

GCSE Art and Design

Coursework Marking Training Event 2023-4

Susan Welch
Linzi Stockdale-Bridson




Aims and Objectives

- Gain confidence in identifying characteristics of the different assessment criteria, using the taxonomy.
- Understand the importance of accurately applying the assessment criteria.
- Appreciate the requirements for assessment.
- Have the opportunity to network with other teachers delivering the specification.
- Ask questions!

Agenda

- Assessment grid and Taxonomy
- Warm up exercise
- Marking GCSE live work, Component 1
- Feedback of marks
- Comfort break
- Marking GCSE live work, Component 2
- Feedback of marks
- Plenary

- 
- Assessment Objectives:
DEVELOP, REFINE,
RECORD, PRESENT
 - Titles/areas of study
 - Components
 - Drawing
 - Annotation
 - Selection
 - Grade Boundaries
 - Moderation
 - Exemplars and Support

GCSE Art and Design Assessment Tools

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 keywords/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.

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.

Performance levels	BELOW GCSE LEVEL (0)	Level 1 LIMITED	Level 2 BASIC	Level 3 EMERGING COMPETENT	Level 4 COMPETENT & CONSISTENT	Level 5 CONFIDENT & ASSURED	Level 6 EXCEPTIONAL						
		LIMITED/ BASIC	BASIC/EMERGING COMPETENT	EMERGING COMPETENT / COMPETENT & CONSISTENT	COMPETENT & CONSISTENT / COMPETENT & ASSURED	COMPETENT & ASSURED / CONFIDENT & ASSURED	CONFIDENT & ASSURED / EXCEPTIONAL						
Consider the keyword descriptors to the right carefully.		Unstructured Clumsy Disjoined Minimal Elementary	Deliberate Methodical Superficial Unrefined Simplistic Tentative	Reflective Predictable Growing control Broadening Endeavour Safe	Informed Purposeful Secure Engaged skilful Thoughtful Cohesive	Advanced Combining Comprehensive Focused Perceptive Refined Resolved Risk-taking	Accomplished Inspired Intuitive Insightful Powerful Extraordinary Unexpected Outstanding						
Has the candidate achieved all, most or some of the descriptors?	No relevant material	The candidate has achieved all of the keyword descriptors in the lower level and some of those above	The candidate has achieved all of the keyword descriptors in the lower level and some of those above	The candidate has achieved all of the keyword descriptors in the lower level and some of those above	The candidate has achieved all of the keyword descriptors in the lower level and some of those above	The candidate has achieved all of the keyword descriptors in the lower level and some of those above	The candidate has achieved all of the keyword descriptors in the lower level and some of those above						
0 marks	1 – 12 marks	13 – 14 marks	15 – 24 marks	25 – 26 marks	27 – 36 marks	37 – 38 marks	39 – 40 marks	41 – 48 marks	49 – 50 marks	51 – 52 marks	53 – 60 marks	61 – 62 marks	63 – 72 marks

FILTERS

CATEGORIES

- ☐ Specification and sample assessments (2)
- ☐ Exam materials (16)
- ☐ Forms and administration (5)
- ☒ Teaching and learning materials (54)

CONTENT TYPE

- ☒ All
- ☐ Assessment grid (1)
- ☐ Course planner (1)
- ☐ Exemplar material (11)
- ☐ FAQs (1)

Show more

EXAM SERIES

- ☒ All
- ☐ June 2021 (1)

FORMAT

- ☒ All
- ☐ DOC (4)

Teaching and learning materials (54)

SORT BY Latest

EXPAND ALL


Assessment grid


Course planner

Exemplar material


 Edexcel GCSE (9-1) Art and Design: Standards Booklet Set 5
| PDF 186.2 MB | 03 August 2023

 Edexcel GCSE (9-1) Art and Design: Standards Booklet Set 6
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 GCSE exemplar directory
This exemplar directory is intended to help teachers locate the most useful exemplar materials when marking and standardising work in their centres.
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GCSE Art and Design Taxonomy

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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.



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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
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GCSE Art and Design Assessment Grid

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 <i>Insufficient knowledge, understanding and skills; minimal evidence of, and lack of structure in, the development and recording of ideas</i>			Level 2 BASIC ABILITY <i>Some knowledge, understanding and skills demonstrated but they are simplistic and deliberate; some structure and repetition in the development and recording of ideas</i>			Level 3 EMERGING COMPETENT ABILITY <i>Knowledge, understanding and skills are generally adequate but safe</i>			Level 4 COMPETENT AND CONSISTENT ABILITY <i>Knowledge, understanding and skills are secure and cohesive throughout</i>			Level 5 CONFIDENT AND ASSURED ABILITY <i>Knowledge, understanding and skills are effective and focused throughout</i>			Level 6 EXCEPTIONAL ABILITY <i>Knowledge, understanding and skills are in-depth, perceptive and accomplished throughout</i>			
		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	
Evidence meets requirements		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
AO1	0																			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	

Exemplar materials

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Assessment grid

Course planner

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		B I U				Merge & Centre	Conditional Formatting
D28		x	fx	2023			
A	B	C	D	E	F	G	H
1			This exemplar directory is intended to help teachers locate the most useful exemplar materials when marking and standardising work in their centres. You can use the filters to search by title, component, mark or year (standards booklet) and then sort marks in order from highest to lowest or lowest to highest. Direct links to relevant standards booklets are also provided.				
	Title	Component	Mark	Standards Booklet	Notes		
3	Art, Craft and Design	1	64	2019			
4	Art, Craft and Design	2	62	2018			
5	Art, Craft and Design	2	62	2019			
6	Art, Craft and Design	1	61	2018			
7	Art, Craft and Design	1	61	2022			
8	Art, Craft and Design	1	58	2023			
9	Art, Craft and Design	2	57	2018			
10	Art, Craft and Design	1	57	2018			
11	Art, Craft and Design	1	57	2023			
12	Art, Craft and Design	1	57	Component 1: Personal Portfolio	Level 5 Folder		
13	Art, Craft and Design	1	55	2019			
14	Art, Craft and Design	2	54	2018			
15	Art, Craft and Design	2	54	Component 2: Externally Set Assignment	Level 5 Folder		
16	Art, Craft and Design	2	53	2019			
17	Art, Craft and Design	1	53	2019			
18	Art, Craft and Design	1	51	2017			
19	Art, Craft and Design	1	51	2019			
20	Art, Craft and Design	2	50	2019			
21	Art, Craft and Design	1	49	2023			
22	Art, Craft and Design	2	48	Component 2: Externally Set Assignment	Level 4 Folder		
23	Art, Craft and Design	2	45	2017			
24	Art, Craft and Design	1	45	2019			
25	Art, Craft and Design	1	45	2023			
26	Art, Craft and Design	1	44	2017			
27	Art, Craft and Design	2	44	2019			
28	Art, Craft and Design	1	43	2023			
29	Art, Craft and Design	1	42	2023			

GCSE Art and Design Notional Component Grade Boundaries 2023

Notional component grade boundaries	Max Mark	9	8	7	6	5	4	3	2	1	U
Component 1	72	59	54	49	42	35	29	20	12	4	0
Component 2	72	58	53	48	41	35	29	20	12	4	0

Performance Level 1: LIMITED

Mark range 1–12 out of 72 marks

Unstructured

Clumsy

Disjointed

Minimal

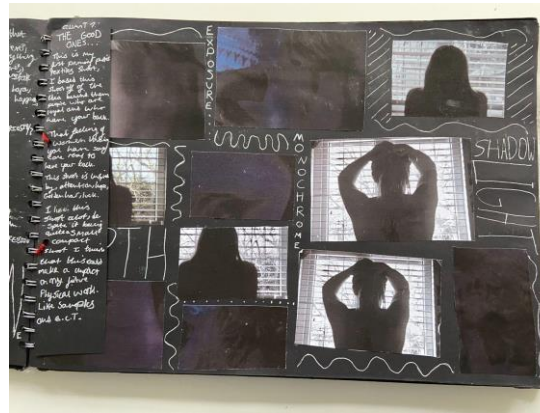
Elementary



Performance Level 2: BASIC

Mark range 16–24 out of 72 marks

Deliberate
Methodical
Superficial
Unrefined
Simplistic
Tentative



Performance Level 3: EMERGING COMPETENT

Mark range 28–36 out of 72 marks

Reflective

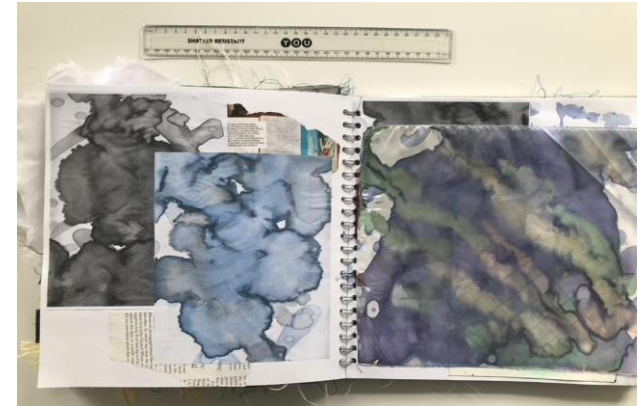
Predictable

Growing Control

Broadening

Endeavour

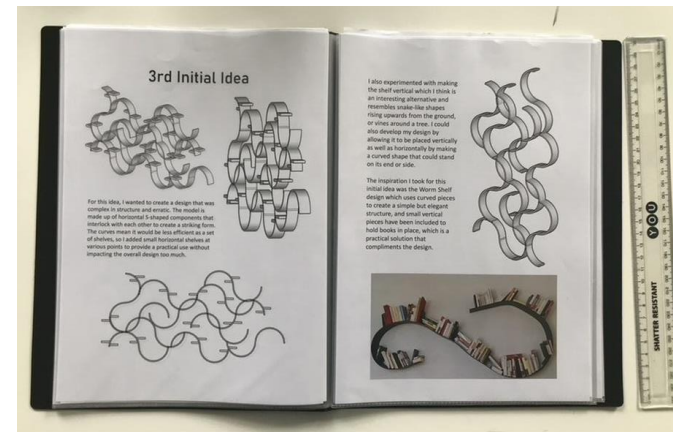
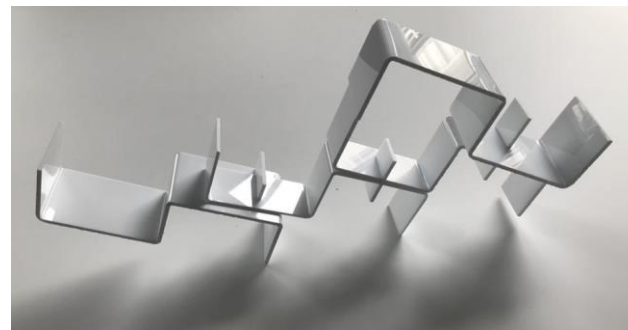
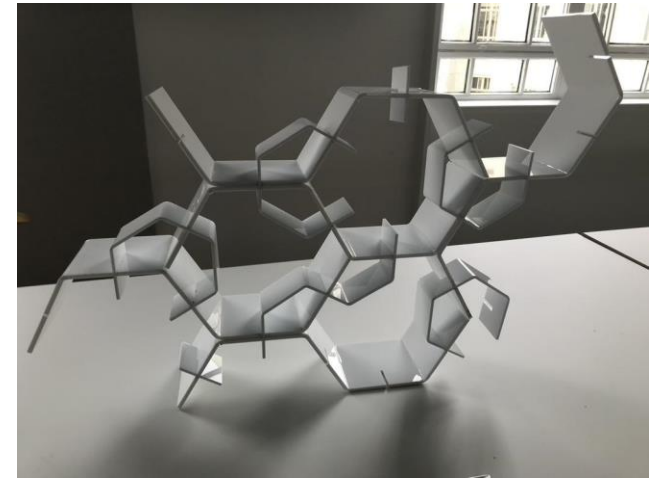
Safe



