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Mark Scheme (Results)

Summer 2017

BTEC Level 3 National in Art and  
Design

Unit 7: Developing and Realising  
Creative Intentions (31833H)



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Summer 2017

Publications Code 31833H\_1706\_MS

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# Unit 7: Developing and Realising Creative Intentions - Sample marking grid

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## General Marking Guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Marking grids should be applied positively. Learners must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the marking grid not according to their perception of where the grade boundaries may lie.
- All marks on the marking grid should be used appropriately.
- All the marks on the marking grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the learner's response is not rewardable according to the marking grid.
- Where judgment is required, a marking grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the marking grid to a learner's response, a senior examiner should be consulted.

## Specific Marking guidance

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The marking grids have been designed to assess learner work holistically. Rows within the grids identify the assessment focus/outcome being targeted. When using a marking grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

**Developing and Realising Creative Intentions**  
**Marking Grid: 60 Marks**

<b>Assessment Objectives</b>	<b>Mark Awarded</b>
AO1: Demonstrate an ability to generate ideas in response to a theme	Out of 10
AO2: Apply understanding of contextual sources to own work and practice	Out of 9
AO3: Explore materials, techniques and processes relevant to creative intentions	Out of 8
AO4: Demonstrate an ability to refine work and ideas by reviewing and evaluating throughout the development process	Out of 9
AO5: Realise creative intentions demonstrating ability to plan and carry out an effective creative process	Out of 12
AO6: Demonstrate an ability to present work which demonstrates development and realisation of final outcome, showing an understanding of professional practice	Out of 12
<b>TOTAL</b>	<b>Out of 60</b>

Level	Mark	<b>AO1: Demonstrate an ability to generate ideas in response to a theme</b>
	0	No rewardable material.
<b>1</b>	1-2	<ul style="list-style-type: none"> <li>• Basic description of ideas with limited connections made to the theme</li> <li>• Basic selection and use of sources and practical exploration to generate ideas</li> <li>• Superficial initial ideas which are tentatively connected to the theme</li> </ul>
<b>2</b>	3-5	<ul style="list-style-type: none"> <li>• Competent explanation of ideas with generally sound connections made to the theme</li> <li>• Partially relevant selection and use of sources and initial practical exploration to generate ideas</li> <li>• Sound initial ideas which are partially connected to the theme</li> </ul>
<b>3</b>	6-8	<ul style="list-style-type: none"> <li>• Confident explanation of ideas with cohesive connections made to the theme</li> <li>• Relevant selection and use of sources and initial practical exploration to generate ideas</li> <li>• Effective initial ideas which are pertinent to the theme</li> </ul>
<b>4</b>	9-10	<ul style="list-style-type: none"> <li>• Comprehensive explanation of ideas with insightful connections made to the theme</li> <li>• Perceptive selection and use of sources and initial practical exploration to generate ideas</li> <li>• Fluent and creative initial ideas which insightfully engage with the theme</li> </ul>

Level	Mark	<b>AO2: Apply understanding of contextual sources to own work and practice</b>
	0	No rewardable material.
<b>1</b>	1-3	<ul style="list-style-type: none"> <li>• Basic exploration of contextual sources which tentatively inform ideas</li> <li>• Basic understanding of contextual sources demonstrated</li> <li>• Basic application of contextual understanding to own work and practice</li> </ul>
<b>2</b>	4-6	<ul style="list-style-type: none"> <li>• Effective exploration of contextual sources which clearly inform own ideas</li> <li>• Competent understanding of contextual sources and trends demonstrated</li> <li>• Effective application of contextual understanding to own work and practice</li> </ul>
<b>3</b>	7-9	<ul style="list-style-type: none"> <li>• Focused and comprehensive exploration of contextual sources which fully inform own ideas</li> <li>• Perceptive understanding of contextual sources demonstrated</li> <li>• Fluent application of contextual understanding to own work and practice</li> </ul>

Level	Mark	<b>A03: Explore materials, techniques and processes relevant to creative intentions</b>
	0	No rewardable material.
<b>1</b>	1-2	<ul style="list-style-type: none"> <li>• Basic exploration of materials, techniques and processes</li> <li>• Basic exploration which is partially relevant to creative intentions</li> </ul>
<b>2</b>	3-5	<ul style="list-style-type: none"> <li>• Competent and focused exploration of materials, techniques and processes</li> <li>• Effective exploration which is relevant to creative intentions</li> </ul>
<b>3</b>	6-8	<ul style="list-style-type: none"> <li>• Comprehensive and fluent exploration of materials, techniques and processes</li> <li>• Fluent exploration which is comprehensively relevant to creative intentions</li> </ul>

