GCSE Art and Design

Standards Booklet 2018

GCSE(9-1) Art and Design 2016 New Specification

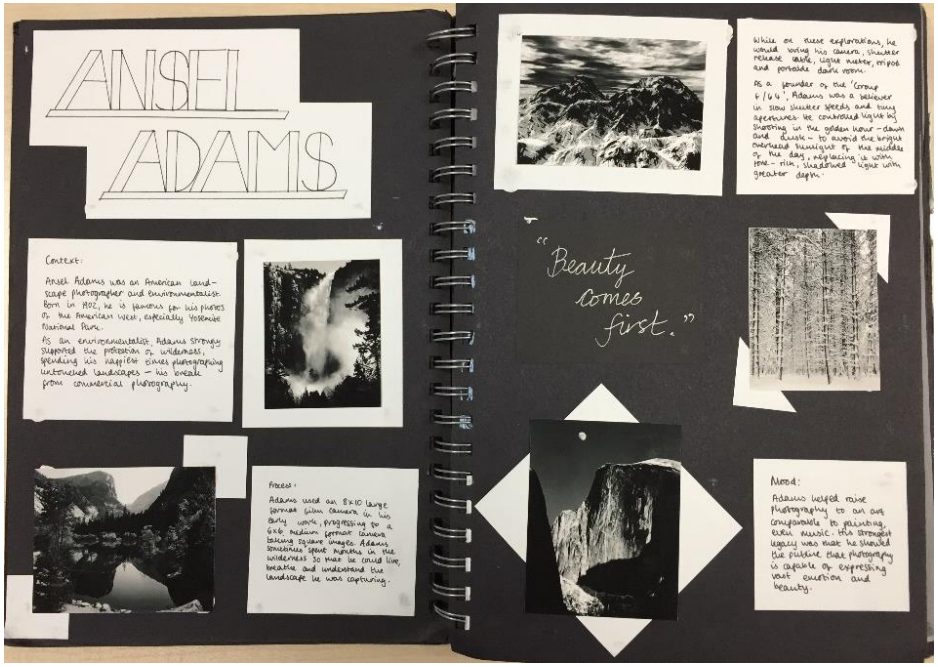
The following sequence shows the 2018 standard live work samples in merit order for each component (10 samples for component 1 (Personal Portfolio - legacy specification) and 10 samples for component 2 (ESA title 'Beginning and/or End – legacy specification). Each sample shows a selection of images that exemplifies the salient characteristics of the standard mark.

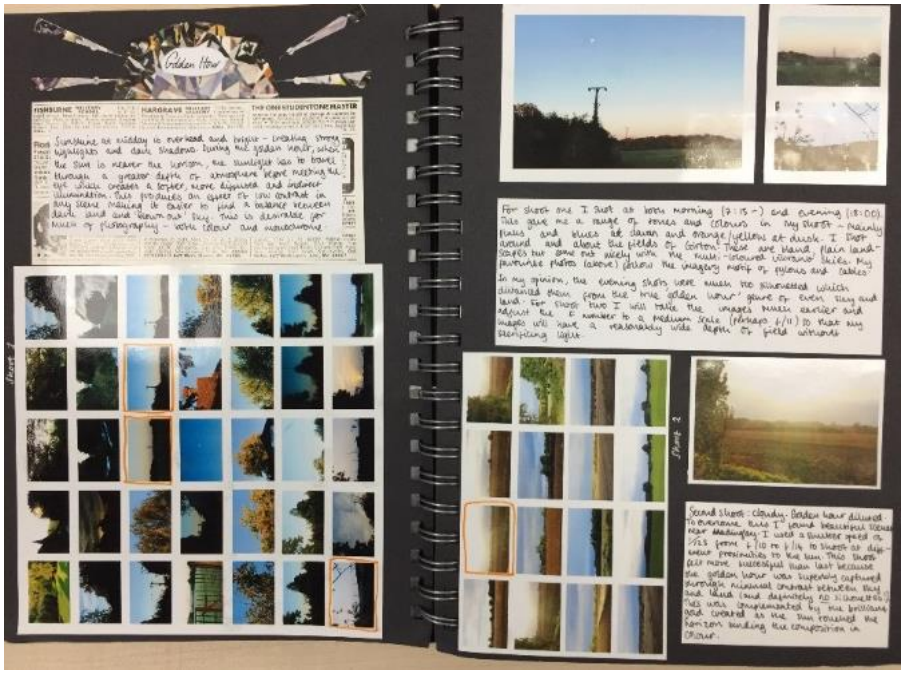
Component 1 Photography

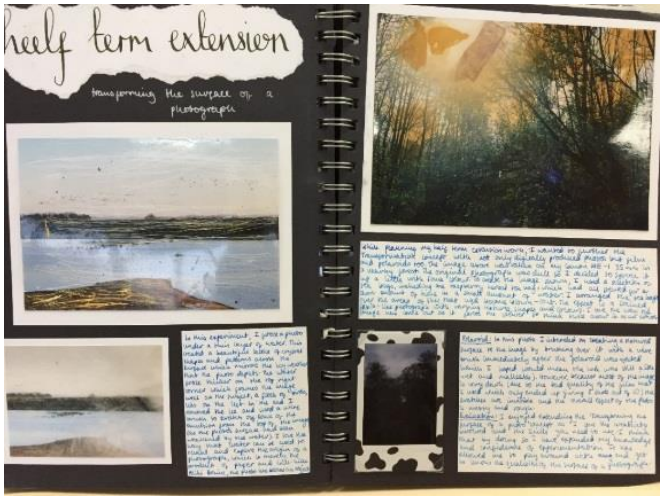
Standard mark = 62

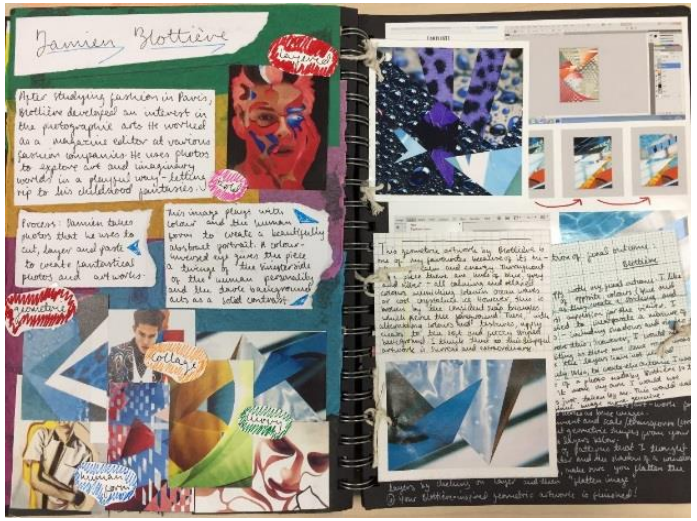
Advanced
Convincing
Comprehensive
Perceptive
Focused
Refined
Resolved
Risk-taking
Accomplished
Insightful

