence to arrive at a professional and academic judgement of the standard at which each student is performing in the context of the specification for which they are entered and from this provide a grade to CCEA. This is different from 2020, when centres were asked to supply a centre assessment grade based on their judgement of the grade a student would likely have achieved if they had been able to complete examinations. It will require centres and CCEA to develop and use different processes from those used last year.

This document follows on from CCEA's *GCSE, AS and A Level Awarding Summer 2021 Alternative Arrangements – Process for Heads of Centre* and aims to provide further guidance to support teachers and Heads of Department in determining the appropriate Centre Determined Grade for each student entered for GCSE **Art and Design**.

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1. Overview

Each Centre Determined Grade is a judgement of the final grade for a qualification. It must be based on a holistic review of a student's performance as indicated by assessment evidence, gathered and retained at centre level. In the interests of fairness within and across centres, each Centre Determined Grade must be a realistic, evidence-based judgement of the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills in the content of the specification they have covered. This means students **do not** need to have completed a specified amount of content, or demonstrate skills, knowledge and understanding across every area of the specification, as they would normally. In this way, disruption to teaching and learning can be taken into account.

We must also acknowledge the decision taken in October 2020 by the Education Minister in respect of reducing the assessment burden in GCSE qualifications. The details in the table below will still be applicable in forming a Centre Determined Grade in Summer 2021. For example, teachers can consider evidence for either Component 1 or for both Component 1 and 2.

Please note at the beginning of the first lockdown (March 2020) centres were advised that work on Component 1 controlled assessment should cease. Work already completed for Component 1 Part B prior to lockdown could be assessed as part of Component 1 Part A. To enable all candidates the same opportunity for success, changes to this component are detailed below.

Subject	Current Arrangements	Defined Unit For Omission	Specification Adaptations
GCSE Art and Design	<p>Component 1: (60%)</p> <ul style="list-style-type: none"> Part A: Exploratory Portfolio <i>Internal assessment</i> (25%) Part B: Investigating the Creative and Cultural Industries <i>Internal assessment</i> (35%) <p>Component 2 (40%)</p> <ul style="list-style-type: none"> Externally set assignment <i>Internal assessment</i> 	Component 2	<p>Component 1 Part B: CCEA set the theme of 'Play'. Centres should use or adapt the tasks from the 2020 Externally Set Assignment (ESA) paper on the same theme, which will remain live on the CCEA website.</p> <p>Any theme for which a candidate has already produced work should not be continued as Part B but can be submitted with Part A.</p>

2. Preliminary Considerations

In arriving at a Centre Determined Grade for a student, it is not necessary to assess every aspect of the specification exhaustively. A selection of key tasks or assessments carried out under appropriate conditions and with a suitable level of demand, which allows you to authenticate the work as the student's own, will give a good indication of the standard at which the student is performing in the qualification.

To make accurate judgements, you must have a clear understanding of:

- the range of skills, knowledge and understanding covered by the specification;
- the assessment requirements and the structure of the specification;
- the grade descriptions at key grades (see Section 5 and Appendix 1 in this document);
- the level of demand of the qualification assessments; and
- the weighting of each component/unit and the type of assessment.

For GCSE Art and design, information on these aspects can be found in the specification and further illustrated in the specimen assessment materials, pre-release papers¹ and controlled assessment/coursework assessment tasks which are available on the CCEA website at www.ccea.org.uk

A piece of evidence has high validity and reliability if a student who performs well in the task would reasonably be expected to perform equally well in the qualification as a whole. Some considerations that may impact on evidence are noted below.

- **Specification Coverage**

A piece of evidence that covers a greater breadth of the specification content, knowledge, understanding and skills from a unit (or units) with a higher weighting may give a better indication of a student's standard of performance than a piece with lesser breadth or with a lower weighting. Evidence does not need to cover the entire specification content.

- **Similarity to Actual Qualification Assessments**

Only work produced for the CCEA GCSE Art and Design specification, should be used as evidence for assessment towards producing the centre determined grades. Teachers should use only CCEA assessment matrices and assessment criteria alongside other support materials to assess the work.