Performance Level 4: COMPETENT AND CONSISTENT

Mark range 40–48 out of 72 marks

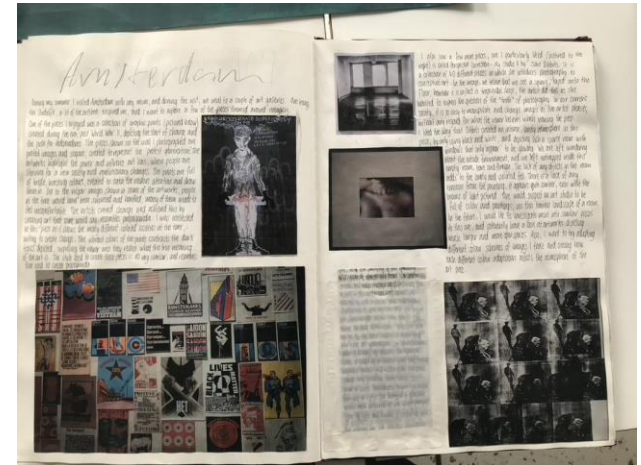
Informed
Purposeful
Secure
Engaged
Skilful
Thoughtful
Cohesive



Performance Level 5: CONFIDENT AND ASSURED

Mark range 52–60 out of 72 marks

Advanced
Convincing
Comprehensive
Focused
Perceptive
Refined
Resolved
Risk-taking



Performance Level 6: EXCEPTIONAL

Mark range 64–72 out of 72 marks

Accomplished

Inspired

Intuitive

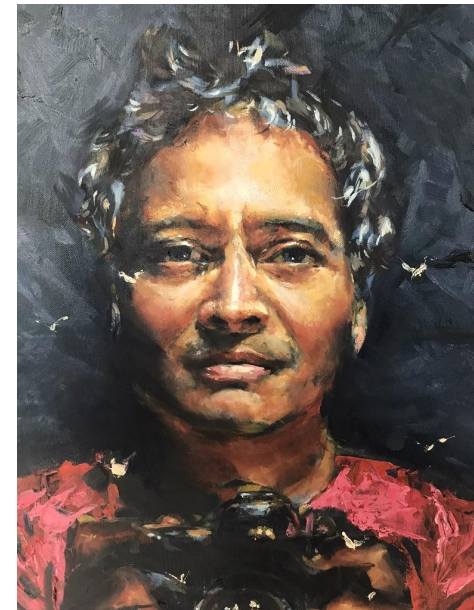
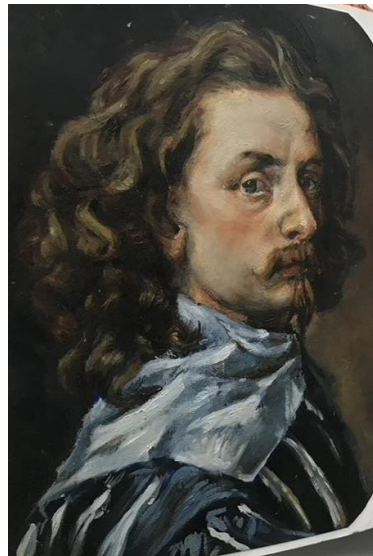
Insightful

Powerful

Extraordinary

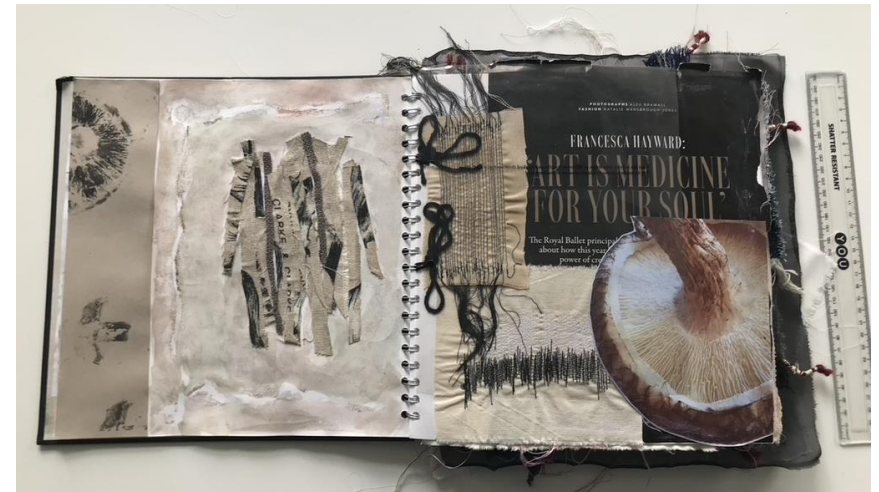
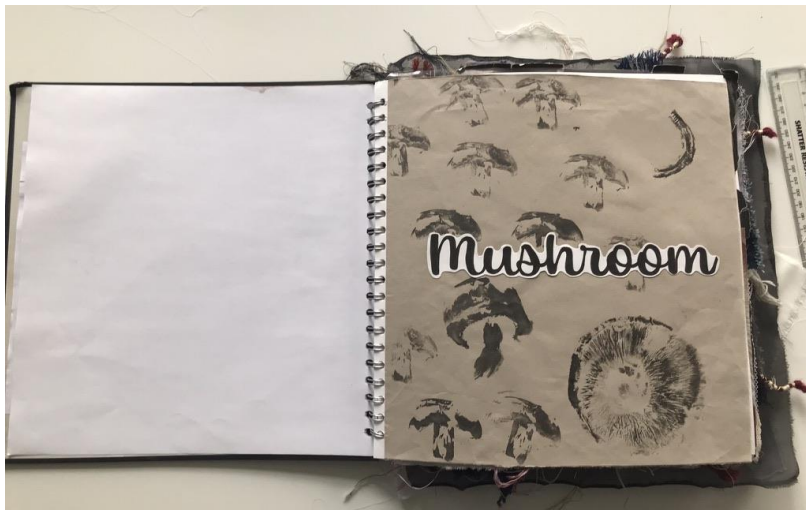
Unexpected

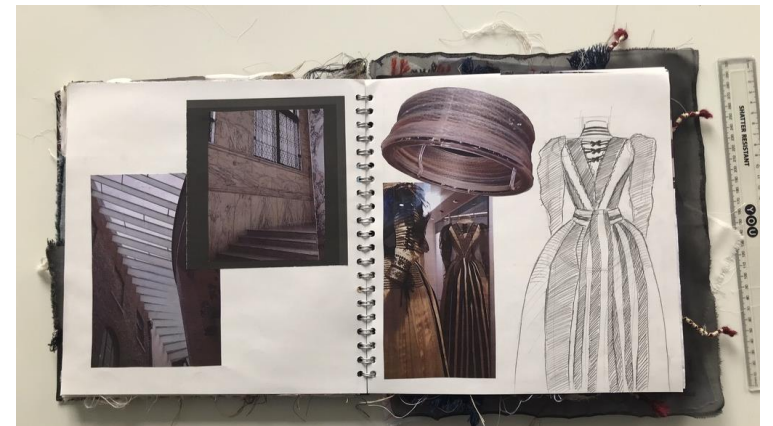
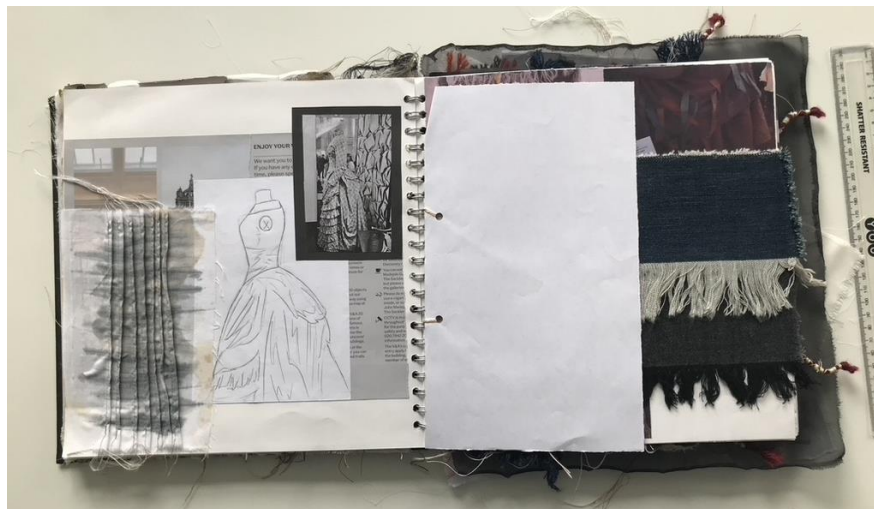
Outstanding

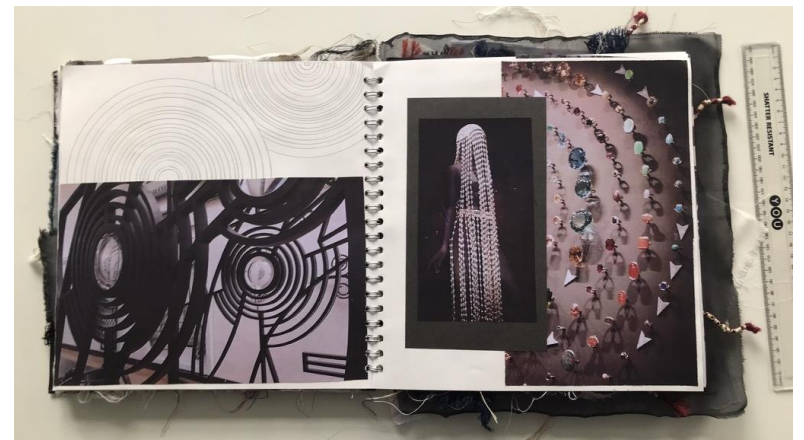
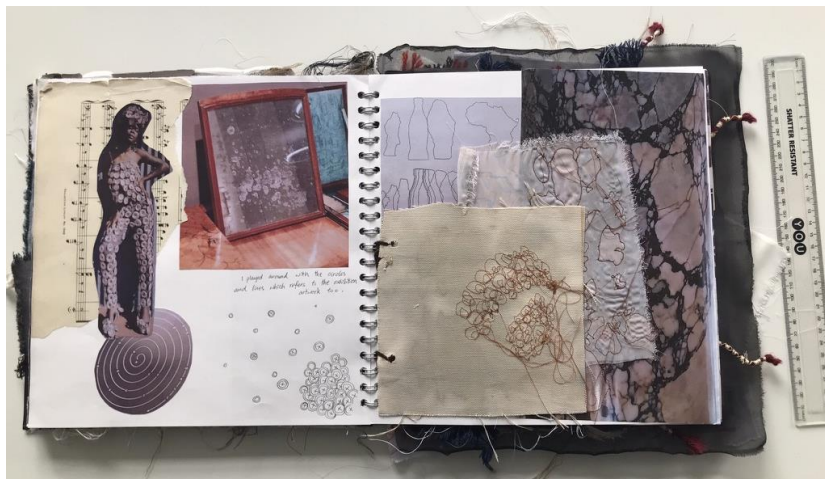