AO1	AO2	AO3	AO4	Total
16	**16**	**15**	**15**	**62**

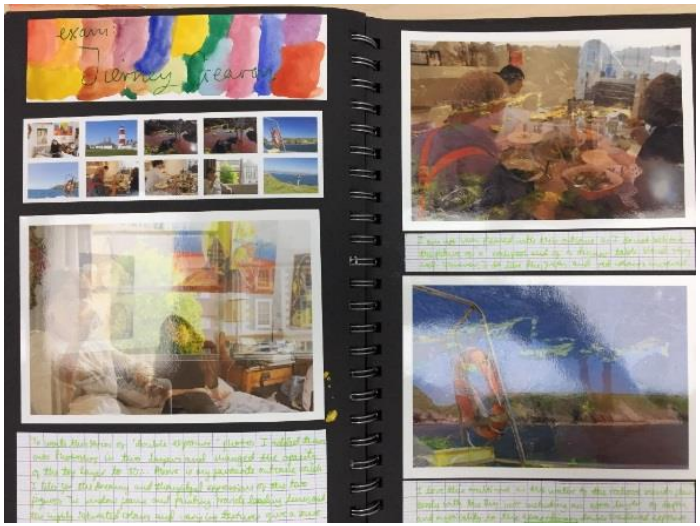


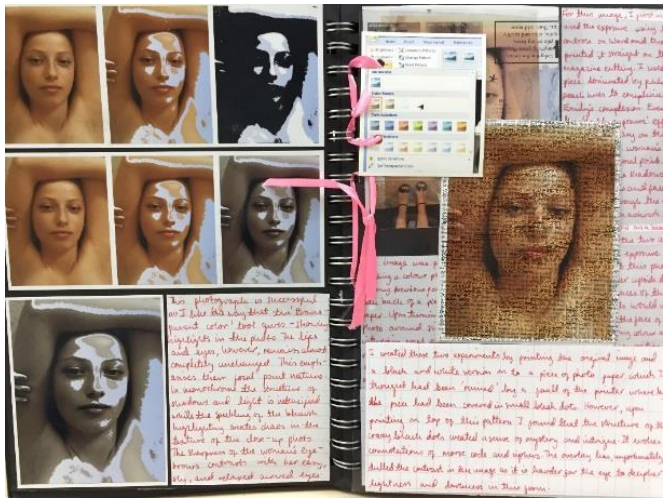


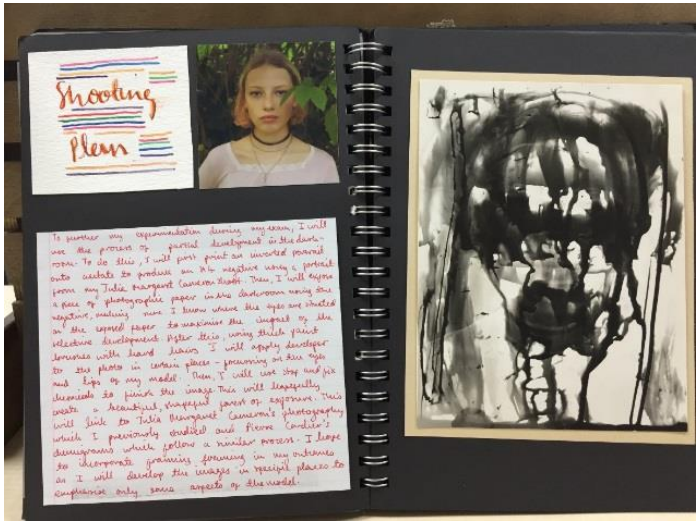




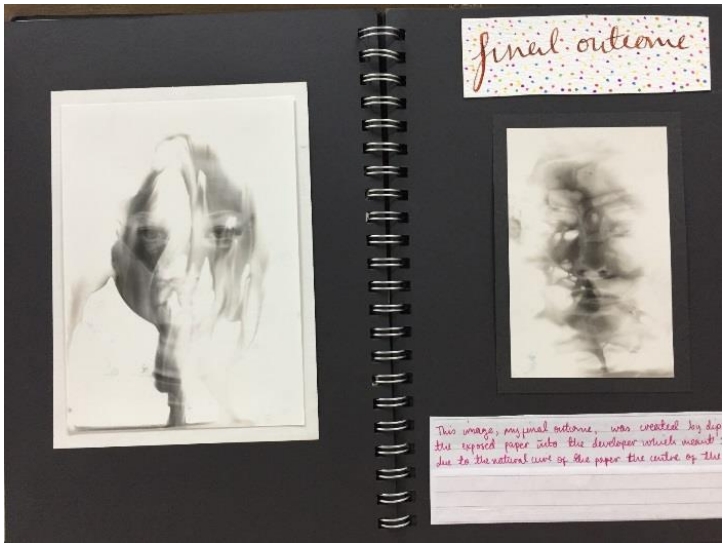
Standard mark = 62

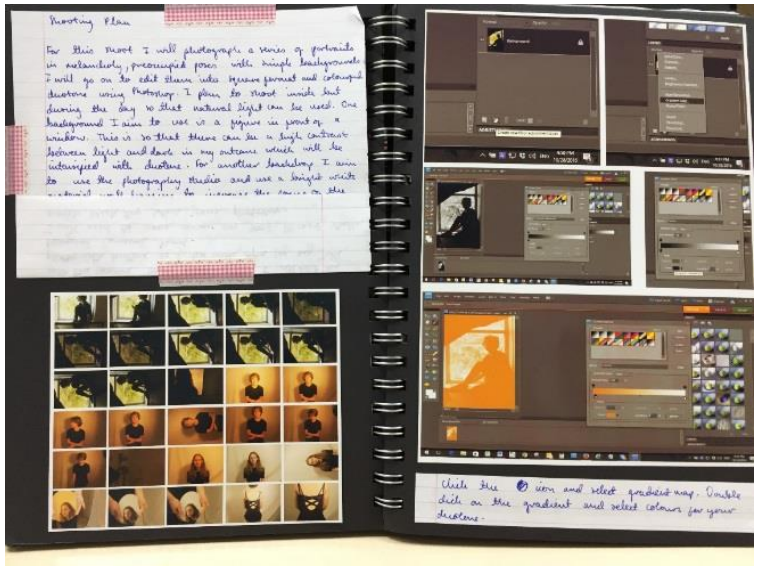


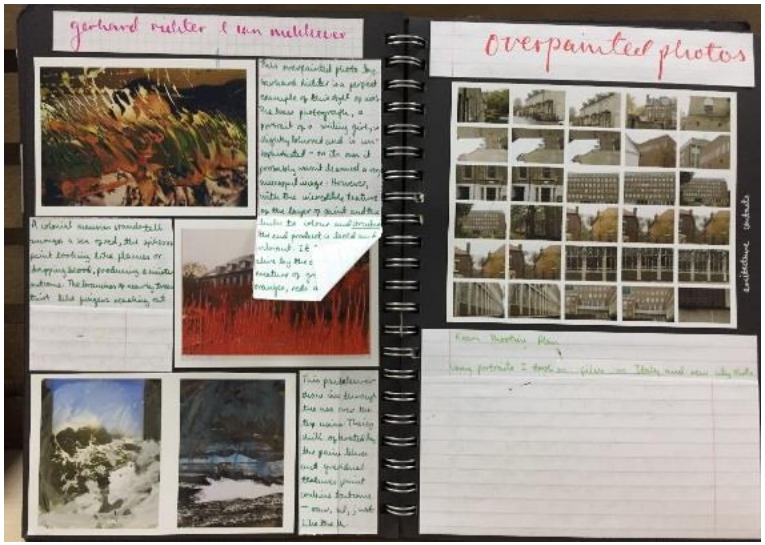


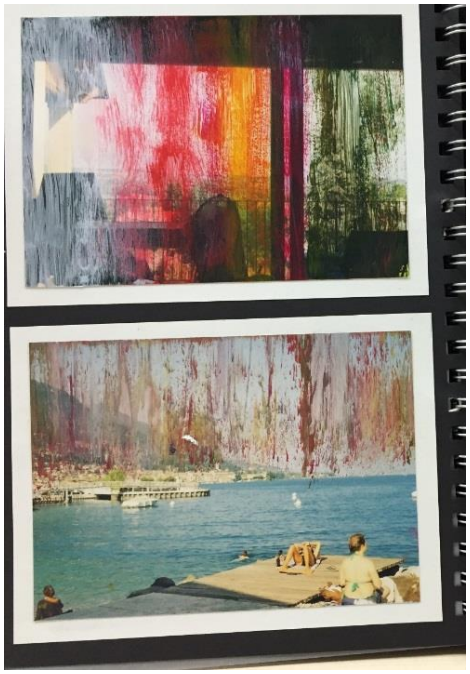


Standard mark = 62







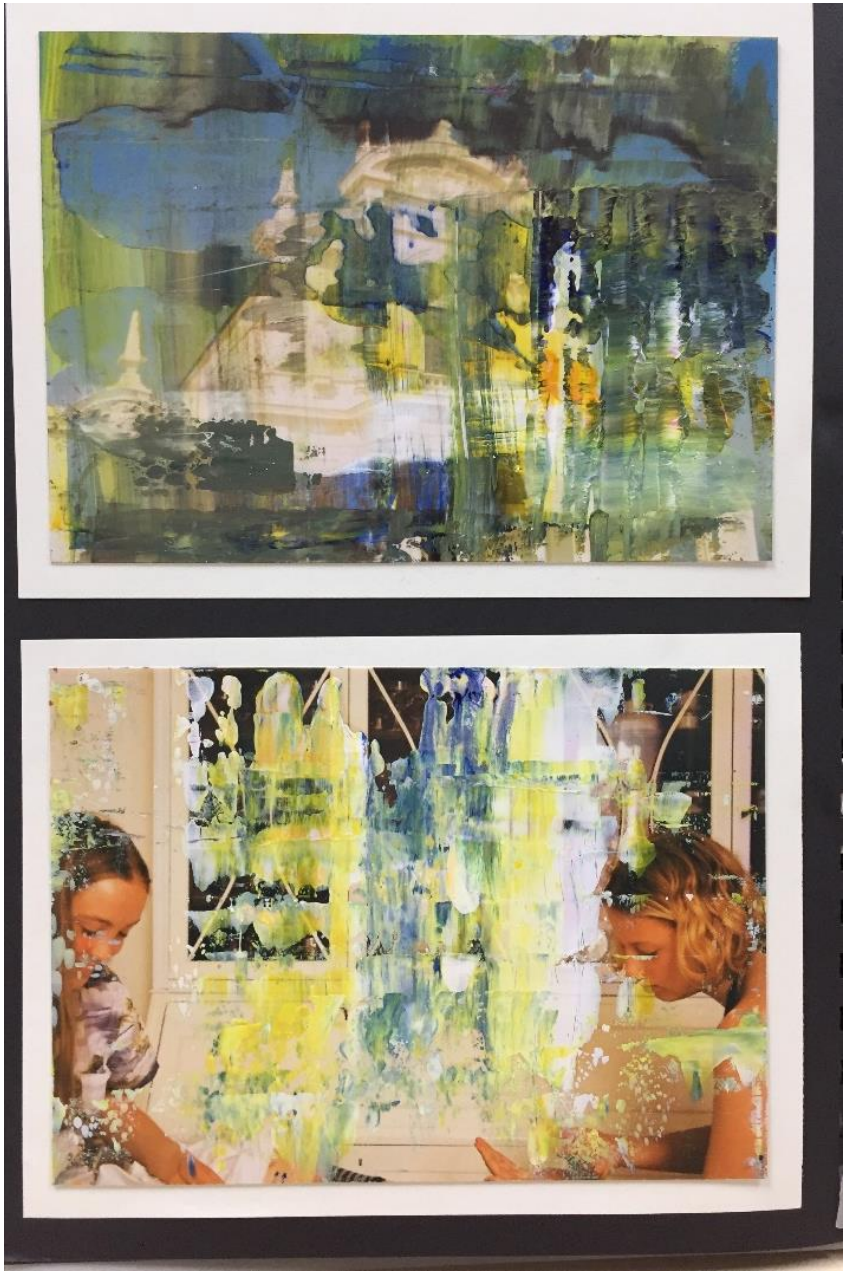


Standard mark = 62

Standard mark = 62

Advanced
Convincing
Comprehensive
Perceptive
Focused
Refined
Resolved
Risk-taking
Accomplished
Insightful