- **Controls**

If evidence is generated under less controlled conditions than a qualification assessment, its value may be less than a piece generated under conditions that are similar. Centres should keep a record of the conditions under which an assessment was completed, i.e. high, medium or limited levels of control – see **Appendix 2** for definitions.

¹ Past papers and mark schemes will be available for all CCEA GCSE, AS and A level qualifications subject to copyright clearance.

However, CCEA understands the difficult public health context in which schools have been working since March 2020, which has included two extended periods of remote learning. Schools may, therefore, need to utilise evidence generated within more limited levels of control, where they can authenticate this as the student's own.

- **Level of Demand**

The evidence you gather must be set at an appropriate level of demand for it to be a good indicator of a student's standard of performance.

- **When Evidence Is Generated**

It should be borne in mind that a student's knowledge, understanding and skills may develop over the period of a course of study; you should consider when any piece of evidence was generated and ensure, if possible, that evidence generated recently is taken into account.

3. Evidence to Inform Centre Determined Grades

This section provides guidance on the information that centres should use in confirming Centre Determined Grades.

You should consider all the key evidence you have for each student and reflect on how much it tells you about the student's standard of performance, as measured against the requirements of the relevant specification. For example, this could be, but is not limited to:

- the consistency of a student's practical or performance evidence;
- their depth or breadth of knowledge and understanding in relation to contexts, practitioners and the creative and cultural industries, as demonstrated through their practical work;
- their skills, for example, in drawing and observation and manipulating materials; and/or
- their ability to explore and experiment with materials and review and refine ideas to make progress.

Centres should be clear in their Centre Determined Grades policy what types of evidence will be used in determining the grade. Centres should also be clear with students the evidence that will be used to determine their grades. Where possible, centres should aim to use consistent sources of evidence for a qualification cohort. Some examples of evidence suitable for GCSE Art and Design you may choose to use are included in the following table:

Evidence
<p>Performance in any/or combination of, the following controlled assessment tasks already completed:</p> <p>Component 1 Part A: complete or incomplete Component 1 Part B: complete or incomplete Component 2: complete or incomplete Timed test to produce outcome for Part B or Component 2: completed under high or medium control, during class time or as a set exam.</p>
<p>Performance in any timed or controlled examinations taken – Some schools may have completed a timed test as a mock exam or towards the end of the course. These are likely to be a good indicator of performance, particularly if they are taken under high control conditions and assess the ability to resolve ideas into an outcome</p>
<p>Records of each student’s performance throughout their study – This includes, for example, progress review/tracking data, classwork, research and/or participation in class discussion, gallery visits, workshops or contextual discussions on Art and Design.</p>
<p>For resitting students, prioritise evidence generated during the 2020/21 academic year.</p>

Assessment Objectives

Assessment objectives are the skills that are normally assessed through the completion of examinations or internally assessed tasks. They are the foundations on which a specification is developed, and a weighting is applied to each individual assessment objective to show the weighting of assessment associated with it. They may also prove to be a useful indicator of the level of demand of a task or assessment. As such, you should consider the assessment objectives that will be assessed when selecting evidence to form a holistic judgement of a student’s performance. This information will be recorded in the Departmental Assessment Evidence Grid which is set out in Appendix 6 of CCEA’s *GCSE, AS and A Level Awarding Summer 2021 Alternative Arrangements – Process for Heads of Centre*.

The assessment objectives for GCSE Art and Design are:

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.
AO4	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Further information on assessment objectives, including weightings associated with individual units, can be found in Section 4: Scheme of Assessment in the subject specification.

When considered alongside the assessment objectives set out above, the evidence listed on page 5 and in Appendix 1 may be of greatest value in supporting a holistic review of a student's attainment.

4. Support

A range of subject-specific support is available on the CCEA website and can assist teachers in arriving at a fair and consistent judgement for students.