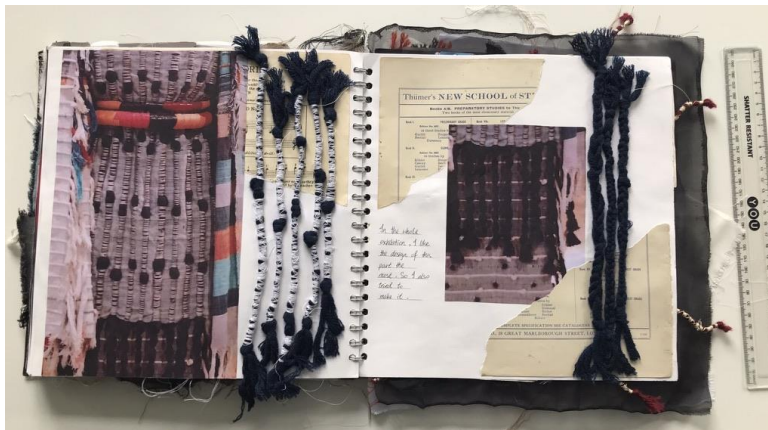
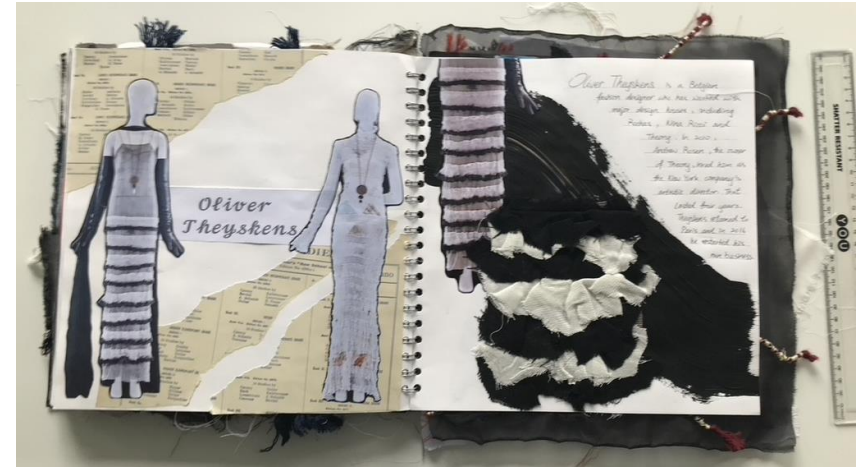
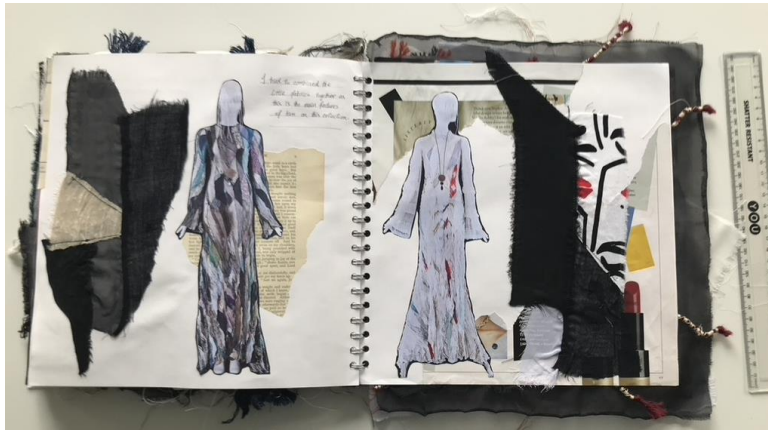
Warm up exercise

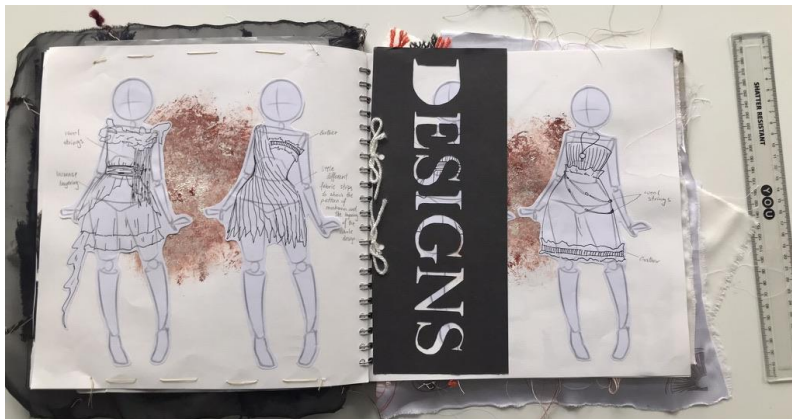
- The sample you are going to see is selected work from the live work we have here today. Component 1 Textiles.
- Decide a performance level, just using the Taxonomy from your pack and looking at the work holistically.
- Best fit approach... just/mostly/fully?

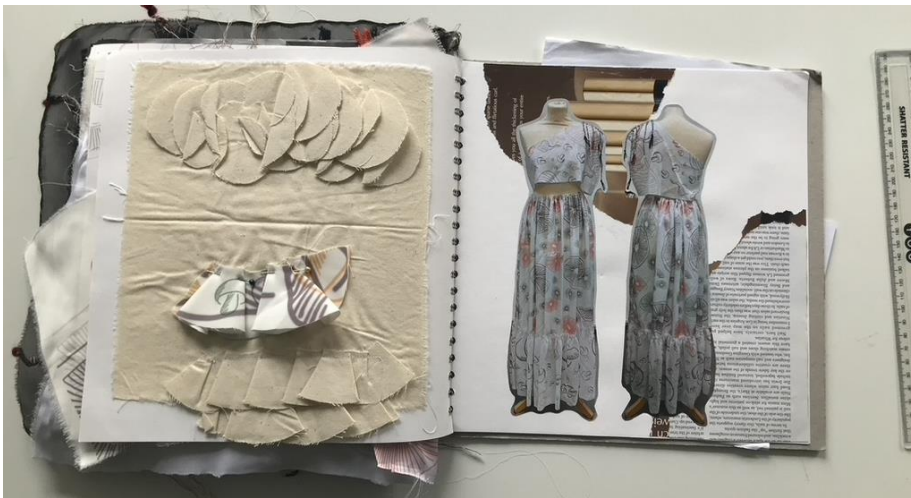
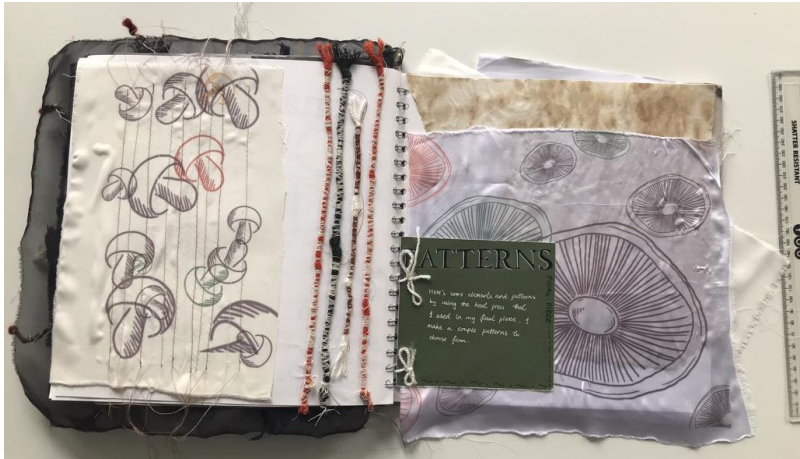


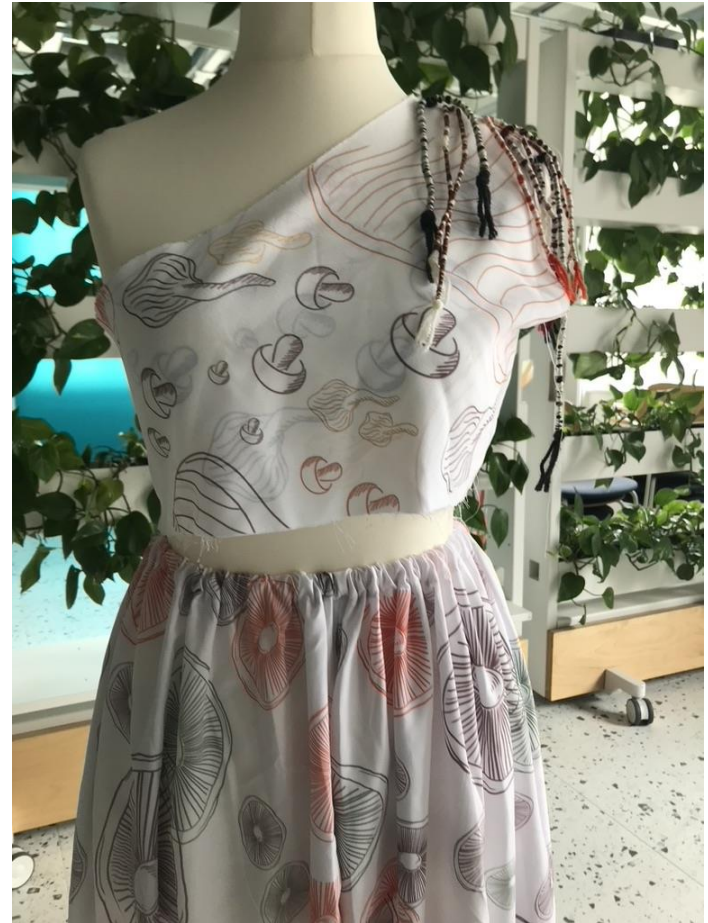
















Performance level?



Just, mostly, fully?



Mark out of 72?



Standard Mark of 48

How to use the Taxonomy in conjunction with Assessment Grid

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Centre number:
 Areas of study:

Title: **TEXTILE DESIGN**
 Subject code: **ITEO / 01**

Candidate name:
 Candidate number:

FAM

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 <i>Insufficient knowledge, understanding and skills; minimal evidence of, and lack of structure in, the development and recording of ideas</i>			Level 2 BASIC ABILITY <i>Some knowledge, understanding and skills demonstrated but they are simplistic and deliberate; some structure and repetition in the development and recording of ideas</i>			Level 3 EMERGING COMPETENT ABILITY <i>Knowledge, understanding and skills are generally adequate but safe</i>			Level 4 COMPETENT AND CONSISTENT ABILITY <i>Knowledge, understanding and skills are secure and cohesive throughout</i>			Level 5 CONFIDENT AND ASSURED ABILITY <i>Knowledge, understanding and skills are effective and focused throughout</i>			Level 6 EXCEPTIONAL ABILITY <i>Knowledge, understanding and skills are in-depth, perceptive and accomplished throughout</i>			AO1 mark
		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	12
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	13
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	12
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	11
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																				48
Recording of marks for all GCSE work																				
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			Total marks out of 72 for each component							
Component 1 Personal Portfolio	12			13			12			11			Total COMPONENT 1				48			
Component 2 Externally Set Assignment													Total COMPONENT 2							

Component 1 Textile Design

Standard Mark – 48

Performance Level 4: Competent and Consistent

	AO1	AO2	AO3	AO4
Mark	12	13	12	11
Performance Level	4	5	4	4
	Fully competent and consistent ability	Just confident and assured ability	Fully competent and consistent ability	Mostly competent and consistent ability

Keywords from the taxonomy:

Informed, Purposeful, Secure, Engaged, Skilful, Thoughtful, Cohesive

Component 1 Art, Craft and Design

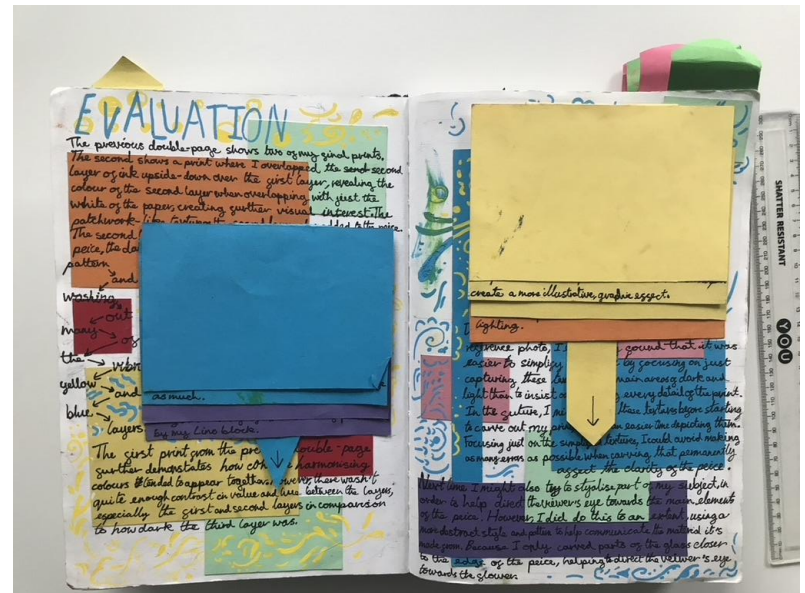
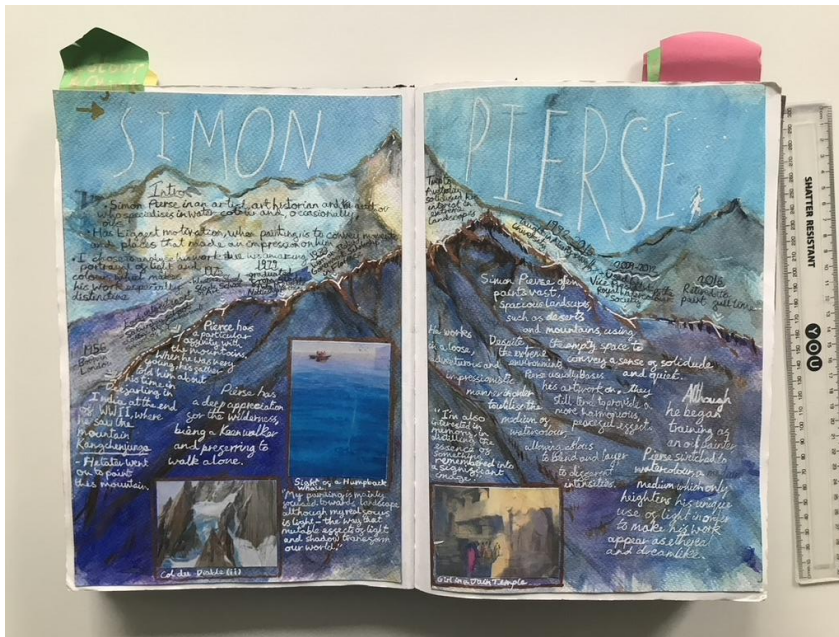
Standard Mark – 70