AO1	AO2	AO3	AO4	Total
16	**16**	**15**	**15**	**62**

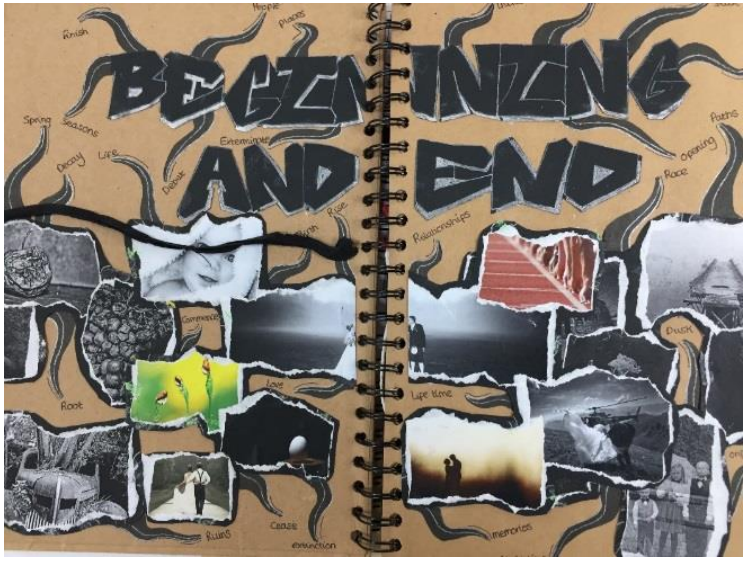


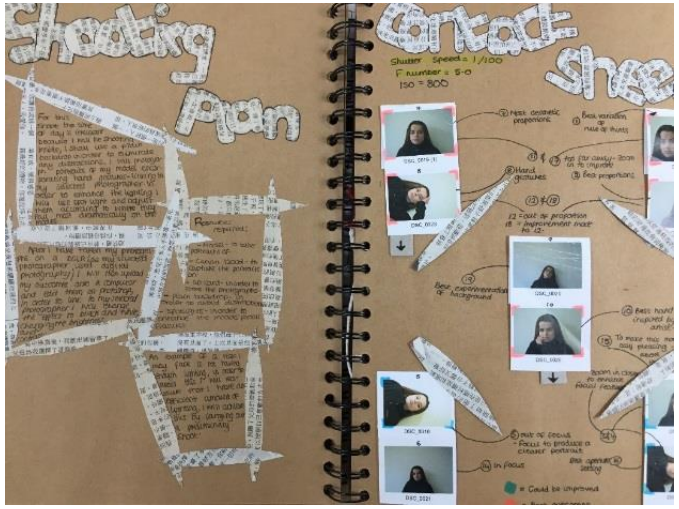
Component 2 Photography

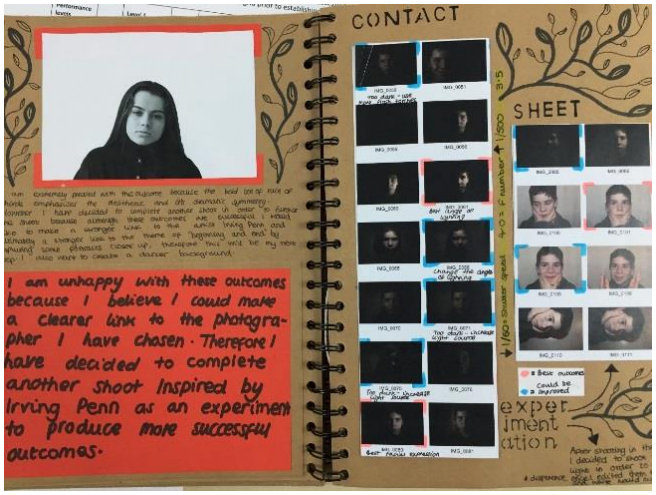
Standard mark 53

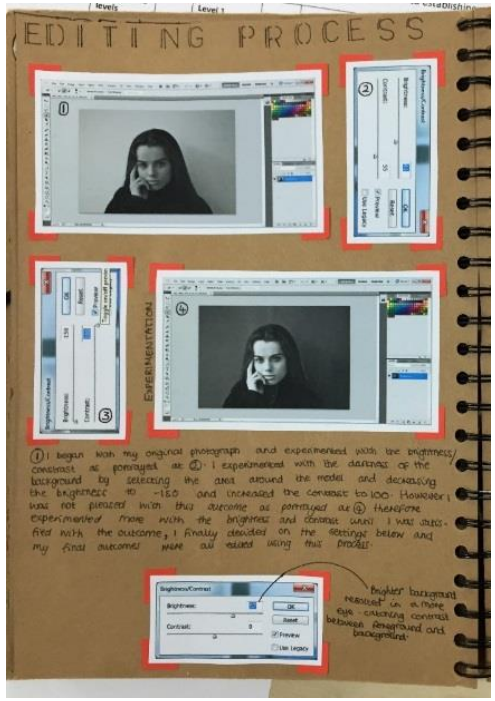
Focused
Resolved
Comprehensive

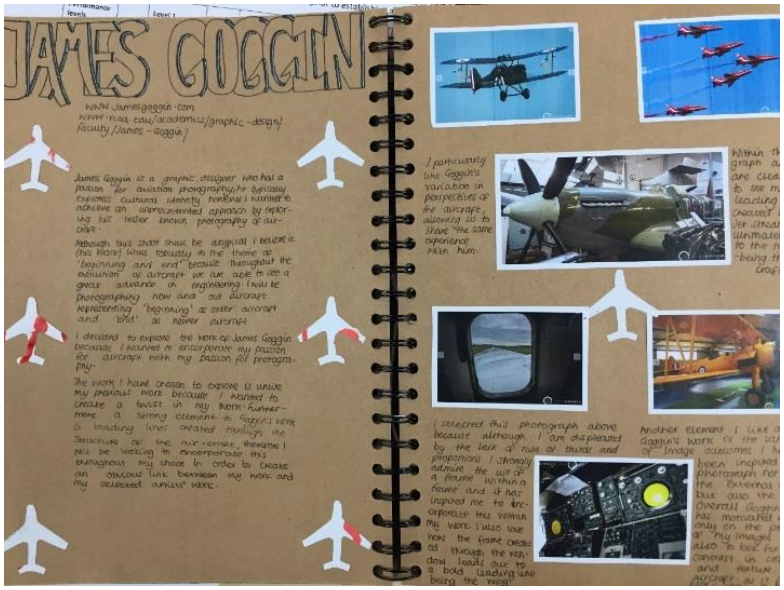
AO1	AO2	AO3	AO4	Total
14	14	13	12	53

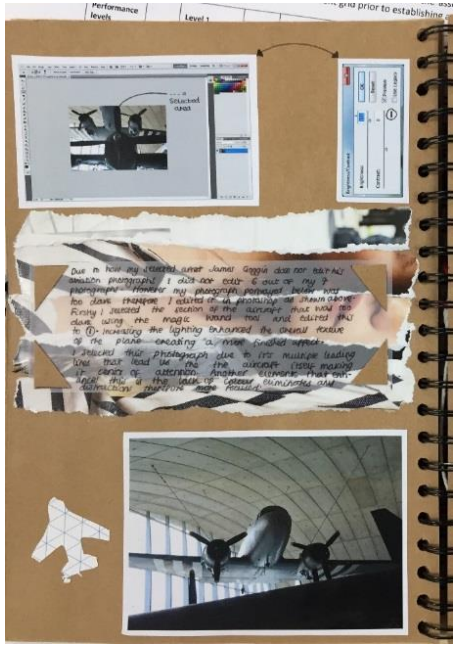


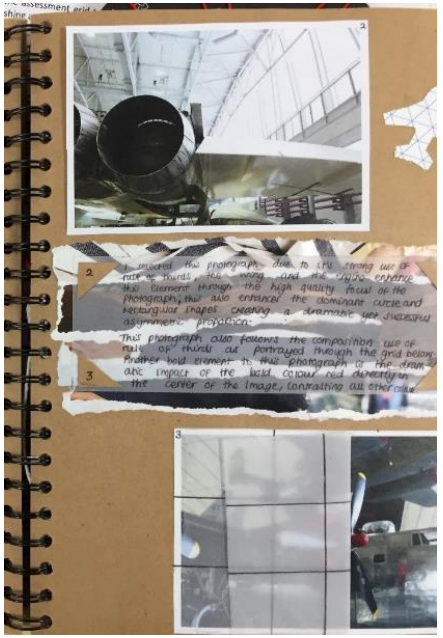