CCEA 2021 Assessment Resources

GCSE Art and Design does not include an unseen exam paper and tasks are normally set by centres and through the externally set assignment pre-release paper. Therefore, CCEA will not provide an additional assessment resource for this subject. There is no requirement to provide evidence produced under high level control for this qualification in this series. If centres wish to conduct a timed test to allow candidates to resolve their work into an outcome they may do so. However, centres can adapt the level of control (high or medium) and time allowed for this task.

All internally assessed work should be assessed using the appropriate component assessment matrix and through referring to the grade descriptions and key features document in Appendix 1.

We appreciate that decisions were taken in October 2020 in respect of unit omissions in GCSE qualifications. We also acknowledge disruption to teaching and learning may mean that even in the context of these omissions, certain content may not have been covered. In such cases, the use of the assessment matrices should be adapted accordingly. In this way, it can be taken into account that some students have suffered more disruption to their learning than others. For example:

- *Student A has missed a significant amount of learning due to COVID self-isolation and disruptions and has only covered the beginning of Component 1 Part B.*
- *Student A's Centre Determined Grade should be based on assessment of only the content he has covered.*

Assessments adapted/Evidence gathered and reviewed based components completed	
Most Students	Student A
<ul style="list-style-type: none"> • Component 1 Part A • Component 1 Part B: <ul style="list-style-type: none"> – AO1, – AO2, and – AO3 	<ul style="list-style-type: none"> • Component 1 Part A • Component 1 Part B: <ul style="list-style-type: none"> – AO1

All internally assessed work should be assessed using the appropriate component assessment matrix (see specification pages 35 to 47) and through referring to the grade descriptions and key features document in Appendix 1.

Summer 2021 Support Webinar

We will produce subject-specific support webinars for teachers to accompany this guidance document. These will include an overview of arriving at a Centre Determined Grade and additional guidance in using the existing support materials. Subject-specific webinars will be uploaded to the CCEA website from 26 March 2021.

Specimen Assessment Materials and Past Papers

Specimen assessment materials and past papers are available in the Support section of the qualification web page and are provided to give centres guidance on the structure and character of CCEA examination papers and assessments. Please note that if a past paper or mark scheme does not appear in this section, it is for copyright reasons.

Agreement Trial Materials

The agreement trial for Summer 2021 is available at <https://training.ccea.org.uk/course/view.php?id=131>. Please note these agreement trials were produced before the cancellation of examinations for 2021. However, they will still be useful in providing guidance on the requirements of internally assessed units and the CCEA standard to be applied in marking them.

Chief Examiner/Principal Moderator Reports

The report for the 2019 Summer series is available in the Reports section of the qualification web page and outlines the performance of students in all aspects of this qualification.

CCEA Grade Boundaries

Raw to uniform mark boundaries for past Summer series are available in the Support section of the qualification web page and may provide a reference point to support Centre Determined Grades.

5. Making Decisions about Centre Determined Grades

Before deciding Centre Determined Grades you should agree as a department the evidence you will review (see Section 3 for some examples). Once the decision has been made, this should be set out in your centre's Centre Determined Grades policy and be included in the Departmental Assessment Evidence Grid, referenced in Section 3, that will form part of the evidence base.

When making decisions, take into consideration the amount of specification coverage and if this applies to all students. Adapt as necessary for individual students the evidence you will review, to account for those students who may have encountered more significant disruption. Evidence does not have to be in the same format for every student, but teachers should be satisfied that the evidence is reliable to make an informed holistic judgement of that student's attainment.

Internal Standardisation

In subjects where there is more than one teacher and/or class in the department, it is a requirement to carry out internal standardisation. The purpose of internal standardisation

is to provide teachers with confidence in the Centre Determined Grades they have assigned, to ensure fairness and objectivity of decisions, and to ensure consistency in the application of assessment criteria and standards.

Where more than one teacher is involved in marking the assessment, the application of the mark scheme must be agreed before marking begins.

When marking is complete, internal standardisation must be conducted to ensure all markers have applied the mark scheme consistently and accurately.