Performance Level 6: Exceptional

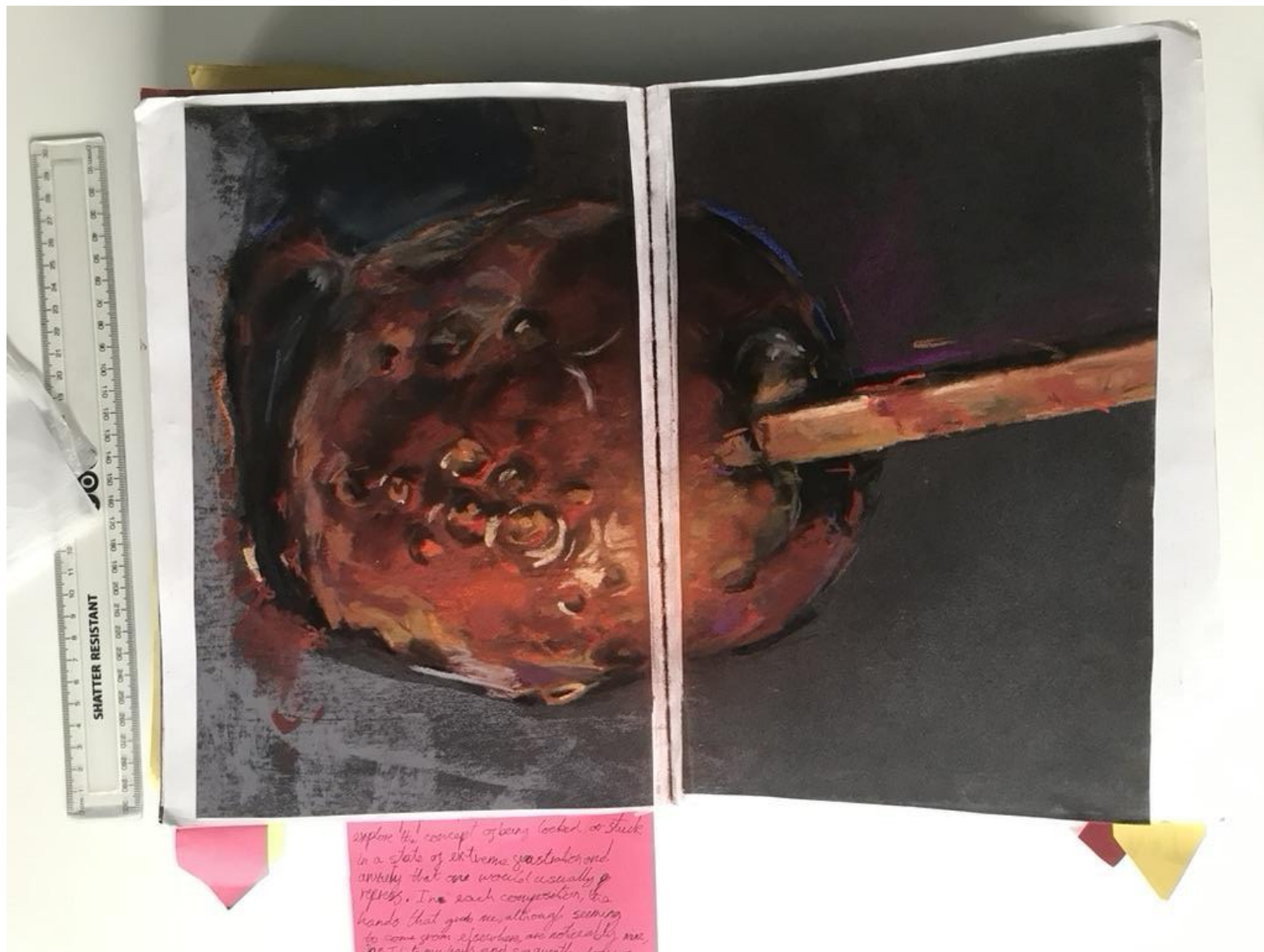
	AO1	AO2	AO3	AO4
Mark	17	17	18	18
Performance Level	6	6	6	6
	Mostly exceptional ability	Mostly exceptional ability	Fully exceptional ability	Fully exceptional ability

Keywords from the taxonomy:

Accomplished, Inspired, Intuitive, Insightful, Powerful, Extraordinary, Outstanding







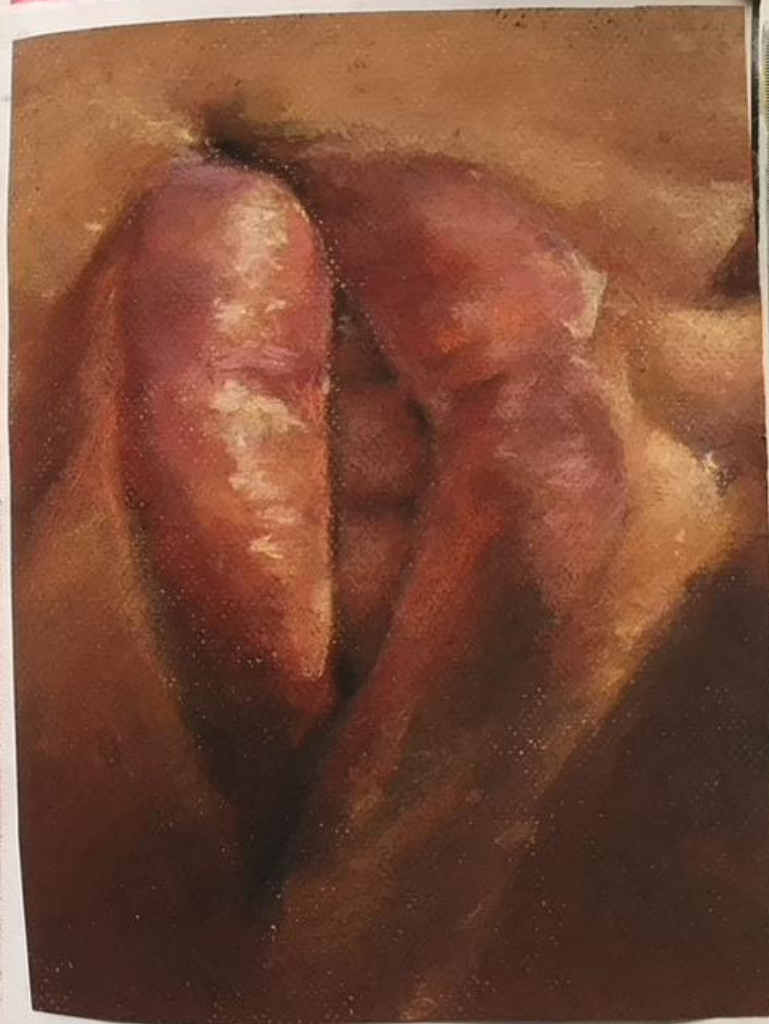
I was inspired by autumn as a season that encompasses both
 community and loneliness with those closest yet some, while introducing
 loneliness for others. So, gently, I made studies of autumnal
 imagery to consider whether there were elements I wanted to
 include in my final piece.



super the concept of being locked or stuck
 in a state of extreme isolation and
 anxiety that we internalise and
 repress. I've such complex, layered
 hands that you're almost sensing
 to come from a distance, not actually
 me. I've my hands and a small



SHATTER RESISTANT



Support the concept of young women of color
in a state of extreme gender and
anxiety that are usually usually
repressed. The work composition, the

A+T

This is the first colour composition sketch I created:

There is a boarder in the face and...
The face is in the muted...



I took inspiration from Vanessa Trump's 'Over Unto Silence' photography series. I chose this pose, this time using the merging of subjects with ground to convey unity with nature.

Each time I revised my composition colour sketches I only made little changes in hue, brightness or tone of certain elements to create a better effect.



• Hair help highlight but is...

• Adding here with per... move a... added contrast the temp...

Yellow coat... been slightly... and... with... and... and...

I found the autumnal colour scheme and imagery perfect to which I added about positive and negative associations. For me, autumn brings connotations of community and peace, while other associate it with decay and loss. The fallen leaves can be seen to symbolise a cycle of life, a temporary loss or closeness with my cousin as they develop a new growth. While their beauty is short-lived and impermanent, you can discover beauty in watching how they fall to create a sense of light helps reinforce the concept by comparing it to the natural change from night to day or dark to light. The bright, lush nature of the light helps convey hope and positivity.



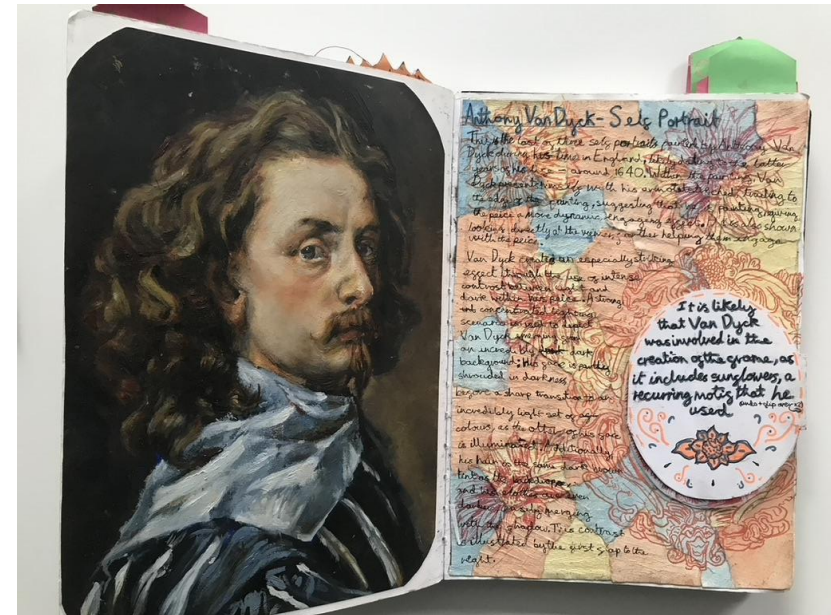
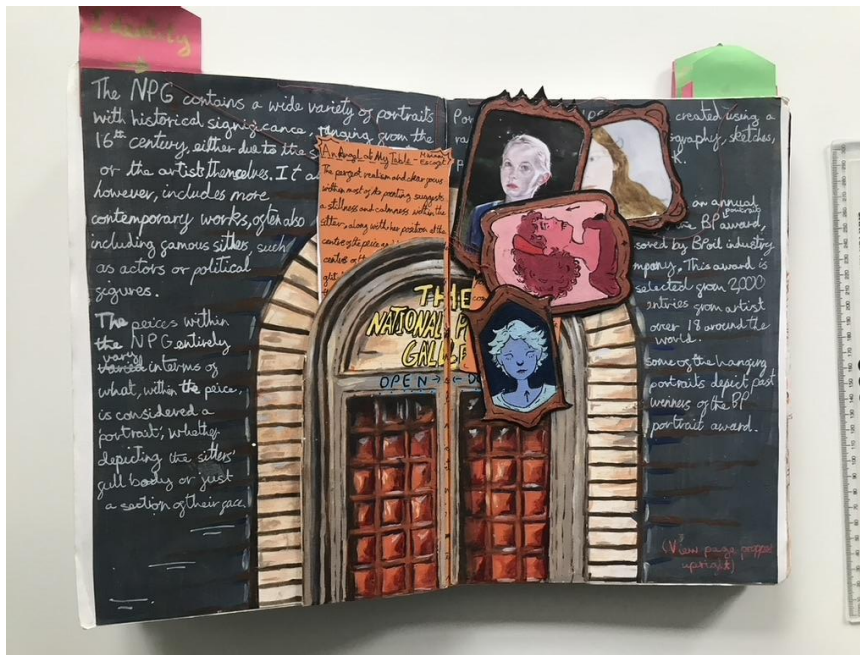
• Hair... the... More... used... make... stand... Sharp... makes... stand...