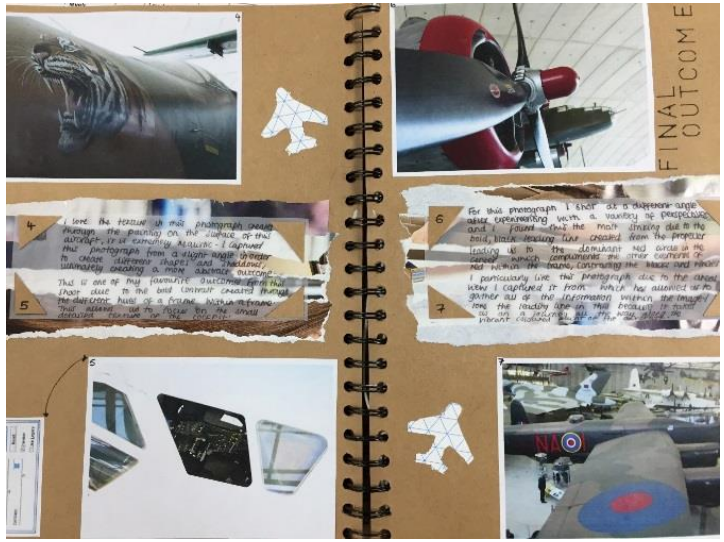


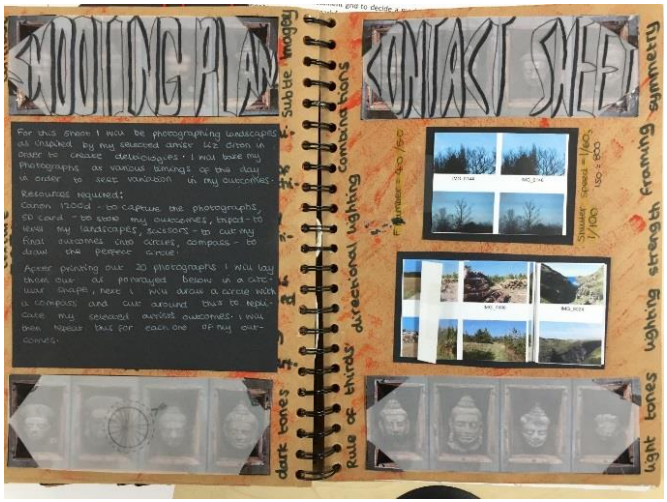


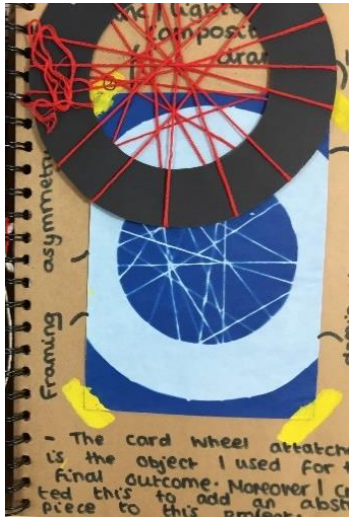


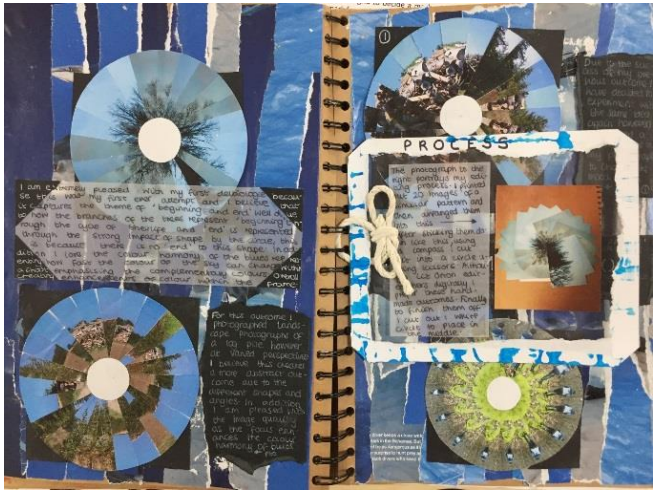


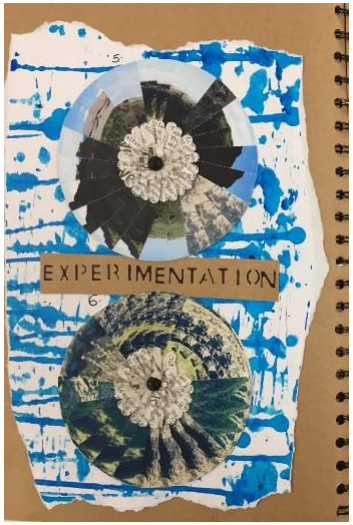
Standard mark = 53











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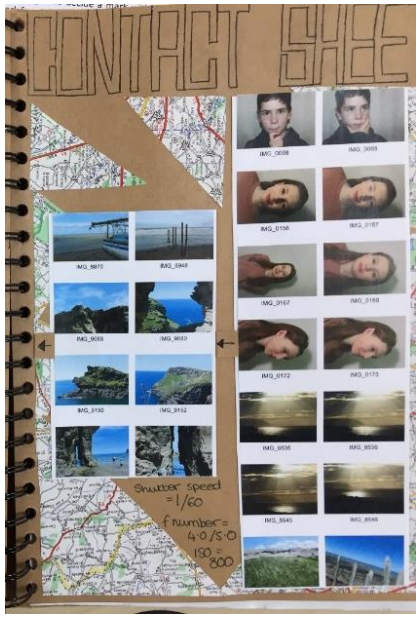
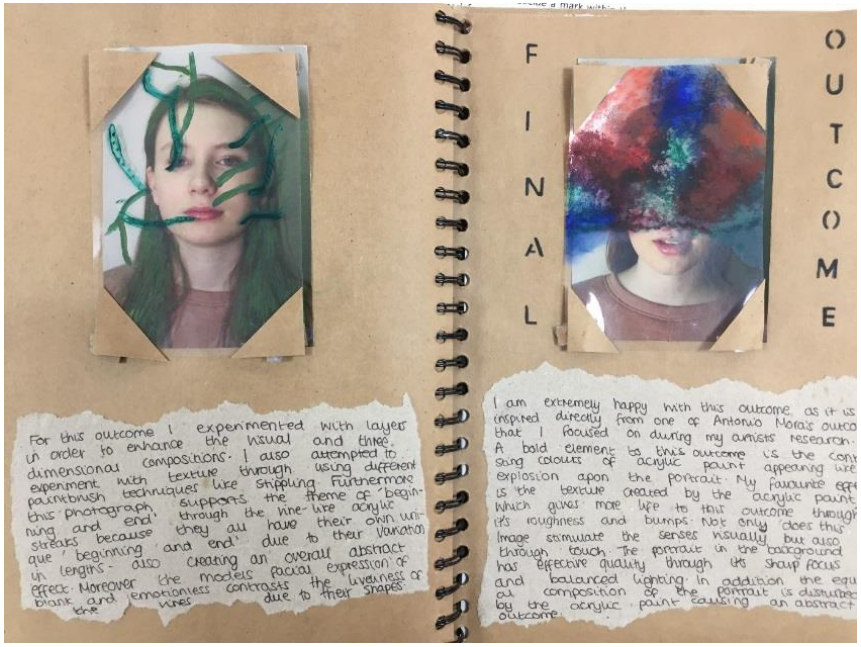
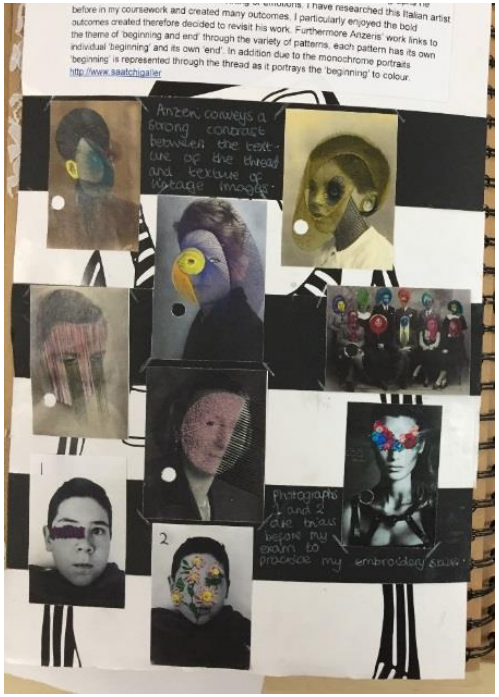
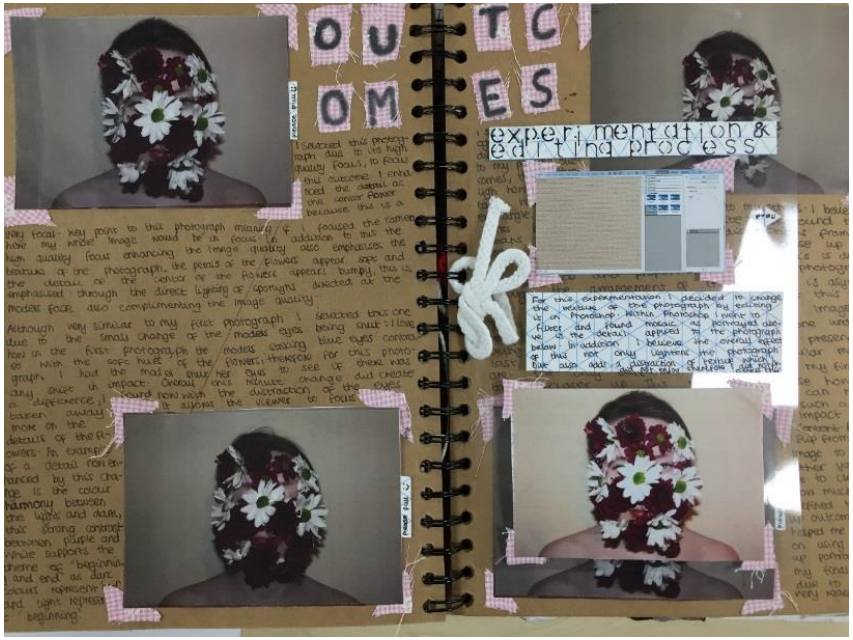








