

# A2

## GCE ART & DESIGN COMBINED ASSESSMENT GUIDANCE GRID

Syllabuses 9D01/9FA01/9TD01/9TE01/9PY01/9GC01/9CC01

All four assessment objectives must be met in each Unit. A mark out of 20 should be awarded for each assessment objective. The four assessment objective marks should then be added together to give a total mark out of 80 for each unit. Strands i) ii) and iii) of Quality of Written Communication (QWC) should be addressed wherever written content is submitted for assessment.

Centre number:		Candidate name:		Syllabus number:		Syllabus title:			
<b>LEVELS OF PERFORMANCE</b>		<b>AO1:</b> Develop their ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.		<b>AO2:</b> Experiment with and select appropriate resources, media, materials, techniques and processes, reviewing and refining their ideas as their work develops.		<b>AO3:</b> Record in visual and/or other forms ideas, observations and insights relevant to intentions, demonstrating an ability to reflect on work and progress.		<b>AO4:</b> Present a personal, informed and meaningful response demonstrating critical understanding, realising intentions and, where appropriate, making connections between visual, oral or other elements.	
<b>MARKS</b>		<b>DEVELOP</b>		<b>RECORD</b>		<b>REALISE</b>			
<b>Below A2 level (0)</b>	no rewardable work at this level	no rewardable work at this level	no rewardable work at this level	no rewardable work at this level	no rewardable work at this level	no rewardable work at this level	no rewardable work at this level	no rewardable work at this level	4-20
<b>BASIC</b> The following are indicators of the attributes of a candidate demonstrating a Basic ability. <b>Award 1-5 marks for each assessment objective</b>	<ul style="list-style-type: none"> <li>a sense of order and structure in the way ideas are formed; tends to repeat ideas</li> <li>some understanding of contextual research; investigates into others' techniques but response has superficial, descriptive language</li> <li>an appreciation of sequential development but short cuts sometimes taken; original ideas may be consolidated too early; a tendency to reiterate ideas</li> <li>contextual research and analysis goes beyond the purely technical complex issues; critical vocabulary lacks breadth/depth</li> </ul>	<ul style="list-style-type: none"> <li>some exploration of media and processes; experiments are raw and unrefined</li> <li>investigations abandoned too early; a tendency to repeat techniques; some ability to review progress</li> <li>experimentation with a broad range of media with some selection evident; a reliance on known techniques, sometimes predictable and safe.</li> <li>reviews progress and effectively refines and develops</li> </ul>	<ul style="list-style-type: none"> <li>Explores media and processes in a diverse range of experiments; understands the limitations and potential of materials through extending and refining studies</li> <li>risks sometimes taken and used appropriately; uses a range of communication techniques.</li> </ul>	<ul style="list-style-type: none"> <li>creatively and imaginatively develops work that recognises the full potential and limitations of materials, techniques and processes</li> <li>perceptive analysis and evaluation of wide-ranging experimental techniques; insightful review and refinement</li> </ul>	<ul style="list-style-type: none"> <li>command of visual language skills and highly effective manipulation of formal elements, both functionally and aesthetically</li> <li>in-depth subject knowledge; independently analyses and interprets research to generate personal ideas and sophisticated concepts</li> </ul>	<ul style="list-style-type: none"> <li>working practice shows a sense of purpose but is deliberate and methodical.</li> <li>some awareness of composition, form and structure though results may be rough with undeveloped technical skills</li> </ul>	<ul style="list-style-type: none"> <li>work is methodical but there is an emerging sense of own style/individuality in developing suitable outcomes</li> <li>outcomes are proficient with sound connections made to sources</li> </ul>	21-23	
<b>COMPETENT</b> The following are indicators of the attributes of a candidate demonstrating a Competent ability. <b>Award 6-10 marks for each assessment objective</b>	<ul style="list-style-type: none"> <li>wide range of ideas explored with exciting and imaginative developments producing purposeful ideas independently with perseverance and enthusiasm</li> <li>researches a diverse range of other's work to convey ideas and meaning; critical vocabulary used to express emerging independent judgements</li> <li>understanding of the more complex issues involved</li> </ul>	<ul style="list-style-type: none"> <li>sequentially thinking but also imaginative leaps, at appropriate times; sense of discovery and a willingness to take risks</li> <li>in-depth and authoritative contextual research, enquiry and evaluations, showing independent judgements with well-informed and effective use of critical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>visual language skills evident through assured manipulation of the formal elements; consistent command of skills/technique</li> <li>selecting and recording from sources is purposeful, relevant, clear and consistent.