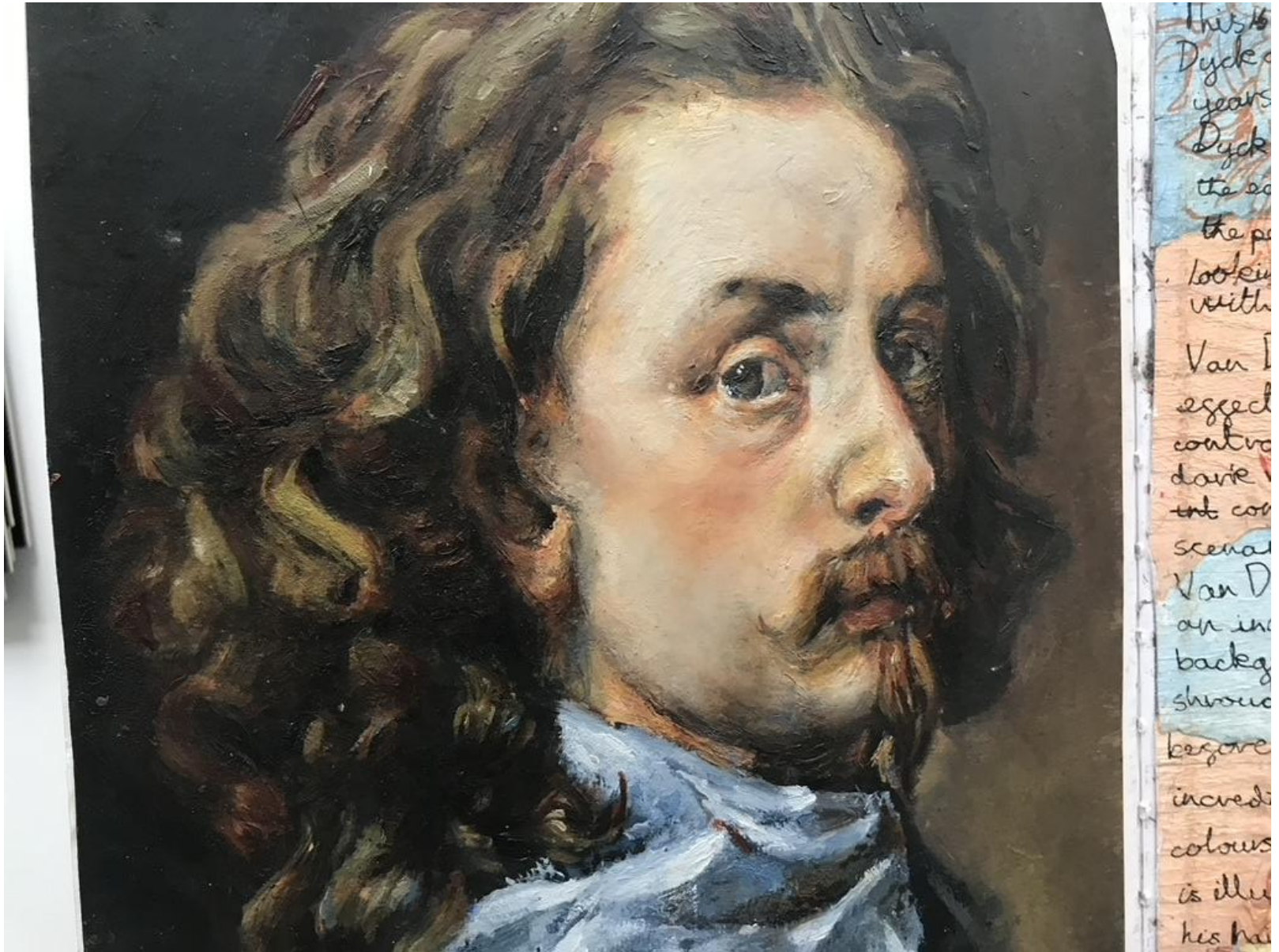
• Colours in the space are less muted... • I used... to... and... and... and...

I'd like to use gold and silver leaf in my final piece, taking inspiration from Klimt's 'Golden Phase'. By use silver in the background, on the highlights of the leaves, and gold in the subjects and their hair around. Inspired by Klimt's contrasting patterns to represent masculinity and femininity, I've attempted to use dynamic, swirling patterns on my cousin to represent movement and energy, and rectangular, geometric patterns on myself to represent stability. I'd like to attempt to replicate the effect of the loose watercolour by blurring the leaves in my oil painting.





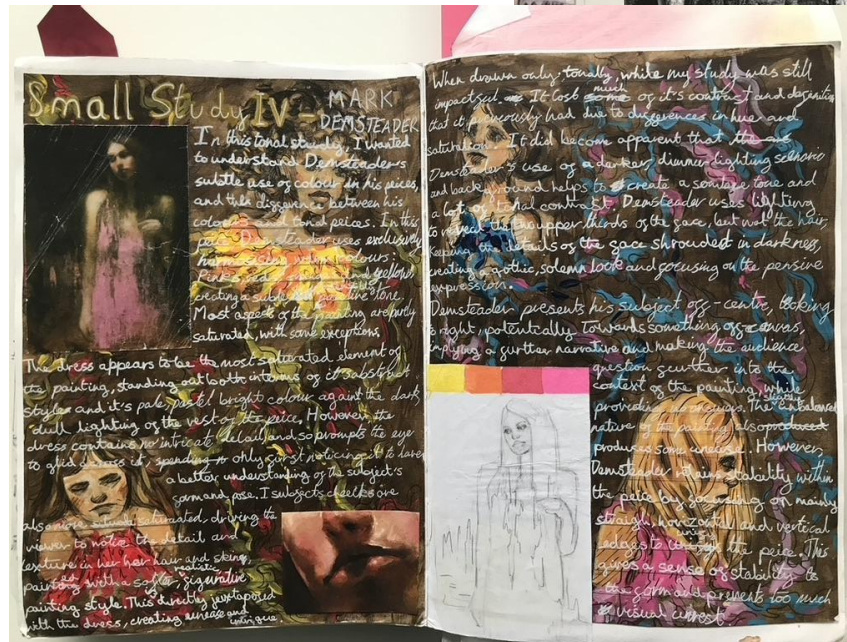
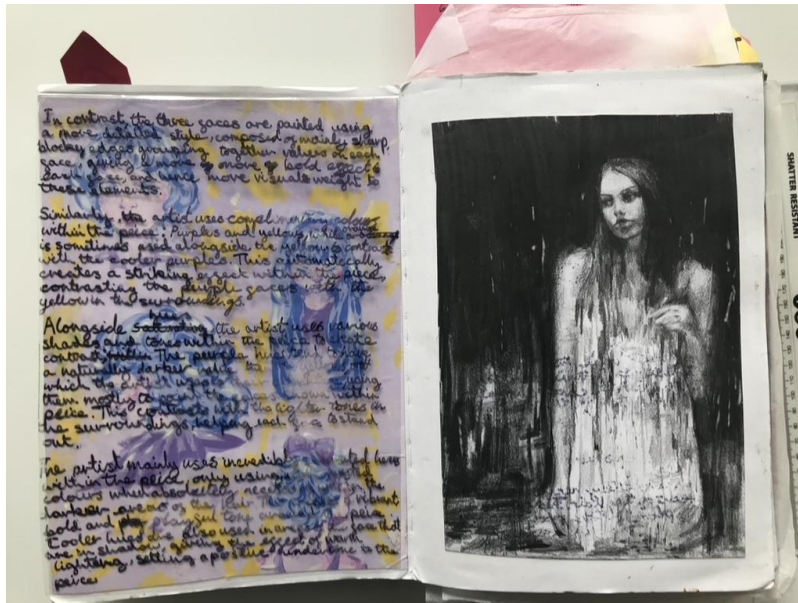


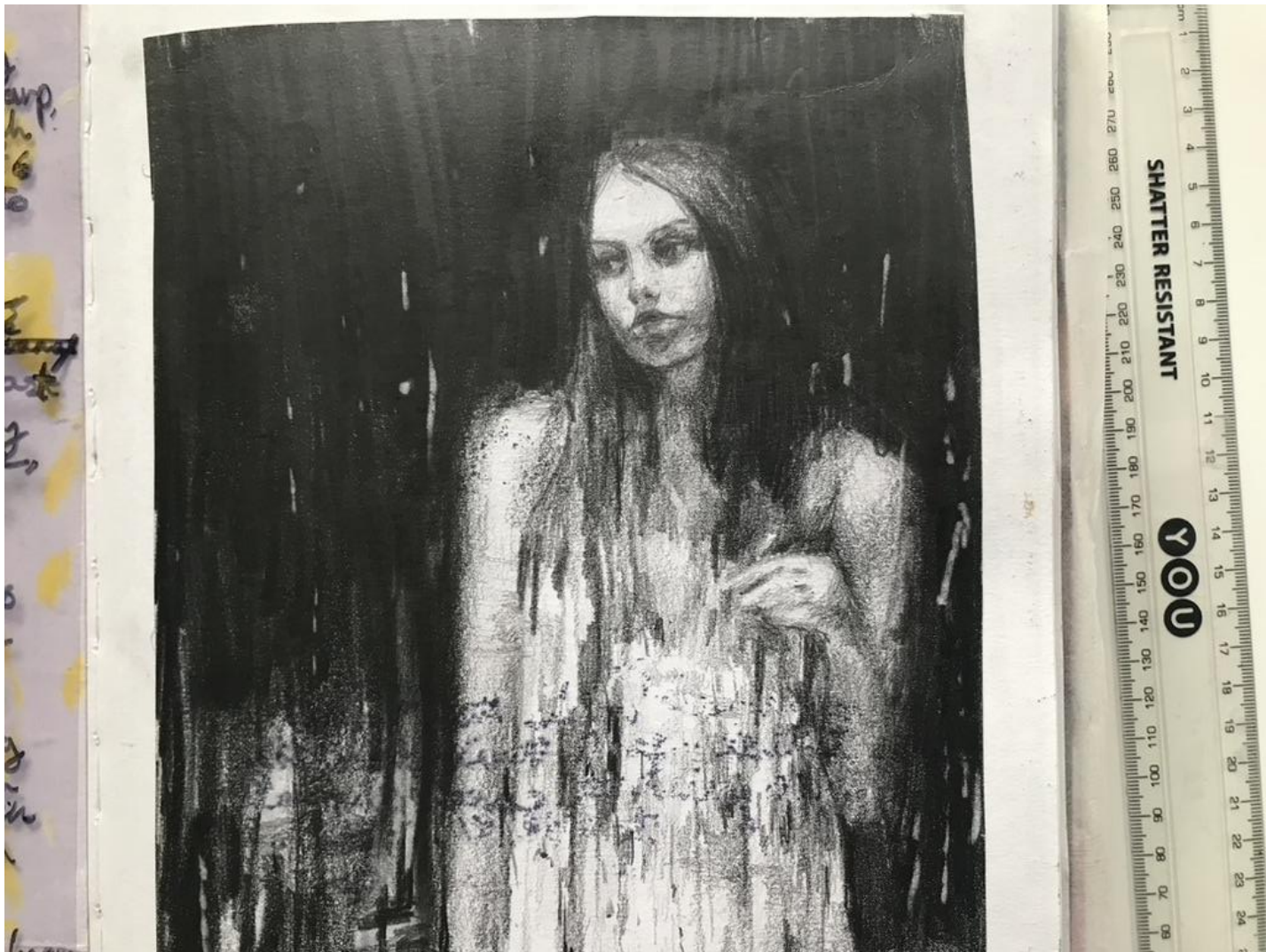












This initial composition helps me think about the subject I want to include before moving toward finding a layout.