Standard mark = 53

Standard mark 53

Focused
Resolved
Comprehensive

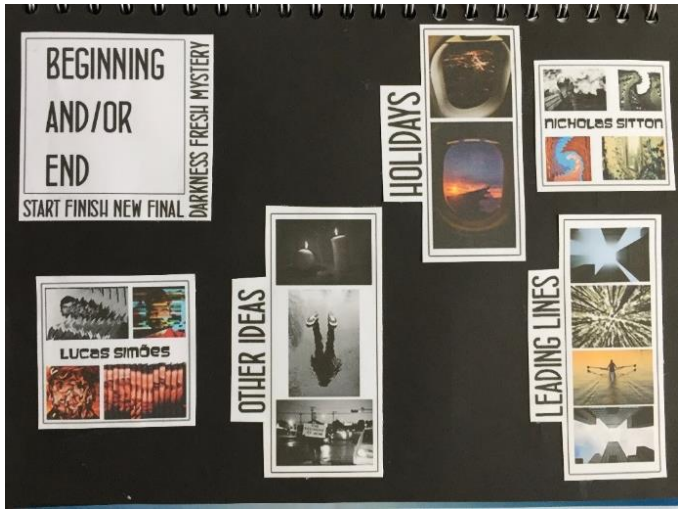
AO1	AO2	AO3	AO4	Total
14	14	13	12	53

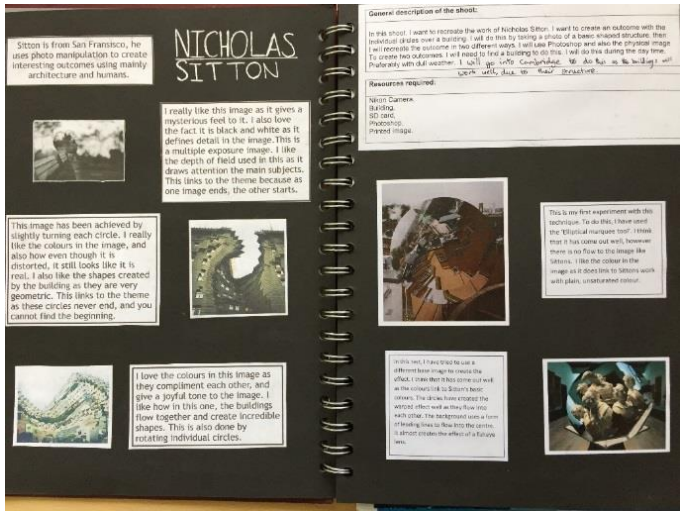
Component 2 Photography

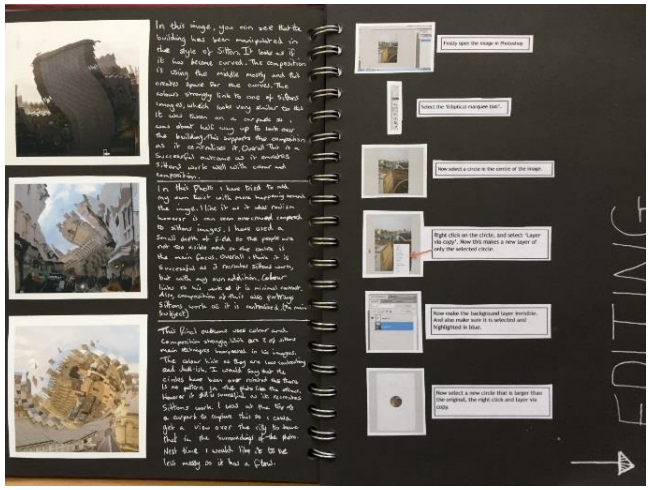
Standard mark 41

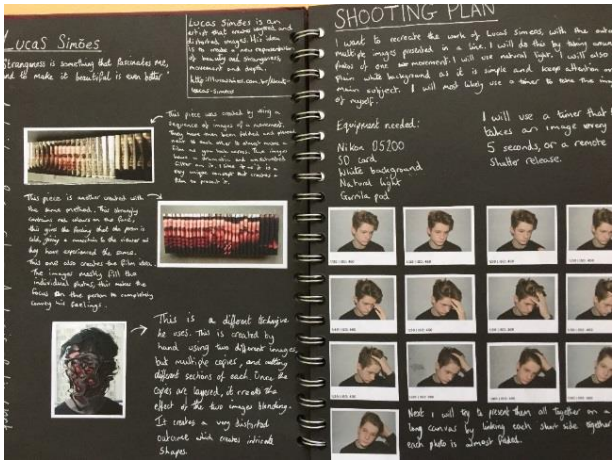
Informed
Purposeful
Skillful

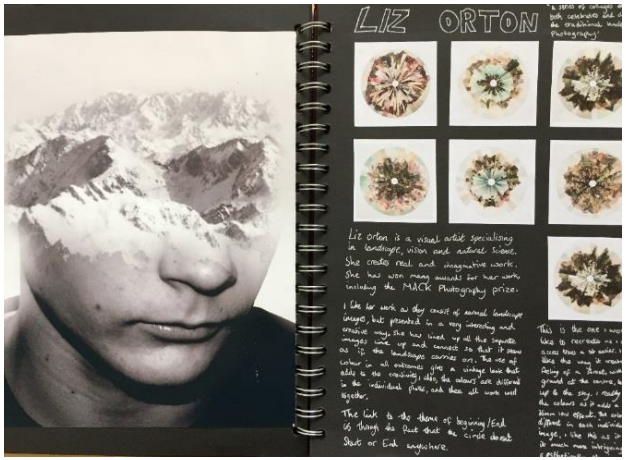
AO1	AO2	AO3	AO4	Total
10	11	10	10	41











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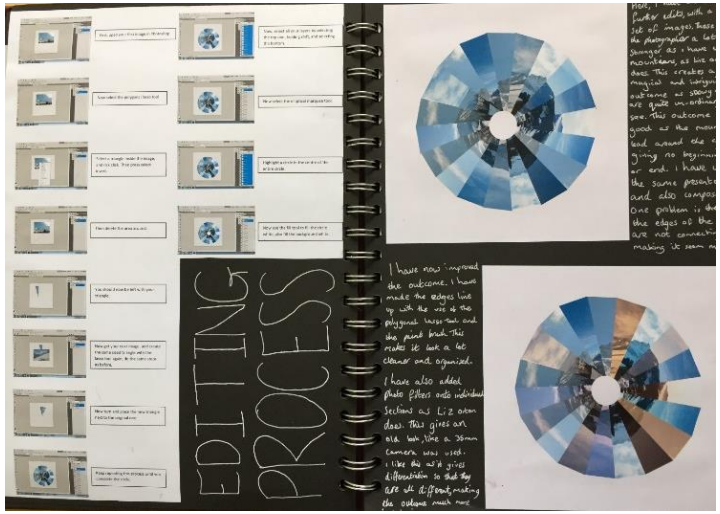


Standard mark 41

Informed
Purposeful
Skillful

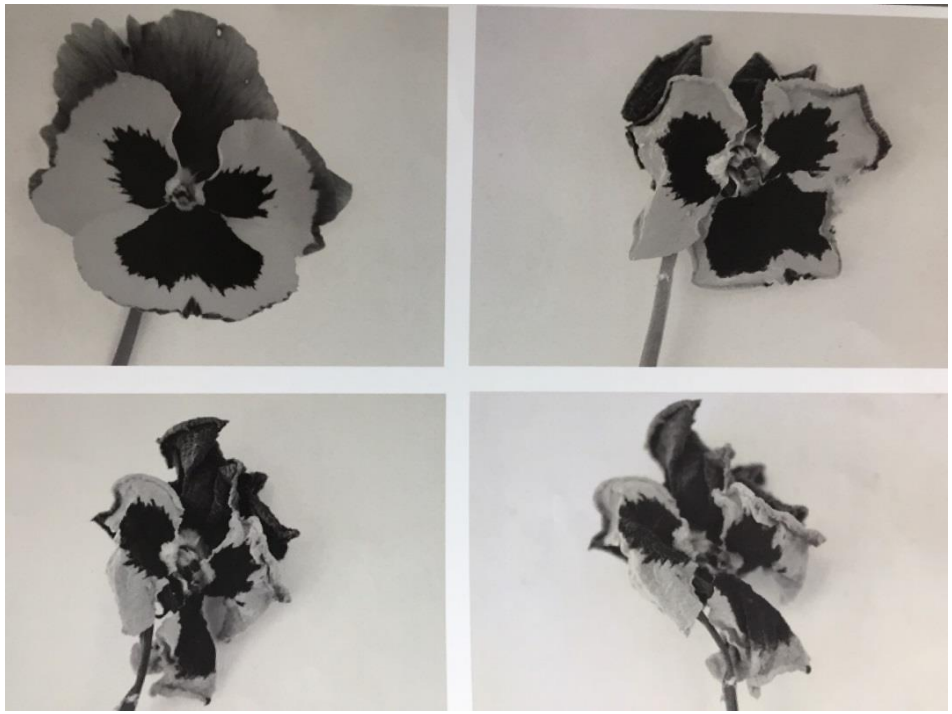
AO1	AO2	AO3	AO4	Total
10	11	10	10	41

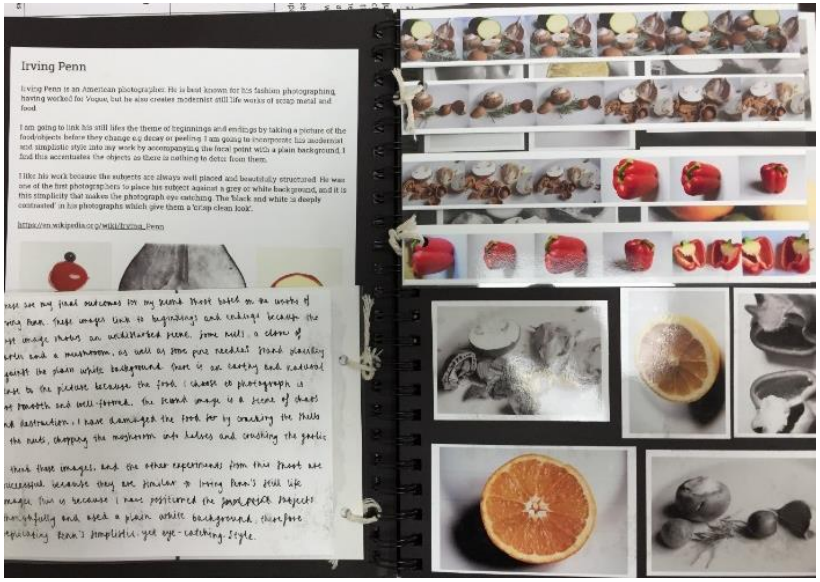
Component 2 Photography

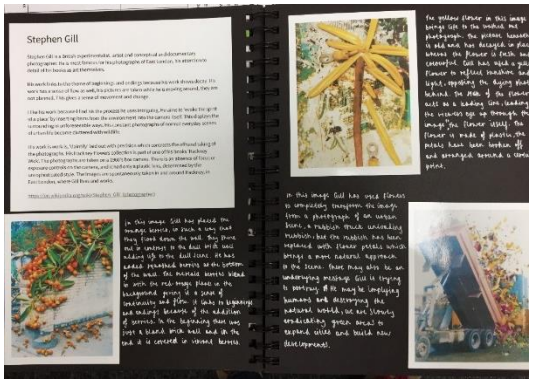
Standard mark 39

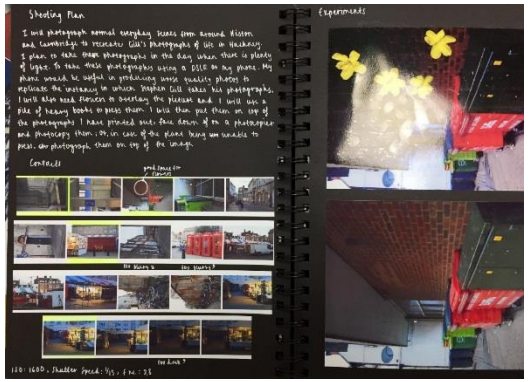
Reflective
Predictable
Growing control
Broadening
Endeavour
Safe
Thoughtful