Internal standardisation should include cross-marking samples of work across the full range of attainment and include students' work from each class **to ensure a common standard within a department is applied.**

Grade Descriptions

Grade descriptions set out the characteristics of performance at key grades in the grade range for a qualification, in terms of both content covered and the skills developed (assessment objectives) over the course of study. These should be used to form the basis of your decisions on the Centre Determined Grades that will be awarded to your students in Summer 2021.

Grade descriptions are provided at Grades **A**, **C** and **F** in the GCSE specification, to give a general indication of the standards of achievement likely to have been shown by students awarded these grades. Teachers should refer to these descriptions to support their judgements when arriving at their Centre Determined Grades for students.

Please note that shortcomings in some aspects of students' performance in assessments may be balanced by better performances in others.

Please see Appendix 1 for the Grade Descriptions at A, C and F for GCSE. These also include the type of assessment objective evidence you may wish to use and the key features associated with each grade.

Practical Application of Grade Descriptions

To select the most appropriate grade for a student, teachers may use the following approach:

1. Familiarise yourself with the grade descriptions for the subject.
2. Consider support materials such as those set out in Section 4 of this document e.g. Agreement trial training materials, to set the standard for your marking.
3. Before you arrive at a holistic grade for a student's performance, review the evidence available. Assess each candidate's work using the appropriate CCEA assessment matrices and the Grade descriptors and key features document provided in Appendix 1. In normal training events we advise you to think in marks rather than grades. However due to the fact that many portfolios may be incomplete and not comprehensive, for this process we advise you to think in level descriptors and how they relate to grade descriptions and key features (Appendix 1).

4. In order to collect evidence, we recommend using a matrix for each candidate and for each unit being assessed; and highlighting where you consider they have met the level descriptors. Where work is missing a criterion can be crossed off and a note made. This will create a clear picture of their achievement and evidence for each candidate if requested for moderation.
5. When judging the candidate's work against the assessment matrix, consider if the candidate has fully met the criteria in a level (high), has met some of the criteria in a level (middle), or has only just got into that level (low). This will help you decide where they sit in the band and consequently how those criteria relate to a grade.
6. Due to reduced teaching time and long periods of lockdown and absence the quantity of evidence for each unit and each AO may be significantly less this year. The assessment matrices have not been changed, however terms included in our descriptors such as in-depth, extensive, thorough, rigorous, comprehensive, may be less evident in candidates' work.
7. Compare the assessment matrix for each candidate against the Grade descriptors and key features. Where you have used evidence from candidates across different AOs, components, or subcomponents, you can use the grade descriptions and key features and view their work holistically, to help you decide on a final grade for that candidate.
8. Using the descriptions for Grades A, C and F, based on the principle of 'best fit', select the grade you believe comes closest to encapsulating the overall achievement of the student as demonstrated by the evidence. Using this grade as a benchmark, work either up or down using the table below to find the final grade.
 - a) *if you are of the view that the candidate's evidence meets the description for grade C, consider this first; if the supporting evidence is strong, you may then wish to go up to the grade above and decide if the evidence meets this, and so on, until you have a best fit between the grade description and the student's work; or*
 - b) *if you are of the view that the candidate's evidence does not meet the description for grade C, then go down to the grade below and decide if it meets this, and so on, until you have a best fit between the grade description and the student's work.*

The table below summarises this approach:

Grade	Description/Advice
A*	Candidates at grade A* clearly demonstrate all of the features associated with performance at 'A' but in many areas elements of the evidence presented are exceptional, i.e. beyond that which would reasonably be expected of a candidate working at grade 'A'.
A	<i>See Grade A Description.</i>
B	Candidates at grade 'B' may demonstrate some elements of grade 'A' performance in the evidence presented but, because of limitations in other aspects of their work, not to the extent that an assessor could confidently award a grade 'A'.
C*	Candidates at grade C* clearly demonstrate all of the features associated with performance at grade 'C' but in many areas the evidence presented contains elements showing that the candidate is working at a grade beyond that which would reasonably be expected of a candidate working at grade 'C'.
C	<i>See Grade C Description.</i>
D	Candidates at grade 'D' may demonstrate some elements of grade 'C' performance in the evidence presented but, because of limitations in other aspects of their work, not to the extent that an assessor could confidently award a grade 'C'.
E	Candidates at grade 'E' clearly demonstrate all of the features associated with performance at 'F' but in many areas the evidence presented contains elements showing that the candidate is working at a grade beyond that which would reasonably be expected of a candidate working at grade 'F'.
F	<i>See Grade F Description.</i>
G	Candidates at grade 'G' may demonstrate some elements of grade 'F' performance in the evidence presented but, because of limitations in other aspects of their work, not to the extent that an assessor could confidently award a grade 'F'.