</li> </ul>	<ul style="list-style-type: none"> <li>produces skilful outcomes that show a consistent level of knowledge, skill and understanding; work has developed a personal identity and shows subtlety and sensitivity</li> <li>solutions are well constructed; perceptive connections made with sources</li> </ul>	<ul style="list-style-type: none"> <li>work is intuitive, imaginative, exciting and original</li> <li>shows sophistication, flair and understanding; technique, style, content and judgements consistent and sensitive from conception to realisation</li> </ul>	<ul style="list-style-type: none"> <li>work is methodical but there is an emerging sense of own style/individuality in developing suitable outcomes</li> <li>outcomes are proficient with sound connections made to sources</li> </ul>	24-40		
<b>CONFIDENT</b> The following are indicators of the attributes of a candidate demonstrating a Confident ability. <b>Award 11-15 marks for each assessment objective</b>	<ul style="list-style-type: none"> <li>sequential thinking but also imaginative leaps, at appropriate times; sense of discovery and a willingness to take risks</li> <li>in-depth and authoritative contextual research, enquiry and evaluations, showing independent judgements with well-informed and effective use of critical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>command of visual language skills and highly effective manipulation of formal elements, both functionally and aesthetically</li> <li>in-depth subject knowledge; independently analyses and interprets research to generate personal ideas and sophisticated concepts</li> </ul>	<ul style="list-style-type: none"> <li>visual language skills evident through assured manipulation of the formal elements; consistent command of skills/technique</li> <li>selecting and recording from sources is purposeful, relevant, clear and consistent.</li> </ul>	<ul style="list-style-type: none"> <li>produces skilful outcomes that show a consistent level of knowledge, skill and understanding; work has developed a personal identity and shows subtlety and sensitivity</li> <li>solutions are well constructed; perceptive connections made with sources</li> </ul>	<ul style="list-style-type: none"> <li>work is intuitive, imaginative, exciting and original</li> <li>shows sophistication, flair and understanding; technique, style, content and judgements consistent and sensitive from conception to realisation</li> </ul>	<ul style="list-style-type: none"> <li>work is methodical but there is an emerging sense of own style/individuality in developing suitable outcomes</li> <li>outcomes are proficient with sound connections made to sources</li> </ul>	41-43		
<b>FLUENT</b> The following are indicators of the attributes of a candidate demonstrating a Fluent ability. <b>Award 16-20 marks for each assessment objective</b>	<ul style="list-style-type: none"> <li>sequentially thinking but also imaginative leaps, at appropriate times; sense of discovery and a willingness to take risks</li> <li>in-depth and authoritative contextual research, enquiry and evaluations, showing independent judgements with well-informed and effective use of critical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>command of visual language skills and highly effective manipulation of formal elements, both functionally and aesthetically</li> <li>in-depth subject knowledge; independently analyses and interprets research to generate personal ideas and sophisticated concepts</li> </ul>	<ul style="list-style-type: none"> <li>visual language skills evident through assured manipulation of the formal elements; consistent command of skills/technique</li> <li>selecting and recording from sources is purposeful, relevant, clear and consistent.</li> </ul>	<ul style="list-style-type: none"> <li>produces skilful outcomes that show a consistent level of knowledge, skill and understanding; work has developed a personal identity and shows subtlety and sensitivity</li> <li>solutions are well constructed; perceptive connections made with sources</li> </ul>	<ul style="list-style-type: none"> <li>work is intuitive, imaginative, exciting and original</li> <li>shows sophistication, flair and understanding; technique, style, content and judgements consistent and sensitive from conception to realisation</li> </ul>	<ul style="list-style-type: none"> <li>work is methodical but there is an emerging sense of own style/individuality in developing suitable outcomes</li> <li>outcomes are proficient with sound connections made to sources</li> </ul>	61-63		
									<b>64-80</b>
<b>UNIT</b>		<b>AO1 MARKS</b>		<b>AO2 MARKS</b>		<b>AO3 MARKS</b>		<b>AO4 MARKS</b>	
	Indicate below a mark out of 20 for assessment objective 1	Indicate below a mark out of 20 for assessment objective 2	Indicate below a mark out of 20 for assessment objective 3	Indicate below a mark out of 20 for assessment objective 4					
<b>UNIT 3: COURSEWORK</b>	AO1 mark	AO2 mark	AO3 mark	AO4 mark					
<b>UNIT 4: EXTERNALLY SET ASSIGNMENT</b>	AO1 mark	AO2 mark	AO3 mark	AO4 mark					
<b>TOTAL MARKS OUT OF 80 FOR EACH UNIT</b>		<b>TOTAL UNIT 3</b>		<b>TOTAL UNIT 4</b>					
		AO1 mark		AO2 mark		AO3 mark		AO4 mark	
		AO1 mark		AO2 mark		AO3 mark		AO4 mark	