1 - I used the birds flying from the camera to guide the viewer's eye.

2 - Although still in pencil, initially appear as more vibrant and become more vibrant as I add color.

Composition Sketches



3 - My brother and myself are shown in the camera lens.
4 - The background is dark, taking inspiration from Mark Damstra's work. This allows the subject to stand out and to create a more serious, somber tone around the piece.

I liked the size of my dad's head and camera in this composition. It added more importance to these elements and eliminated a waste of space. I may carry this element forward into my final piece.

in a state of extreme darkness and anxiety that can be used as a metaphor for the concept of being lost or alone.

A+T



By looking upwards in this composition, my dad conveys a sense of hopefulness and energy, but the sense of focus is somewhat lost.

While it could work in different composition, I think it could clash with the more somber aspects of the piece.

The camera, I am considering painting in a somewhat abstract style, while portraying the man in a more realistic style.

The image is symmetrical, but the composition produces a greater sense of stability and focus in my dad. His position at the center of the piece also had a more striking, powerful and somewhat intense effect. I would, however, have to ensure that the image is not perfectly symmetrical and does not appear too unnatural or completely lacking energy.

This position may also allow me to experiment further with style by abstracting the dad, taking cues from Mark Damstra's work.





[I tried focusing primarily on cool tones.]
 → This creates a calmer tone to the painting.
 → The warmer yellow and orange tones contrasted beautifully with the darker tones.

I definitely want to add some warmer, eye-catching red hues to have more impact.

[I focused entirely on warm hues to see what effect they'd have.]

- They had an incredibly impactful, perhaps overwhelming, effect on the composition.
- many of the objects looked washed out, giving the painting the piece unbalanced.
- Because all objects were a similar temperature, it was particularly difficult to generate contrast in the image.
- I liked the intensity of the shirt colour.



[I tried introducing some of the warm red tones to the piece.]
 → This helped to differentiate between the foreground and background.
 → This brought attention to the shirt and changed the subject's pose.
 → I'll use inspiration from Mark Damstra to abstract the shirt, so that the viewer's attention is still drawn to the face and camera.
 → The red hue of the birds and figures didn't help to make the contrast with the painting.

[I introduced some yellow hues to create variety within the warm colours.]

- This helped make the birds and figures contrast against the piece.
- I added some brighter red elements to the camera to add some visual interest to it.
- I added some orange hues to the shirt at the highlights to give it more dimension.







Component 1 Art, Craft and Design

Standard Mark – 70

Performance Level 6: Exceptional

	AO1	AO2	AO3	AO4
Mark	17	17	18	18
Performance Level	6	6	6	6
	Mostly exceptional ability	Mostly exceptional ability	Fully exceptional ability	Fully exceptional ability

Keywords from the taxonomy:

Accomplished, Inspired, Intuitive, Insightful, Powerful, Extraordinary, Outstanding

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.

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.

Performance levels	BELOW GCSE LEVEL (0)	Level 1 LIMITED	LIMITED/ BASIC	Level 2 BASIC	BASIC/EMERGING COMPONENT	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 Skillful 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

Centre number:
 Areas of study:

Title: **ART, CRAFT + DESIGN**
 Subject code: **IADO 701**

Candidate name:
 Candidate number:

FAM

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 <i>Insufficient knowledge, understanding and skills; minimal evidence of, and lack of structure in, the development and recording of ideas</i>			Level 2 BASIC ABILITY <i>Some knowledge, understanding and skills demonstrated but they are simplistic and deliberate; some structure and repetition in the development and recording of ideas</i>			Level 3 EMERGING COMPETENT ABILITY <i>Knowledge, understanding and skills are generally adequate but safe</i>			Level 4 COMPETENT AND CONSISTENT ABILITY <i>Knowledge, understanding and skills are secure and cohesive throughout</i>			Level 5 CONFIDENT AND ASSURED ABILITY <i>Knowledge, understanding and skills are effective and focused throughout</i>			Level 6 EXCEPTIONAL ABILITY <i>Knowledge, understanding and skills are in-depth, perceptive and accomplished throughout</i>			
Evidence meets requirements		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	
AO1 Develop Ideas through Investigations, demonstrating critical understanding of sources	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	AO1 mark
	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			17
AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	AO2 mark
	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			17
AO3 Record Ideas, observations and Insights relevant to intentions as work progresses	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	AO3 mark
	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			18
AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	AO4 mark
	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			18
																			Total	70

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			Total marks out of 72 for each component	
Component 1 Personal Portfolio	17			17			18			Total COMPONENT 1	70
Component 2 Externally Set Assignment										Total COMPONENT 2	

GCSE Art and Design assessment exercise

Marking Component 1

For this activity you will need:

- A copy of the Taxonomy and the Assessment grid
- The answer sheet, to record your marks and make notes

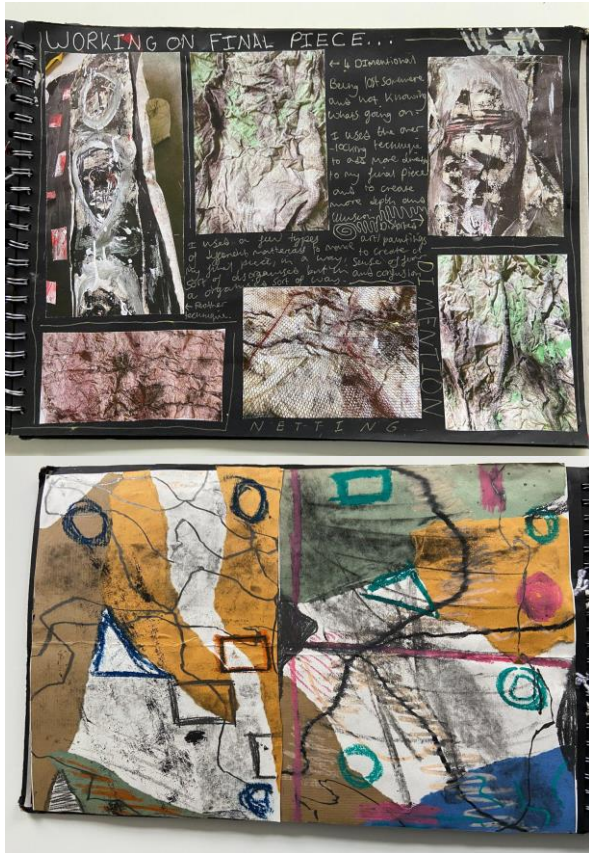
You will look at **9** samples from different centres:

- 4 samples on Standard Marks (Photography, Textile Design, Graphic Communication and Art, Craft and Design)
- 5 samples for you to mark – with a total mark and a mark for each assessment objective (Textile Design, 2 × Fine Art, Photography, 3D Design)



SAMPLE 1 TEST

Component 1 Textile Design



Pearson - GCSE Art and Design 2016 - Assessment Taxonomy **TEXTILE DESIGN** | TEO/01 **STANDARD MARK** 18

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 of 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.

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.

Performance levels	Level 1 LIMITED BELOW GCSE LEVEL 9/8	Level 2 BASIC LIMITED / BASIC	Level 3 EMERGING COMPETENT BASIC DEVELOPING COMPETENT	Level 4 COMPETENT & CONSISTENT EMERGING COMPETENT / COMPETENT & CONSISTENT	Level 5 CONFIDENT & ASSURED COMPETENT & CONSISTENT / CONFIDENT & ASSURED	Level 6 EXCEPTIONAL CONFIDENT & ASSURED / EXCEPTIONAL
Consider the keyword descriptors to the right carefully. Has the candidate achieved all, most or some of the descriptors?	Unstructured Clumsy Disjointed Minimal Elementary	Deliberate Methodical Superficial Unrefined Simplistic Tentative	Reflective Predictable Growing control Endeavour Safe	Informed Purposeful Secure Engaged Skilful Thoughtful Cohesive	Advanced Convincing Comprehensive Perceptive Refined Resolved Risk-taking	Accomplished Inspired Insightful Powerful Extraordinary Unexceptional 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

18

Centre number: _____ Title: **TEXTILE DESIGN** Candidate number: _____ **TEST**

Area of study: _____ Subject title: **TEO/01**

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

Assessment Objective	Level 1 BASIC ABILITY	Level 2 BASIC ABILITY	Level 3 EMERGING COMPETENT	Level 4 COMPETENT & CONSISTENT	Level 5 CONFIDENT & ASSURED	Level 6 EXCEPTIONAL
AO1 Creative ideas Generate ideas Develop ideas Communicate ideas	1 2 3 4 5	6 7 8 9 10	11 12 13 14 15	16 17 18 19 20	21 22 23 24 25	26 27 28 29 30
AO2 Creative work Generate work Develop work Communicate work	31 32 33 34 35	36 37 38 39 40	41 42 43 44 45	46 47 48 49 50	51 52 53 54 55	56 57 58 59 60
AO3 Creative ideas Generate ideas Develop ideas Communicate ideas	61 62 63 64 65	66 67 68 69 70	71 72 73 74 75	76 77 78 79 80	81 82 83 84 85	86 87 88 89 90
AO4 Creative work Generate work Develop work Communicate work	91 92 93 94 95	96 97 98 99 100	101 102 103 104 105	106 107 108 109 110	111 112 113 114 115	116 117 118 119 120

Recording of marks for all AO1 work
AO1 marks indicate a mark out of 18
AO2 marks indicate a mark out of 30
AO3 marks indicate a mark out of 18
AO4 marks indicate a mark out of 18

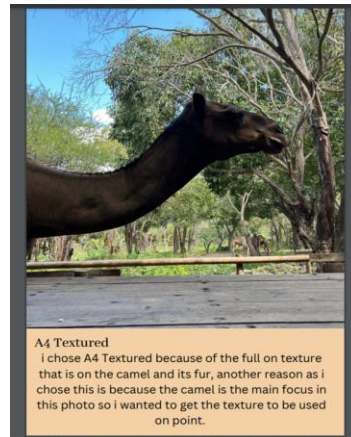
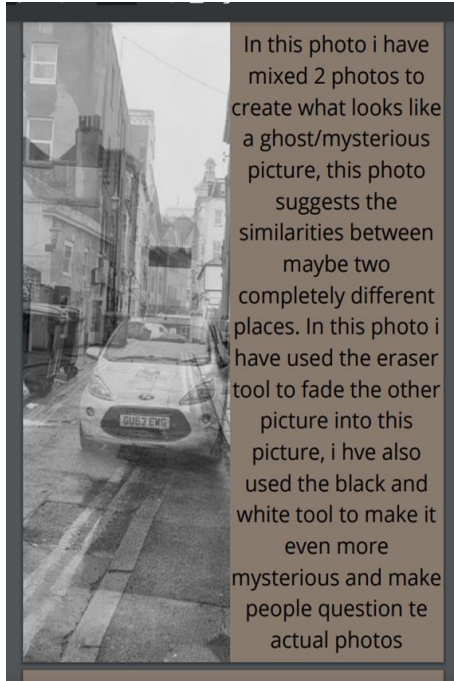
AO1 marks: 6 AO2 marks: 4 AO3 marks: 5 AO4 marks: 3

Total marks: 18

Standard Mark – 18 (AO1:6 AO2:4 AO3:5 AO4:3)

Performance Level 2: Basic (Unrefined, Simplistic, Tentative)

Component 1 Photography



A4 Textured
I chose A4 Textured because of the full on texture that is on the camel and its fur, another reason as I chose this is because the camel is the main focus in this photo so I wanted to get the texture to be used on point.

Pearson - GCSE Art and Design 2016 - Assessment Taxonomy

PHOTOGRAPHY

1F70/01

STANDARD MARKS

23

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 the 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.

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.