6. Further Advice and Information

Summer 2021 presents us with significant challenges, particularly teachers and students, and we hope the information set out in this document supports you through the process of awarding Centre Determined Grades this year. The information in this document will be supplemented with a webinar, which amongst other things will provide additional guidance on how to apply grade descriptions to the process of arriving at Centre Determined Grades for each of your students.

If in the interim you require further information, please contact:

CCEA Helpline	<p><u>Email: helpline@ccea.org.uk</u></p> <p>Telephone: 028 9026 1220. The helpline is operational each day from 9am to 5pm, Monday to Friday, for centres with queries in relation to Summer 2021.</p> <p>All other queries should be directed to <u>centresupport@ccea.org.uk</u></p>
CCEA Entries	<u>entriesandresults@ccea.org.uk</u>
Subject Officer	<p>Anne McGinn <u>amcginn@ccea.org.uk</u></p>
Specification Support Officer	<p>Nola Fitzsimons <u>nfitzsimons@ccea.org.uk</u></p>

Appendix 1

GCSE Grade Descriptions and Key Features – Art and Design

Assessment Objective	AO1 Develop ideas through investigations, demonstrating critical understanding of sources.		
Grade Descriptions	A	C	F
	Candidates creatively develop and explore ideas through investigations. They sustain related activity perceptively and effectively analyse and evaluate images, artefacts and products. Responses, interpretations and subsequent developments are thoughtfully informed by an understanding of culture and context.	Candidates effectively develop and explore ideas through relevant investigations. They analyse and evaluate images, artefacts and products with a developing sense of purpose. They demonstrate a general understanding of context and culture, which informs developing responses.	Candidates develop and explore ideas through experimentation. They make an attempt to analyse and evaluate images, artefacts and products, and in their responses show evidence of a limited understanding of culture and context.
AO1 Evidence	Grade A Key Features	Grade C Key Features	Grade F Key Features
<p>Component 1 Part A Practical investigations into the ideas, techniques and processes of practitioners</p> <p>Component 1 Part B Investigations of roles or working practices relating to the</p>	<p>In Part A formal visual elements are analysed/understood in the work of others; explored effectively/confidently in experiments and outcomes; and implemented effectively in candidate's work to communicate ideas (may be perceptive and creative)</p> <p>Practitioners are analysed and inform development of ideas and the successful exploration of techniques and processes (thoughtful/relevant/ effective critical analysis – may be extensive and creative)</p> <p>In Part B there is clear understanding of roles or working practices in the Creative and cultural industries (may be excellent)</p>	<p>In Part A formal visual elements are analysed/understood to some extent; explored competently in experiments and outcomes; and implemented adequately in candidate's work to communicate ideas (may be growing understanding)</p> <p>Practitioners are investigated and inform development of ideas and the competent exploration of techniques and processes (adequate/relevant/competent)</p> <p>In Part B there is growing understanding of roles or working practices in the Creative and cultural industries</p>	<p>In Part A formal visual elements are used/explored with limited understanding and exploration in experiments and outcomes; and with limited success in communication of ideas</p> <p>There is minimal investigation of relevant practitioners to inform ideas and inadequate exploration of their techniques and processes (insufficient)</p> <p>In Part B there is limited understanding of roles or working practices in the Creative and cultural industries</p>