Level	Mark	<b>AO4: Demonstrate an ability to refine work and ideas by reviewing and evaluating throughout the development process</b>
	0	No rewardable material.
<b>1</b>	1-3	<ul style="list-style-type: none"> <li>• An inconsistent process of review is applied through some of the development</li> <li>• Review process tentatively used to make basic choices, leading to limited refinement and development of work and ideas</li> <li>• Basic description of choices made in relation to intentions</li> </ul>
<b>2</b>	4-6	<ul style="list-style-type: none"> <li>• An competent process of review is applied throughout the development</li> <li>• Review process used competently to make effective choices, leading to coherent refinement and development of work and ideas</li> <li>• Coherent explanation of choices made in relation to intentions</li> </ul>
<b>3</b>	7-9	<ul style="list-style-type: none"> <li>• A comprehensive process of review is sustained throughout the development</li> <li>• Review process used fluently to make perceptive choices, leading to comprehensive refinement and development of work and ideas</li> <li>• Exceptional and reasoned explanation of choices made in relation to intentions</li> </ul>



Level	Mark	A05: Realise creative intentions demonstrating ability to plan and carry out an effective creative process
	0	No rewardable material.
<b>1</b>	1-3	<ul style="list-style-type: none"> <li>• Basic ability to bring together technical and conceptual elements into a final outcome</li> <li>• Limited achievement of intentions, demonstrating basic ability to plan and carry out an effective creative process</li> <li>• Basic interpretation of theme communicated through final realisation</li> <li>• Basic application of chosen materials, techniques and processes</li> </ul>
<b>2</b>	4-6	<ul style="list-style-type: none"> <li>• Competent ability to bring together technical and conceptual elements into a final outcome</li> <li>• Intentions are partially achieved, demonstrating adequate ability to plan and carry out an effective creative process</li> <li>• Adequate interpretation of theme communicated through final outcome</li> <li>• Competent application of chosen materials, techniques and processes</li> </ul>
<b>3</b>	7-9	<ul style="list-style-type: none"> <li>• Confident ability to bring together technical and conceptual elements into a final outcome</li> <li>• Intentions are mostly achieved, demonstrating confident ability to plan and carry out an effective creative process</li> <li>• Thoughtful interpretation of theme communicated through final realisation</li> <li>• Effective application of chosen materials, techniques and processes</li> </ul>
<b>4</b>	10-12	<ul style="list-style-type: none"> <li>• Fluent ability to bring together technical and conceptual elements into a final outcome</li> <li>• Intentions are fully achieved, demonstrating fluent ability to plan and carry out an effective creative process</li> <li>• Creative and individual interpretation of theme communicated through final outcome</li> <li>• Sophisticated application of chosen materials, techniques and processes</li> </ul>

Level	Mark	<b>AO6: Demonstrate an ability to present work which demonstrates development and realisation of final outcome, showing an understanding of professional practice</b>
	0	No rewardable material.
<b>1</b>	1-3	<ul style="list-style-type: none"> <li>Limited understanding of professional practice demonstrated through refinement, clarity and adherence to set parameters of presentation</li> <li>Basic presentation format and style which is arbitrary to the nature of work</li> <li>Basic use of presentation structure demonstrating limited ability to engage the viewer and show clear development of work and ideas</li> <li>Inconsistent and simplistic use of written communication including spelling, grammar and subject specific terminology</li> </ul>
<b>2</b>	4-6	<ul style="list-style-type: none"> <li>Competent understanding of professional practice demonstrated through refinement, clarity and adherence to set parameters of presentation</li> <li>Adequate presentation format and style which is generally suitable to the nature of work</li> <li>Competent use of presentation structure demonstrating adequate ability to engage the viewer and show clear development of work and ideas</li> <li>Generally accurate and coherent use of written communication including spelling, grammar and subject specific terminology</li> </ul>
<b>3</b>	7-9	<ul style="list-style-type: none"> <li>Comprehensive understanding of professional practice demonstrated through refinement, clarity and adherence to set parameters of presentation</li> <li>Effective presentation format and style which is cohesive with the nature of work</li> <li>Proficient use of presentation structure demonstrating confident ability to engage the viewer and show clear development of work and ideas</li> <li>Confident use of written communication including spelling, grammar and subject specific terminology</li> </ul>
<b>4</b>	10-12	<ul style="list-style-type: none"> <li>Sophisticated understanding of professional practice demonstrated through refinement, clarity and adherence to set parameters of presentation</li> <li>Effective presentation format and style which enhances the strengths and qualities of work</li> <li>Sophisticated use of presentation structure demonstrating accomplished ability to engage the viewer and show clear development of work and ideas</li> <li>Accurate and accomplished use of written communication including spelling, grammar and subject specific terminology</li> </ul>