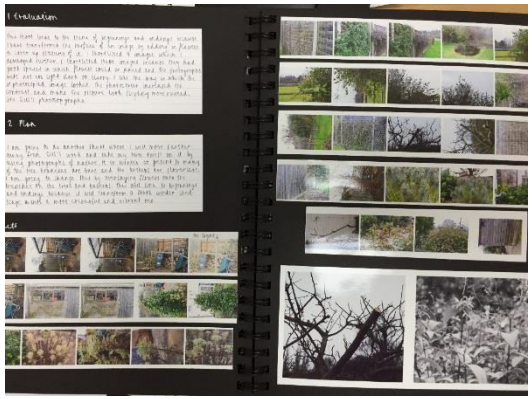
AO1	AO2	AO3	AO4	Total
10	10	10	9	39

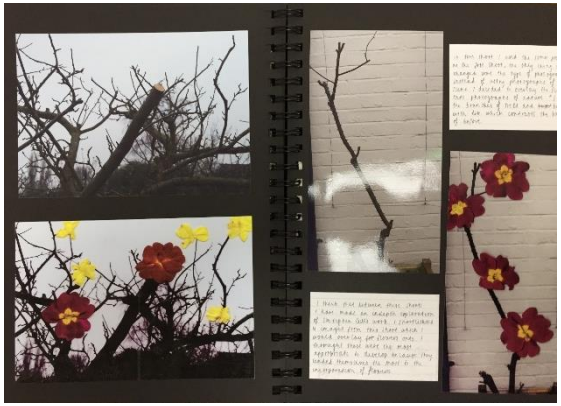


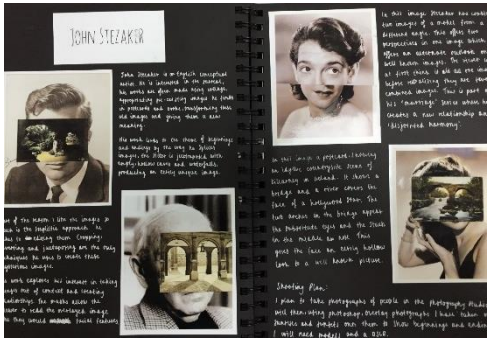




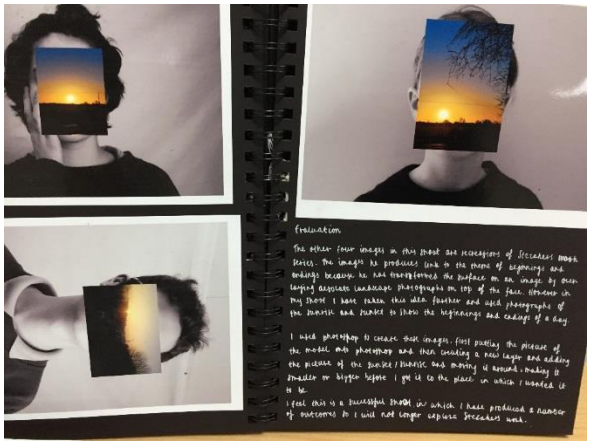


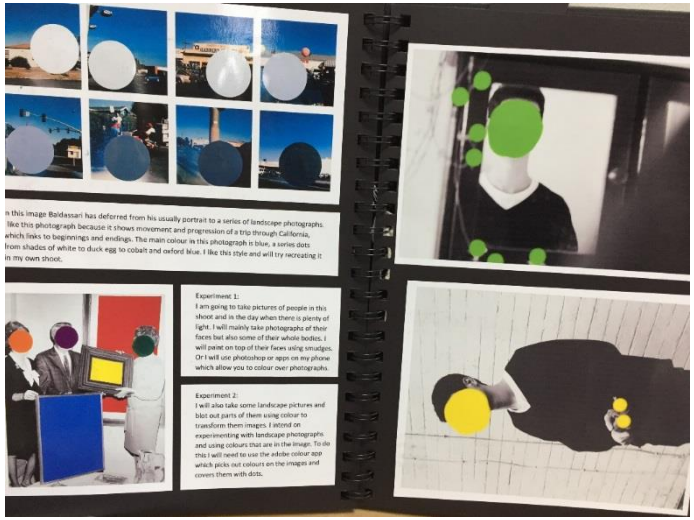


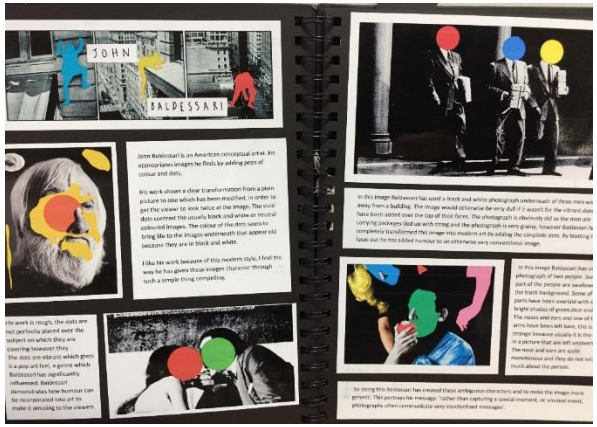


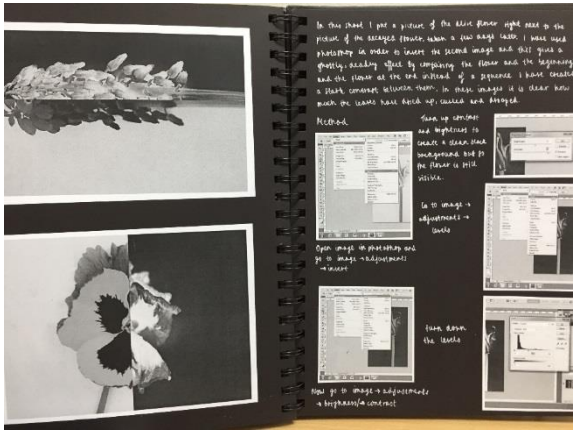


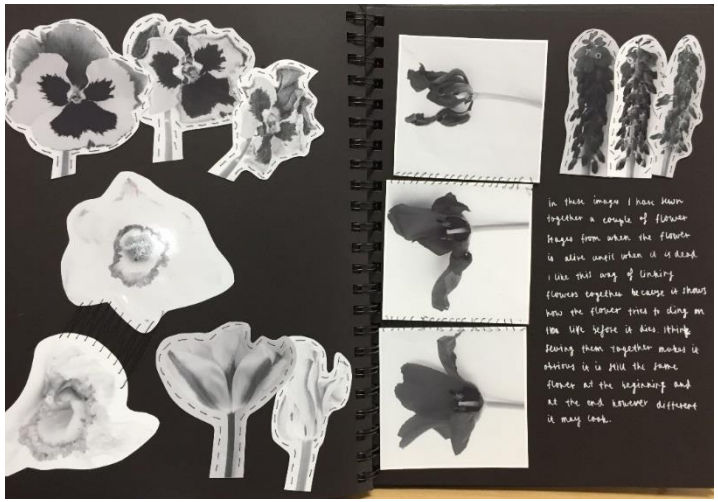
Standard mark = 39









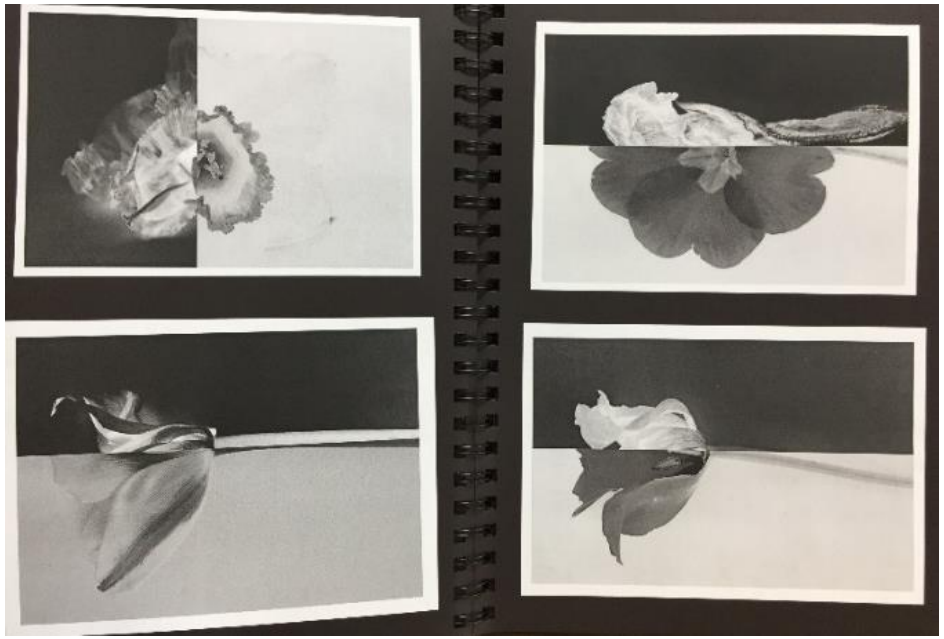


Standard mark = 39

Standard mark 39

Reflective
Predictable
Growing control
Broadening
Endeavour
Safe
Thoughtful

AO1	AO2	AO3	AO4	Total
10	10	10	9	39

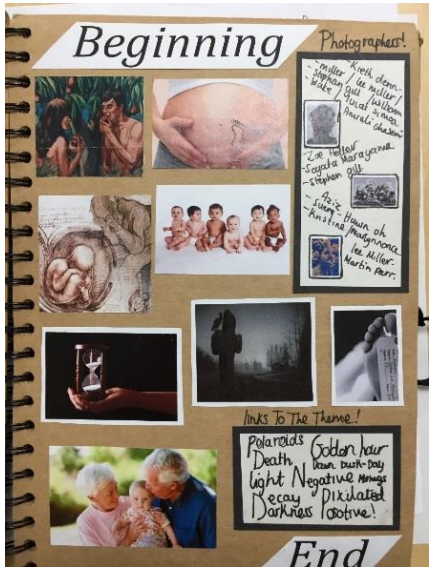


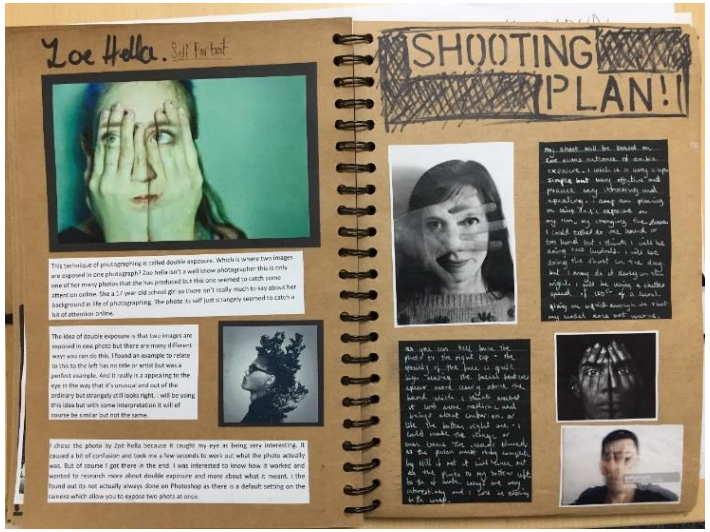
Component 2 Photography

Standard mark 24

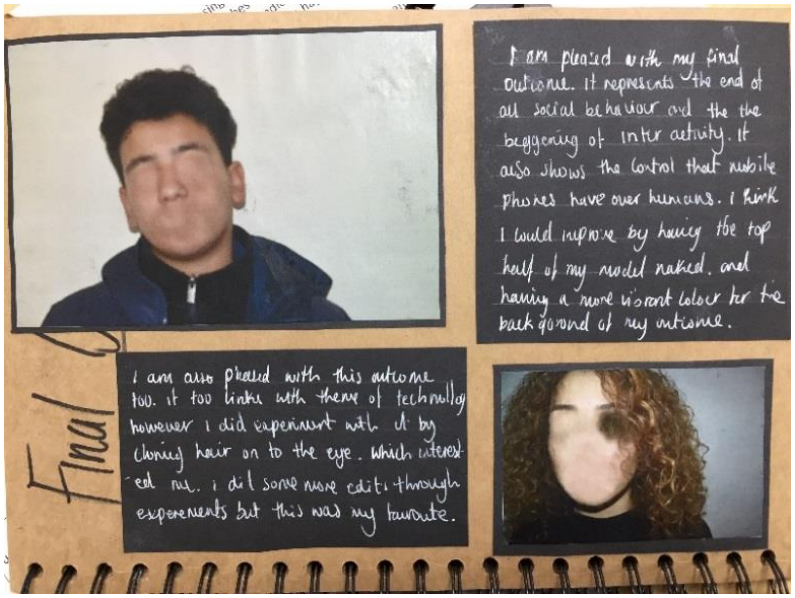
Deliberate
Methodical
Superficial
Unrefined
Simplistic
Tentative

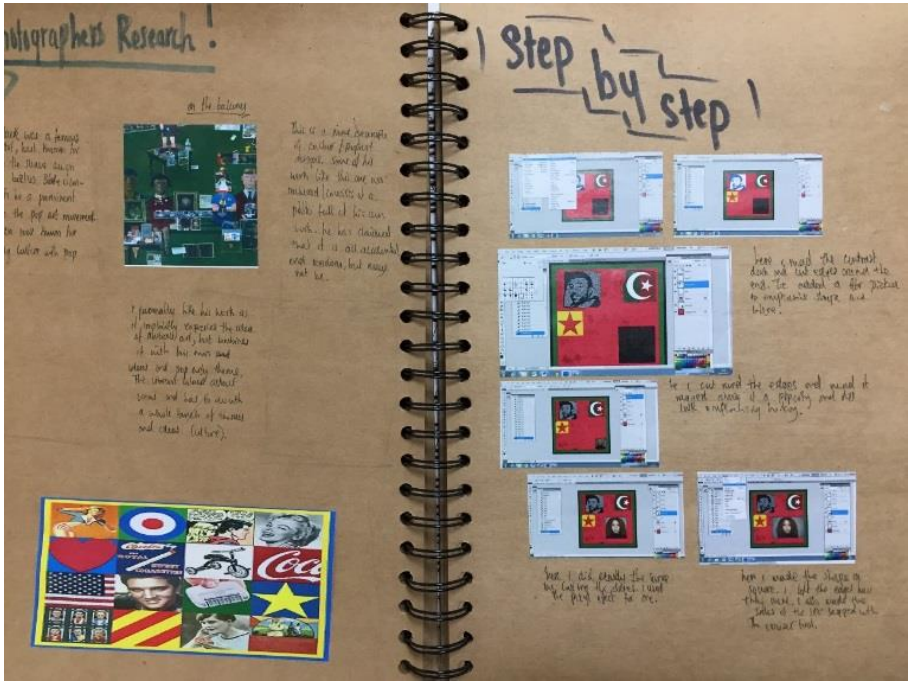
AO1	AO2	AO3	AO4	Total
6	6	6	6	24

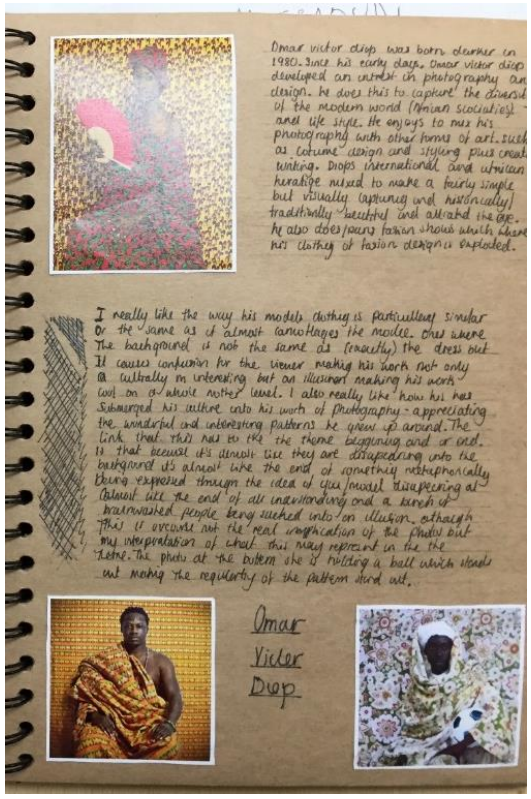


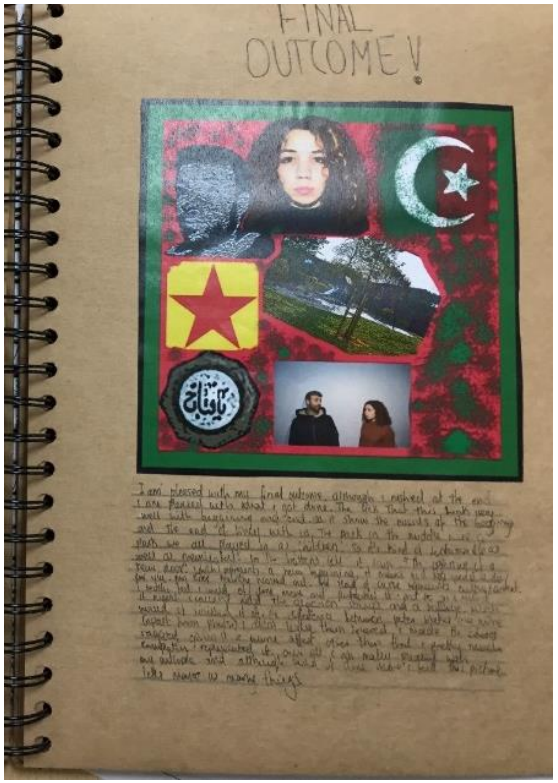


Standard mark = 24









Standard mark 24

Deliberate
Methodical
Superficial
Unrefined
Simplistic
Tentative

AO1	AO2	AO3	AO4	Total
6	6	6	6	24

E9 report example

Thank you for hosting the moderation this year.

The sole purpose of this report is to comment on the accuracy of your assessment and how the requirements of the centre guidance document have been applied. The moderation process compared your centre's assessment decisions in each Assessment Objective to the national standards for GCSE Art and Design. It is essential that centres are internally standardised across different titles and components prior to the moderation visit to ensure consistent accuracy of assessment.

The work was presented in a way that facilitated the moderation process. All paper work was correct. Mark submission was completed accurately. The sample candidates were clearly labelled.

Component 1 Assessment

The Art Craft and Design, Photography and Textile Design submission had been significantly leniently marked particularly in Objectives 3 and 4. This was evident across all performance levels. Typically, work would have been more accurately described by referring to the performance level descriptors one level below.