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production of art, craft and design in the creative and cultural industries (relevant artists, designers or craft practitioners)	Effective and logical development of work/ideas (may be imaginative)	There is some success in development of work / ideas (Adequate)	There is minimal/inadequate development of work/ideas
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Assessment Objective	AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.		
Grade Descriptions	A	C	F
	<p>They thoughtfully develop and refine their ideas through experimentation, confidently manipulating and exploiting a wide range of relevant media, materials, techniques, processes and technologies. They combine their knowledge, skills and understanding in resourceful, discriminating and purposeful ways. Candidates establish significant relationships between process and product through continuing evaluation, planning and modification as their work progresses.</p>	<p>They refine their ideas and select and employ a range of media, materials, techniques, processes and technologies appropriately. They combine their knowledge, skills and understanding in a generally appropriate and successful manner. They demonstrate understanding of the relationship between process and product, and demonstrate growing ability to review, modify and refine their work as it progresses.</p>	<p>They make an attempt to refine and modify their work as it progresses. They use media, materials, techniques, processes and technologies with limited control and understanding. They demonstrate some ability to combine the knowledge, skills and understanding they have developed.</p>
AO2 Evidence	Grade A Key Features	Grade C Key Features	Grade F Key Features
<p>Component 1 Part A Exploration of the characteristics, properties and effects of different media, materials, techniques, processes and technologies</p> <p>Component 1 Part B Experimentation with relevant media, materials, techniques, processes and technologies to refine skills relevant to their practical task</p>	<p>In Part A there is focused exploration of media, materials, techniques, processes and technologies; with predictable (may be imaginative) risk taking and effective learning from experience</p> <p>There is confident and effective experimentation with relevant media, materials, techniques, processes and technologies and very good skills</p> <p>In Part B there is sustained and purposeful development and progress; clear evidence of creativity, innovation and some original solutions</p> <p>There is sustained and purposeful refinement of ideas, skills, proposals, personal outcomes and solutions (good /successful confident)</p>	<p>In Part A there is some effective exploration of media, materials, techniques, processes and technologies; risk taking is attempted and there is some learning from experience</p> <p>There is adequate experimentation with relevant media, materials, techniques, processes and technologies and competent skills</p> <p>In Part B there is predictable development and adequate progress; some evidence of creativity, innovation or problem solving</p> <p>There is methodical refinement of ideas, skills, proposals, personal outcomes and solutions (adequate/somewhat effective/appropriate)</p>	<p>In Part A there is minimal exploration of media, materials, techniques, processes and technologies; with limited evidence of risk taking or learning from experience</p> <p>There is limited experimentation with relevant media, materials, techniques, processes and technologies and limited skills</p> <p>In Part B there is limited development or progress and insufficient evidence of creativity, innovation or problem solving</p> <p>There is little refinement of ideas, skills, proposals, personal outcomes and solutions (limited/unrefined)</p>

Assessment Objective	AO3 Record ideas, observations and insights relevant to intentions as work progresses.		
Grade Descriptions	A	C	F
	They sensitively and skilfully record ideas and interpret observations and experiences.	They demonstrate the necessary skills to effectively record and respond to observations and experiences.	They select and record observations in a direct way and draw on their experiences.
AO3 Evidence	Grade A Key Features	Grade C Key Features	Grade F Key Features
<p>Component 1 Part A Exploration and recording of ideas through mark making and drawing skills for different needs and purposes</p> <p>Component 1 Part B Record of ideas, insights, plans and intentions using visual language, drawing skills and/or annotation relevant to their task</p>	<p>Relevant to both Parts A and B Ideas, observations and insights are informed and effective; recording and planning are logical and effective. There is confident use of and understanding of appropriate visual language (for example the formal visual elements are used skilfully in drawings).</p> <p>If there is written work, specialist vocabulary is used appropriately and with good understanding</p> <p>There is confident and effective exploration of mark making; drawing skills are confident and appropriate to purpose or context.</p>	<p>Relevant to both Parts A and B Ideas, observations and insights are coherent; recording and planning are coherent. There is mostly appropriate use of and growing understanding of visual language (for example the formal visual elements are used competently in drawings).</p> <p>If there is written work, specialist vocabulary is used with some understanding.</p> <p>There is competent exploration of mark making; drawing skills are competent and mostly relevant to purpose or context</p>	<p>Relevant to both Parts A and B Ideas, observations and insights lack coherence; recording and planning are limited. Inadequate use of or understanding of visual language (for example formal visual elements are partially understood in drawings).</p> <p>If there is written work, specialist vocabulary is not used or is used with inadequate understanding</p> <p>There is limited exploration of mark making; drawing skills are limited and may be inappropriate to purpose or context</p>