TRANSFERRING UNIT MARKS TO THE OPTEMS: a total mark out of 80 for each unit must now be transferred to the relevant OPTEMS

## HOW TO USE THE A2 COMBINED ASSESSMENT GRID AND GUIDE

**The two assessment documents have been combined to aid clarity and reduce the pieces of paper required when making assessment decisions:**

- The Assessment Objectives head four columns, under which are Performance Descriptors
- The Levels of Performance are on the left.
- The total marks for each Level of Performance are on the right, with smaller numbers in grey bands, indicating performance between levels
- At the bottom of the document are spaces for centre marks, by unit number, for each Assessment Objective to form a total mark out of 80 for each unit, recorded in the appropriate unit box on the far right

**Assessment is a difficult process and must be given sufficient time for consideration, refinement and accurate final decisions:**

- Start with feeling informed, by your experience over time, of the performance of present candidate(s) and knowledge gained from Edexcel training and support.
- You will already have made many interim and final assessment decisions.
- Internal and external estimates of grades/marks may have been submitted
- You have considerable knowledge of the relative performance of groups and individuals.
- It is essential to form an *understanding of the Levels of Performance* (Basic, Competent etc).
- It is important to consider *the whole of each Assessment Objective*. Although there is a shorthand title for each AO - Develop, Experiment, Record, Realise etc. It is necessary to appreciate the connections and nuances implied within each AO and not to rely entirely on the shorthand

**A recommended approach to assessment:**

- Start with a middle performing candidate for your cohort
- Using the Performance Descriptors, and based on the work presented, come to a conclusion at which Level the candidate has performed; for example Confident 44 - 60 marks; which is 11 -15 marks for each Assessment Objective
- Decide if the candidate is Low, Medium or High within this Level; let's assume Medium - around 13 marks for each Assessment Objective
- Now assign marks under each AO that reflect the candidate's relative strengths and weaknesses for each AO and using 13 as a median
- Thus the candidate may have AO1 - Develop 13; AO2 - Experiment 15; AO3 - Record 12; AO4 - Realise 11; Total 52 (middle Confident)
- If as you assign marks the total is somewhat different to your initial estimate, reconsider and refine, referring to the performance descriptors and AO's
- Looking at the performance descriptors above and below your estimate can often aid decision making
- Candidates do not necessarily perform within the same level for each AO and marks either above or below the level can be awarded
- This may result in a total mark between two levels
- Find a similarly performing candidate and repeat the process as this will help to inform your judgements.
- It is important that initially all marks should be considered as provisional
- Continue by moving up a little to higher performing candidates and then down from the first candidate until all marks have been completed, constantly referring to the Grid/Guide
- Before making final decisions and the transfer of marks to the OPTEMS, **make an order of merit - for each unit and, if a large centre for each endorsement**. Apart from being a requirement for the visiting moderator, an order of merit highlights possible irregularities in the marking pattern and is extremely beneficial to the centre.

**It is dangerous and poor practice:**

- To start with the lowest or highest candidate, as this can inflate or deflate marking
- To mark to grades; be aware of grade boundaries and use them to inform your understanding, but the use of grades alone is insufficient for sound marking
- To rely *entirely* on aggregate marks already awarded internally, but do use earlier marking decisions to inform your general understanding of a candidate's performance

**Internal Standardisation:**

- Please be aware that poor internal standardisation can cause more problems for centres than any other errant marking pattern. Internal standardisation only applies to multiple groups/teachers/endorsements from the same centre:
- Check that marks are consistently applied to equally performing candidates from different groups, teachers and endorsements
- Perhaps use 'securely marked candidates' from different groups/teachers/endorsements, as benchmarks to refer to in the internal marking process
- Use the order of merit to make comparative judgements across each endorsement/group