Candidate's submissions across all titles did not show the necessary command of recording and visual language to achieve the marks awarded by the centre, when compared to the national standard.

Component 2 Assessment

The Art Craft and Design, Photography and Textile Design submission had been significantly leniently marked particularly in Objectives 3 and 4. This was evident across all performance levels. Typically, work would have been more accurately described by referring to the performance level descriptors one level below.

Candidate's submissions across all titles did not show the necessary command of recording and visual language to achieve the marks awarded by the centre, when compared to the national standard.

Conclusion

Support is available to aid your assessment decisions. Exemplar work across different performance levels and titles will facilitate your understanding of the national standards. The Principal Moderator report highlights issues affecting the assessment pertinent to this year's examination series. The centre may also find it helpful to take advantage of the training provided by Pearson Edexcel on assessment procedures. For information about Pearson Edexcel training please go to http://qualifications.pearson.com/en/support/training-from-pearson-uk.html?stp1=9&stp1Name=GCSE&stp2=119&stp2Name=Art%20%26%20Design

Pearson - GCSE Art and Design 2016 - Assessment Taxonomy

How to use the Taxonomy in conjunction with Assessment Grid

The first stage is to decide in which performance level the candidate's work should be placed. When assessing work for each component, teachers should make a holistic judgement using the descriptors in the taxonomy, to establish which performance level matches most closely the candidate's work. The candidate should be placed in the performance level that best exemplifies the characteristics of their work. Candidate's work that falls between two performance levels must achieve all the keyword descriptors in the lower level and some in the level above. Where this happens, teachers must use their professional judgement to decide which performance level is most appropriate using a 'best-fit' approach.