Assessment Objective	AO4		
	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.		
Grade Descriptions	A	C	F
	They present imaginative and personal responses, communicating the results of thorough research and enquiry in appropriate forms that clearly relate to and facilitate the realisation of intentions. They make perceptive and informed connections between personal lines of enquiry and the work of others.	They present ideas and the results of their research and enquiry competently in forms that are consistent with their intentions. They make connections with the work of others, which inform personal responses and support the realisation of intentions.	They present ideas with a basic understanding of the links between form and intention. They make a personal response, endeavouring to realise intentions, and seeking to make connections between their own work and that of others.
AO4 Evidence	Grade A Key Features	Grade C Key Features	Grade F Key Features
<p>Component 1 Part A Presentation of portfolio of work demonstrating learning and progress and understanding of visual language</p> <p>Component 1 Part B Outcome – demonstrating understanding of the purposes, intentions and functions of art, craft and design</p>	<p>In Part A the presentation of a portfolio is logical and effective and shows sustained learning and progress</p> <p>Relevant to both Parts A and B Where an outcome is planned the intentions are clear and could be adapted appropriately to complete a successful outcome</p> <p>Any completed outcomes demonstrate confident/good understanding of visual language; and good understanding of the purposes, intentions and functions of art, craft and design</p>	<p>In Part A the presentation of a portfolio is coherent and shows adequate learning and progress</p> <p>Relevant to both Parts A and B Where an outcome is planned intentions are coherent and could be adapted to complete a satisfactory outcome</p> <p>Any completed outcomes demonstrate adequate understanding of visual language; and some understanding of the purposes, intentions and functions of art, craft and design</p>	<p>In Part A the presentation of a portfolio is limited in coherence with limited evidence of learning and progress</p> <p>Relevant to both Parts A and B Where an outcome is planned the intentions are not coherent and the outcome may be limited</p> <p>Any completed outcomes demonstrate little understanding of visual language; and little understanding of the purposes, intentions and functions of art, craft and design</p>

Appendix 2

Definitions of Levels of Control

Levels of control for the conditions under which students have completed assessments that are internally marked in school are defined as High, Medium and Limited at GCSE. These definitions also align with the conditions of control for GCE and other CCEA qualifications. In recording the levels of control for evidence to be used in Centre Determined Grades for Summer 2021, the following should be used.

<p>High</p>	<p>The use of resources is tightly prescribed. The centre must ensure that:</p> <ul style="list-style-type: none"> • all students are within direct sight of the teacher/supervisor throughout the session(s); • display materials which might provide assistance are removed or covered; • there is no access to email, the internet or mobile phones; • students complete their work independently; • interaction with other students does not occur; and • no assistance of any description is provided.
<p>Medium</p>	<p>Students do not need to be directly supervised at all times. The use of resources, including the internet, is not tightly prescribed. Centres should ensure that:</p> <ul style="list-style-type: none"> • there is sufficient evidence to ensure that the individual work can be authenticated; and • the work an individual student submits for assessment is their own. <p>If work has been completed in groups, teachers must ensure that they can determine and assess the individual student's contribution to the work.</p> <p>If work has been completed remotely, it may be useful to ask questions about what they did and how/why they did it, to help authenticate the work.</p>
<p>Limited</p>	<p>Work is completed without any direct supervision and would not normally contribute to assessable outcomes.</p>

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