Performance levels	Level 1 LIMITED	Level 2 BASIC	Level 3 EMERGING COMPETENT	Level 4 COMPETENT / CONSISTENT	Level 5 COMPETENT & ASSURED	Level 6 EXCEPTIONAL						
	BELOW GCSE LEVEL (B)	UNSTRUCTURED CLUMSY DISSIPATED Elementary	DELIBERATE Methodical Superficial Unrefined Simplistic Tentative	REFLECTIVE Predictable Growing control Endeavour Safe	INFORMED Purposeful Secure Engaged Skilful Thoughtful Cohesive	ADVANCED Convincing Comprehensive Focused Perceptive Refined Resolved Risk-taking						
Consider the keyword descriptors to the right carefully												
Has the candidate achieved all, most or some of the descriptors?	No No relevant material	The candidate has achieved all of the keyword descriptors in this level and some of those above	The candidate has achieved all of the keyword descriptors in the lower level and some of those above	The candidate has achieved all of the keyword descriptors in the lower level and some of those above	The candidate has achieved all of the keyword descriptors in the lower level and some of those above	The candidate has achieved all of the keyword descriptors in the lower level and some of those above						
	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

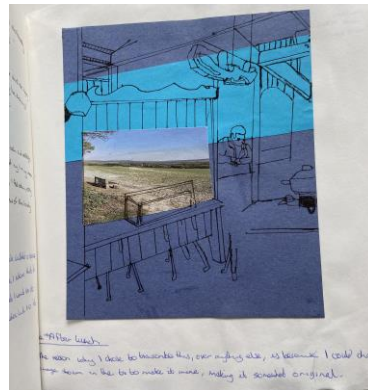
23

[illegible]

Standard Mark – 28 (AO1:7 AO2:7 AO3:7 AO4:7)
Performance Level 3: Emerging Competent (Reflective, Growing control)

SAMPLE 3 TEST

Component 1 Fine Art



Pearson - GCSE Art and Design 2016 - Assessment Taxonomy

FINE ART

1FAO/OI

STANDARD MARK

23

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.

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.

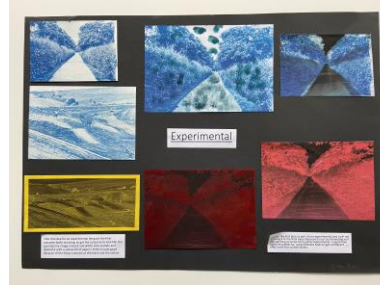
Performance levels	Level 1 LIMITED BELOW GCSE LEVEL (B)	Level 2 BASIC LIMITED/ MARGINAL	Level 3 EMERGING COMPETENT BASIC/FAIR/STRONG COMPETENT	Level 4 EMERGING COMPETENT / COMPETENT & CONSISTENT	Level 4 COMPETENT & CONSISTENT / COMPETENT & ASSURED	Level 5 COMPETENT & ASSURED / COMPETENT & EXCEPTIONAL	Level 6 EXCEPTIONAL
Consider the keyword descriptors to the right carefully. Has the candidate achieved all, most or some of the descriptors?	Unstructured Clumsy Disjointed Minimal Elementary Is invariable material	Deliberate Methodical Superficial Unrefined Simple Tentative The candidate has achieved all of the keyword descriptors in this lower level and some of those above.	Reflective Predictable <u>Growing control</u> Breadening Endeavour Safe The candidate has achieved all of the keyword descriptors in this lower level and some of those above.	Informed Purposeful Secure Engaged Skillful Thoughtful Cohesive The candidate has achieved all of the keyword descriptors in this lower level and some of those above.	Advanced Cunning Comprehensive Focused Perspective Refined Resolved Risk-taking The candidate has achieved all of the keyword descriptors in this lower level and some of those above.	Accomplished Inspired Insightful Powerful Extraordinary Unexpected Outstanding The candidate has achieved all of the keyword descriptors in this lower level and some of those above.	
	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

23

[illegible]

Standard Mark – 28 (AO1:7 AO2:7 AO3:7 AO4:7)
Performance Level 3: Emerging Competent (Growing control, Endeavour)

Component 1 Photography



Pearson - GCSE Art and Design 2016 - Assessment Taxonomy **PHOTOGRAPH 1PY0/01 STANDARD MARK 38**

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.

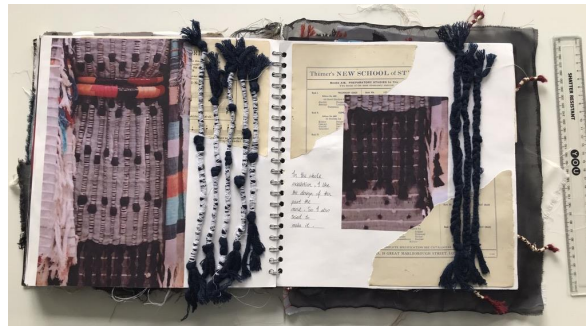
After a performance level has been established, the next stage is to use the assessment grid to decide a mark within the performance level. Read the 'instructions for use' which accompanies the assessment grid prior to establishing a mark for each assessment objective and total mark.

Performance levels	Level 1 LIMITED	Level 2 BASIC	BASIC/EMERGING COMPETENT	Level 3 EMERGING COMPETENT	Level 4 COMPETENT & CONSISTENT	Level 5 COMPETENT & CONFIDENT	Level 6 EXCEPTIONAL
	LIMITED / BASIC	LIMITED / BASIC	BASIC/EMERGING COMPETENT	EMERGING COMPETENT / COMPETENT & CONSISTENT	COMPETENT & CONSISTENT	COMPETENT & CONFIDENT / EMERGING & ASSURED	CONFIDENT & ASSURED / EXCEPTIONAL
Consider the keyword descriptors to the right carefully.	Unstructured Clumsy Disoriented Elementary	Deliberate Mathematical Superficial Unreliable Simplistic	Reflective Mathematical Growing confidence Broadening Skillful Endeavour Safe	Reflexive Mathematical Confident Growing confidence Broadening Skillful Cohesive	Informed Perceptive Secure Skilful Thoughtful Cohesive	Advanced Comprehensive Focussing Perceptive Resolved Risk taking	Achieved Inquisitive Insightful Powerful Extraordinary Outstanding
Has the candidate achieved all, most or some of the descriptors?	No irreparable material	The candidate has achieved all of the keyword descriptors in the least level and some of those descriptors in the next level up.	The candidate has achieved all of the keyword descriptors in the least level and some of those descriptors in the next level up.	The candidate has achieved all of the keyword descriptors in the least level and some of those descriptors in the next level up.	The candidate has achieved all of the keyword descriptors in the least level and some of those descriptors in the next level up.	The candidate has achieved all of the keyword descriptors in the least level and some of those descriptors in the next level up.	The candidate has achieved all of the keyword descriptors in the least level and some of those descriptors in the next level up.
0 marks	1 – 12 marks 13 14 15 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 73 74 75 marks

[illegible]

Standard Mark – 38 (AO1:9 AO2:10 AO3:9 AO4:10)
Performance Level 3/4: Emerging Competent/Competent and Consistent (Engaged)

SAMPLE 5 FAM



STANDARD MARKING
48

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. Candidates' work that falls between two performance levels must achieve all the key word 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.

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.

Performance levels	Level 1 LIMITED	Level 2 BASIC	Level 3 EMERGING COMPETENT	Level 4 COMPETENT / CONFIDENT	Level 4 COMPETENT & CONSISTENT	Level 5 CONFIDENT & ASSURED	Level 6 EXCEPTIONAL		
	BELLOW GCSE (LEVEL 0)	LIMITED / BASIC	BASIC / EMERGING COMPETENT	EMERGING COMPETENT / CONFIDENT	CONFIDENT & ASSURED	CONFIDENT & ASSURED / EXCEPTIONAL	EXCEPTIONAL		
Consider the keyword descriptors to the right carefully. Has the candidate achieved all, most or some of the descriptors?	No irrelevant material	Unstructured Clumsy Disjointed Minimal Elementary	Deliberate Methodical Superficial Unrefined Simplistic Tentative	Reflective Predictable Growing control Broadening Endeavour Safe	Informed Purposeful Secure Engaged Skilful Thoughtful Cohesive	Advanced Convinced Comprehensive Focused Perceptive Refined Respected Risk-taking	Accomplished Inspired Intuitive Imaginative Powerful Extraordinary Unexpected Outstanding		
	0 marks	1 – 12 marks	13 – 14 marks 15 marks	16 – 24 marks 25 marks	25 – 36 marks 37 marks	37 – 49 marks 50 marks	40 – 48 marks 49 marks 50 marks 51 marks	50 – 60 marks 61 marks 62 marks 63 marks	64 – 72 marks

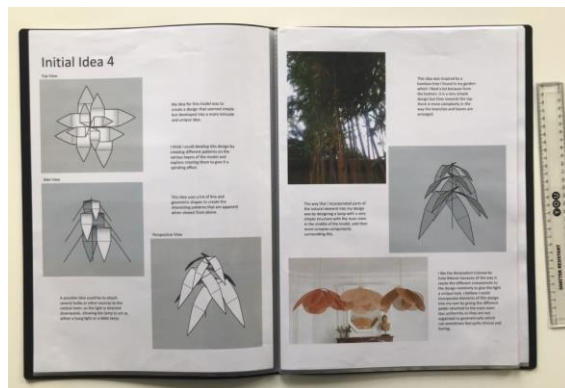
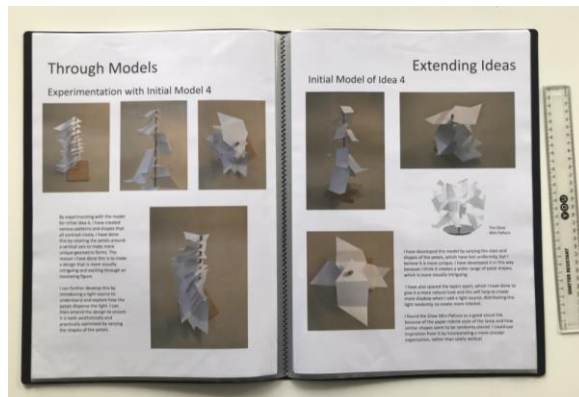
48

Course number:		Title:		Candidate number:															
Grade 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 component	Q	Level 1 L1 FUNCTIONAL ABILITY Learners demonstrate understanding and ability to access the content of the text in the development and use of their own language			Level 2 L2 BASIC ABILITY Some knowledge, understanding and ability to access the content of the text in the development and use of their own language			Level 3 L3 EMERGENT COMPETENCY Some knowledge, understanding and ability to access the content of the text in the development and use of their own language			Level 4 L4 COMPETENT ABILITY Some knowledge, understanding and ability to access the content of the text in the development and use of their own language			Level 5 L5 CONFIDENT ABILITY Some knowledge, understanding and ability to access the content of the text in the development and use of their own language			Level 6 L6 EXPERTISE AND ASSURED ABILITY Some knowledge, understanding and ability to access the content of the text in the development and use of their own language		
		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Inter-view marks representative		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully			
A01	0	1	2	3	4														

Standard Mark – 48 (AO1:12 AO2:13 AO3:12 AO4:11)

Performance Level 4: Competent and Consistent (Informed, Purposeful, Secure, Engaged, Skilful, Thoughtful, Cohesive)

Component 1 Three- dimensional Design



Pearson - GCSE Art and Design 2016 - Assessment Taxonomy

3-D DESIGN 1TDO/01 STANDARD MARK
50

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.

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.