Performance levels	**BELOW GCSE LEVEL (0)**	**Level 1 LIMITED**	**LIMITED/ BASIC**	**Level 2 BASIC**	**BASIC/EMERGING COMPENENT**	**Level 3 EMERGING COMPETENT**	**EMERGING COMPETENT / COMPETENT & CONSISTENT**	**Level 4 COMPETENT & CONSISTENT**	**COMPETENT & CONSISTENT/ CONFIDENT & ASSURED**	**Level 5 CONFIDENT & ASSURED**	**CONFIDENT & ASSURED / EXCEPTIONAL**	**Level 6 EXCEPTIONAL**
Consider the keyword descriptors to the right carefully. Has the candidate achieved all, most or some of the descriptors?	No rewardable material	**Unstructured** **Clumsy** **Disjointed** **Minimal** **Elementary**	The candidate has achieved all of the keyword descriptors in the lower level and some of those above.	**Deliberate** **Methodical** **Superficial** **Unrefined** **Simplistic** **Tentative**	The candidate has achieved all of the keyword descriptors in the lower level and some of those above.	**Reflective** **Predictable** **Growing control** **Broadening** **Endeavour** **Safe**	The candidate has achieved all of the keyword descriptors in the lower level and some of those above.	**Informed** **Purposeful** **Secure** **Engaged** **Skilful** **Thoughtful** **Cohesive**	The candidate has achieved all of the keyword descriptors in the lower level and some of those above.	**Advanced** **Convincing** **Comprehensive** **Focused** **Perceptive** **Refined** **Resolved** **Risk-taking**	The candidate has achieved all of the keyword descriptors in the lower level and some of those above.	**Accomplished** **Inspired** **Intuitive** **Insightful** **Powerful** **Extraordinary** **Unexpected** **Outstanding**
	0 marks	**1 – 12 marks**	**13** **14** **15 marks**	**16 – 24 marks**	**25** **26** **27 marks**	**28 – 36 marks**	**37** **38** **39 marks**	**40 – 48 Marks**	**49** **50** **51 marks**	**52 – 60 marks**	**61** **62** **63 marks**	**64 – 72 marks**

After a performance level has been established, the next stage is to use the assessment grid to decide a mark within the performance level. Read the *'Instructions for use'* which accompanies the assessment grid prior to establishing a mark for each assessment objective and total mark.

GCSE Art and Design assessment grid

Instructions for use

You should use the assessment grid on the next page to assess all student work for both components and all titles.

- The assessment grid assesses the four Assessment Objectives equally.
- The four Assessment Objectives are in the first column, with performance descriptors running across the grid.
- The levels of performance head the six remaining columns.
- The six levels of performance each contain three marks.
- There is a maximum of 18 marks available for each Assessment Objective.
- Note that 0 marks should be awarded where work has not achieved the required standard for this qualification.

The descriptors in the assessment grid should be understood as follows:

- **Limited** – insufficient knowledge, understanding and skills; minimal evidence of, and lack of structure in, the development and recording of ideas.
- **Basic** – some knowledge, understanding and skills demonstrated but they are simplistic and deliberate; some structure and repetition in the development and recording of ideas.
- **Emerging competent** – knowledge, understanding and skills are generally adequate but safe.
- **Competent and consistent** – knowledge, understanding and skills are secure and cohesive throughout.
- **Confident and assured** – knowledge, understanding and skills are effective and focused throughout.
- **Exceptional** – knowledge, understanding and skills are in-depth, perceptive and accomplished throughout.

When assessing student work you should:

- refer to published visual exemplars to establish a secure understanding of how descriptors relate to practical evidence;
- use the bulleted descriptors in each box to determine which level of performance the evidence meets best, working through each Assessment Objective separately;
- use the descriptors holistically; there is not one mark available per descriptor;
- decide whether the evidence 'just' meets, 'mostly' meets or 'fully' meets the descriptors in the level of performance to determine the appropriate mark within the level of performance;
- use a best-fit approach to award the mark that corresponds most closely to the descriptors that have been met where evidence for an Assessment Objective meets descriptors from two or more different levels of performance;
- determine a mark out of 18 for each Assessment Objective and either circle the relevant mark or write it in the far right-hand column;
- add the marks for each Assessment Objective together for a total mark out of 72.

Centre number:		**Title:**		**Candidate name:**	
Areas of study:		**Subject code:**		**Candidate number:**	

GCSE assessment grid – you should use this assessment grid to assess all student work for both components and all titles

Assessment Objectives	**0**	**Level 1 LIMITED ABILITY** *Insufficient knowledge, understanding and skills; minimal evidence of, and lack of structure in, the development and recording of ideas*			**Level 2 BASIC ABILITY** *Some knowledge, understanding and skills demonstrated but they are simplistic and deliberate; some structure and repetition in the development and recording of ideas*			**Level 3 EMERGING COMPETENT ABILITY** *Knowledge, understanding and skills are generally adequate but safe*			**Level 4 COMPETENT AND CONSISTENT ABILITY** *Knowledge, understanding and skills are secure and cohesive throughout*			**Level 5 CONFIDENT AND ASSURED ABILITY** *Knowledge, understanding and skills are effective and focused throughout*			**Level 6 EXCEPTIONAL ABILITY** *Knowledge, understanding and skills are in-depth, perceptive and accomplished throughout*			
Evidence meets requirements		**Just**	**Mostly**	**Fully**	**Just**	**Mostly**	**Fully**	**Just**	**Mostly**	**Fully**	**Just**	**Mostly**	**Fully**	**Just**	**Mostly**	**Fully**	**Just**	**Mostly**	**Fully**	
AO1	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	**AO1 mark**
Develop ideas through investigations, demonstrating critical understanding of sources	No rewardable material	• Development of ideas through investigations shows limited ability • The investigation process shows limited critical understanding of the context of own ideas and the sources that have informed them			• Development of ideas through investigations shows basic ability • The investigation process shows basic critical understanding of the context of own ideas and the sources that have informed them			• Development of ideas through investigations shows emerging competence • The investigation process shows emerging competence in critical understanding of the context of own ideas and the sources that have informed them			• Development of ideas through investigations shows competent and consistent ability • The investigation process shows competent and consistent critical understanding of the context of own ideas and the sources that have informed them			• Development of ideas through investigations shows confident and assured ability • The investigation process shows confident and assured critical understanding of the context of own ideas and the sources that have informed them			• Development of ideas through investigations shows exceptional ability • The investigation process shows exceptional critical understanding of the context of own ideas and the sources that have informed them			
AO2	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	**AO2 mark**
Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	No rewardable material	• Limited ability to refine work, driven by insights gained through exploration of ideas and reflection • Limited ability to explore ideas through a process of experimentation and review • Limited ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions			• Basic ability to refine work, driven by insights gained through exploration of ideas and reflection • Basic ability to explore ideas through a process of experimentation and review • Basic ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions			• Emerging competence in ability to refine work, driven by insights gained through exploration of ideas and reflection • Emerging competence in ability to explore ideas through a process of experimentation and review • Emerging competence in ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions			• Competent and consistent ability to refine work, driven by insights gained through exploration of ideas and reflection • Competent and consistent ability to explore ideas through a process of experimentation and review • Competent and consistent ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions			• Confident and assured ability to refine work, driven by insights gained through exploration of ideas and reflection • Confident and assured ability to explore ideas through a process of experimentation and review • Confident and assured ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions			• Exceptional ability to refine work, informed by insights gained through exploring and reflecting on ideas • Exceptional ability to explore ideas through a process of experimentation and review • Exceptional ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions			
AO3	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	**AO3 mark**
Record ideas, observations and insights relevant to intentions as work progresses	No rewardable material	• Limited ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods • Limited ability to record relevant to intentions			• Basic ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods • Basic ability to record relevant to intentions			• Emerging competence in ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods • Emerging competence in ability to record relevant to intentions			• Competent and consistent ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods • Competent and consistent ability to record relevant to intentions			• Confident and assured ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods • Confident and assured ability to record relevant to intentions			• Exceptional ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods • Exceptional ability to record relevant to intentions			
AO4	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	**AO4 mark**
Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	No rewardable material	• Limited ability to produce a personal and meaningful response • Limited ability to realise intentions • Realisations demonstrate limited understanding of visual language through application of formal elements			• Basic ability to produce a personal and meaningful response • Basic ability to realise intentions • Realisations demonstrate basic understanding of visual language through application of formal elements			• Emerging competence in ability to produce a personal and meaningful response • Emerging competence in ability to realise intentions • Realisations demonstrate emerging competence in understanding of visual language through application of formal elements			• Competent and consistent ability to produce a personal and meaningful response • Competent and consistent ability to realise intentions • Realisations demonstrate competent and consistent understanding of visual language through application of formal elements			• Confident and assured ability to produce a personal and meaningful response • Confident and assured ability to realise intentions • Realisations demonstrate confident and assured understanding of visual language through application of formal elements			• Exceptional ability to produce a personal and meaningful response • Exceptional ability to realise intentions • Realisations demonstrate exceptional understanding of visual language through application of formal elements			
																			Total	

Recording of marks for all GCSE work					**Total marks out of 72 for each component**	
Component	**AO1 mark: indicate a mark out of 18**	**AO2 mark: indicate a mark out of 18**	**AO3 mark: indicate a mark out of 18**	**AO4 mark: indicate a mark out of 18**		
Component 1 Personal Portfolio	AO1 mark	AO2 mark	AO3 mark	AO4 mark	Total COMPONENT 1	
Component 2 Externally Set Assignment	AO1 mark	AO2 mark	AO3 mark	AO4 mark	Total COMPONENT 2	