Performance levels	Level 1 LIMITED	Level 2 BASIC	Level 3 EMERGING COMPETENT	Level 4 COMPETENT / COMPETENT & CONSISTENT	Level 5 COMPETENT & CONSISTENT / CONFIDENT & ASSURED	Level 6 CONFIDENT & ASSURED	Level 6 EXCEPTIONAL
	BELOW SCALE LEVEL (B)	LIMITED / BASIC	BASIC /EMERGING COMPETENT	EMERGING COMPETENT / COMPETENT & CONSISTENT	COMPETENT & CONSISTENT / CONFIDENT & ASSURED	CONFIDENT & ASSURED	CONFIDENT & ASSURED / EXCEPTIONAL
Consider the keyword descriptors to the right carefully.	Unstructured Clumsy Disoriented Minimal Elementary	Deliberate Methodical Superficial Unrefined Simplistic Tentative	Reflective Predictable Growing control Broadening Endavour Safe	Informed Purposeful Secure Engaged Skilful Thoughtful Cohesive	Advanced Convincing Comprehensive Focused Perceptive Risk-taking	Accomplished Inspired Influential Powerful Extraordinary Outstanding	
Has the candidate achieved all, most or some of the descriptors?	No 0 marks	1 – 12 marks 13 14 15 marks	16 – 24 marks 25 26 27	28 – 36 marks 37 38 39	40 – 48 Marks 49 50 51 marks	52 – 60 marks 61 62 63 marks	64 – 72 marks 73 74 75 marks

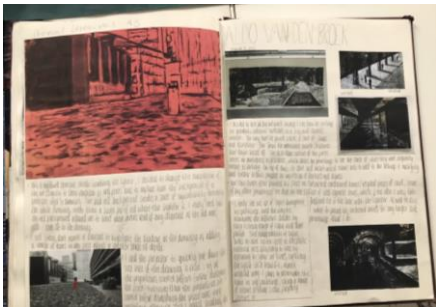
[illegible]

Standard Mark – 50 (AO1:12 AO2:13 AO3:12 AO4:13)

Performance Level 4/5: Competent and Consistent/ Confident and Assured
(Comprehensive)

SAMPLE 7 TEST

Component 1 Fine Art



Pearson - GCSE Art and Design 2016 - Assessment Taxonomy FINE ART 1FA0/01 STANDARD MARK 56

The first stage is to decide in which performance level the candidate

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.

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.

Performance levels	Level 1 LIMITED	Level 2 BASIC	Level 3 EMERGING / COMPETENT	Level 4 COMPETENT & CONSISTENT	Level 5 CONFIDENT & ASSURED	Level 6 EXCEPTIONAL
	BELOW AVERAGE (0)	LIMITED / BASIC	BASIC / EMERGING / COMPETENT	EMERGING / COMPETENT / COMPETENT & CONSISTENT	COMPETENT & CONSISTENT / CONFIDENT & ASSURED	CONFIDENT & ASSURED / EXCEPTIONAL
Consider the keyword descriptors to the right carefully.	Unstructured Clumsy Disoriented Minimal Elementary	Deliberate Methodical Superficial Unclear Tentative	Reflective Predictable Growing control Broadening Endeavour Safe	Informed Purposeful Secure Focused Skillful Thoughtful Cohesive	Advanced Comprehensive Focused Perceptive Refined Resilient Risk-taking	Accomplished Inspired Intuitive Powerful Extraordinary Outstanding
Has the candidate achieved all, most or some of the descriptors?	No 0 marks	1 – 12 marks 13 14 15 16 marks	16 – 24 marks 25 26 27 28 marks	28 – 36 marks 37 38 39 40 marks	40 – 48 Marks 49 50 51 52 marks	48 – 54 marks 53 54 55 56 marks

56

Centre number: Title: Candidate name: **TEST**
Area 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

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

Assessment Objective	0	Level 1			Level 2			Level 3			Level 4			Level 5			Level 6			Assessment Mark
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
		LIMITED ABILITY			BASIC ABILITY			EMERGING COMPETENT ABILITY			COMPETENT AND CONSISTENT ABILITY			COMPETENT AND ASSURED ABILITY			EXCEPTIONAL ABILITY			
		Limited understanding of the concepts and the meaning of ideas			Some knowledge, understanding and skills are developed but the development and reasoning of ideas are unhelpful and ineffective			Knowledge, understanding and skills are developed and the development and reasoning of ideas are unhelpful and ineffective			Knowledge, understanding and skills are developed and the development and reasoning of ideas are unhelpful and ineffective			Knowledge, understanding and skills are developed and the development and reasoning of ideas are unhelpful and ineffective			Knowledge, understanding and skills are developed and the development and reasoning of ideas are unhelpful and ineffective			
Learning Objective 1	1	1			2			3			4			5			6			Assessment Mark
Learning Objective 2	2	1			2			3			4			5			6			
Learning Objective 3	3	1			2			3			4			5			6			Assessment Mark
Learning Objective 4	4	1			2			3			4			5			6			
Learning Objective 5	5	1			2			3			4			5			6			Assessment Mark
Learning Objective 6	6	1			2			3			4			5			6			
Learning Objective 7	7	1			2			3			4			5			6			Assessment Mark
Learning Objective 8	8	1			2			3			4			5			6			
Learning Objective 9	9	1			2			3			4			5			6			Assessment Mark
Learning Objective 10	10	1			2			3			4			5			6			
Learning Objective 11	11	1			2			3			4			5			6			Assessment Mark
Learning Objective 12	12	1			2			3			4			5			6			
Learning Objective 13	13	1			2			3			4			5			6			Assessment Mark
Learning Objective 14	14	1			2			3			4			5			6			
Learning Objective 15	15	1			2			3			4			5			6			Assessment Mark
Learning Objective 16	16	1			2			3			4			5			6			
Learning Objective 17	17	1			2			3			4			5			6			Assessment Mark
Learning Objective 18	18	1			2			3			4			5			6			
Learning Objective 19	19	1			2			3			4			5			6			Assessment Mark
Learning Objective 20	20	1			2			3			4			5			6			
Learning Objective 21	21	1			2			3			4			5			6			Assessment Mark
Learning Objective 22	22	1			2			3			4			5			6			
Learning Objective 23	23	1			2			3			4			5			6			Assessment Mark
Learning Objective 24	24	1			2			3			4			5			6			
Learning Objective 25	25	1			2			3			4			5			6			Assessment Mark
Learning Objective 26	26	1			2			3			4			5			6			
Learning Objective 27	27	1			2			3			4			5			6			Assessment Mark
Learning Objective 28	28	1			2			3			4			5			6			
Learning Objective 29	29	1			2			3			4			5			6			Assessment Mark
Learning Objective 30	30	1			2			3			4			5			6			
Learning Objective 31	31	1			2			3			4			5			6			Assessment Mark
Learning Objective 32	32	1			2			3			4			5			6			
Learning Objective 33	33	1			2			3			4			5			6			Assessment Mark
Learning Objective 34	34	1			2			3			4			5			6			
Learning Objective 35	35	1			2			3			4			5			6			Assessment Mark
Learning Objective 36	36	1			2			3			4			5			6			
Learning Objective 37	37	1			2			3			4			5			6			Assessment Mark
Learning Objective 38	38	1			2			3			4			5			6			
Learning Objective 39	39	1			2			3			4			5			6			Assessment Mark
Learning Objective 40	40	1			2			3			4			5			6			
Revisiting of marks for all SGLE work																				
Component 1: Theory	Assessment 1	13			18			14			14			15			15			New marks and SGLE marks for 22
Component 2: Practical	Assessment 2	13			18			14			14			15			15			
Component 3: Synthesis	Assessment 3	13			18			14			14			15			15			
Component 4: Summary	Assessment 4	13			18			14			14			15			15			
Total																				56
Final Component 2																				56
Final Component 3																				56
Final Component 4																				56
Final Component 5																				56
Final Component 6																				56
Final Component 7																				56
Final Component 8																				56
Final Component 9																				56
Final Component 10																				56
Final Component 11																				56
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Final Component 100																				56

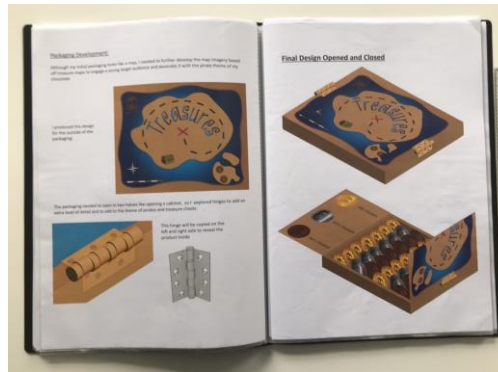
Total 56

1 of 72

Standard Mark – 56 (AO1:13 AO2:14 AO3:14 AO4:15)

Performance Level 5: Confident and Assured (Convincing, Focused, Refined, Risk-taking)

Component 1 Graphic Communication



Pearson - GCSE Art and Design 16 - Assessment Taxonomy							GRAPHIC COMMUNICATION		STANDARD MARK	
How to use the Taxonomy in conjunction with Assessment Grid							10/CO/01		61	
<p>The first stage is to look at 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.</p> <p>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.</p>										
Performance levels	Level 1 LIMITED	Level 2 BASIC	Level 3 EMERGING COMPETENT	Level 4 COMPETENT & CONSISTENT	Level 5 COMPETENT & CONSISTENT / COMPETENT & CONFIDENT	Level 6 CONFIDENT & ASSURED	Level 7 CONFIDENT & ASSURED / CONFIDENT & SKILLED	Level 8 EXCEPTIONAL		
BELOW GCSE LEVEL (6)										
Consider the keyword descriptors to the right carefully.	Unstructured Cluttery Disoriented Minimal Elementary	Deliberate Methodical Superficial Unrefined Imaginative Tentative	Reflective Predictable Growing control Broadening Endeavour Safe	Informed Purposeful Secure Engaged Skillful Thoughtful Cohesive	Advanced Convincing Focused Perceptive Refined Resolute Risk taking	Accomplished Inspired Insightful Powerful Extraordinary Unexpected Outstanding				
Has the candidate achieved all, most or some of the descriptors?	No No relevant material	The candidate has achieved all of the keyword descriptors in this level and some of those above.	The candidate has achieved all of the keyword descriptors in this level and some of those above.	The candidate has achieved all of the keyword descriptors in this level and some of those above.	The candidate has achieved all of the keyword descriptors in this level and some of those above.	The candidate has achieved all of the keyword descriptors in this level and some of those above.	The candidate has achieved all of the keyword descriptors in this level and some of those above.			
0 marks	1 – 12 marks	13 – 14 marks	15 – 24 marks	25 – 26 marks	27 – 36 marks	37 – 38 marks	39 – 48 marks	49 – 50 marks	51 – 60 marks	61 – 62 marks
		15 marks	25 marks	27 marks	37 marks	38 marks	39 marks	50 marks	51 marks	63 marks

61

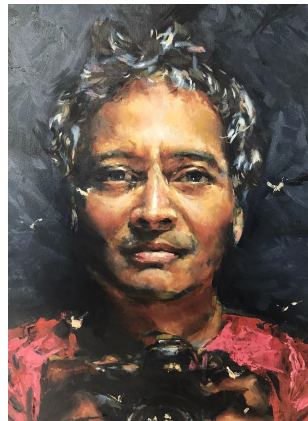
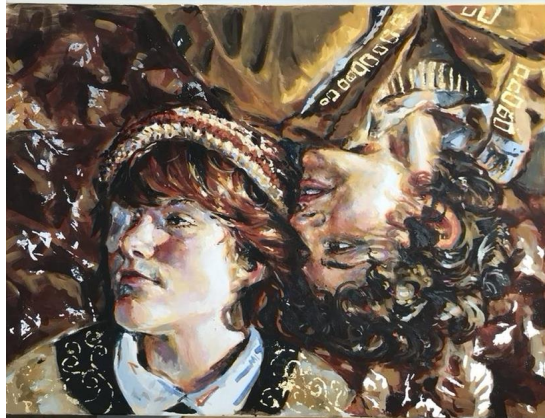
[illegible]

Standard Mark – 61 (AO1:14 AO2:16 AO3:15 AO4:16)

Performance Level 5/6: Confident and assured / Exceptional (Accomplished)

SAMPLE 9 FAM

Component 1 Art, Craft and Design



Standard Mark – 70 (AO1:17 AO2:17 AO3:18 AO4:18)

Performance Level 6: Exceptional (Accomplished, Inspired, Intuitive, Insightful, Powerful, Extraordinary, Outstanding)

Pearson - GCSE Art and Design 2016 - Assessment Taxonomy ART, CRAFT + DESIGN IADO/OI STANDARD MARK 70

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 key 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.

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.

Performance levels	Level 1 LIMITED	Level 2 BASIC	Level 3 EMERGING	Level 4 COMPETENT & CONSISTENT	Level 5 CONFIDENT & ASSURED	Level 6 EXCEPTIONAL
Consider the key descriptors to the right carefully. Has the candidate achieved all, most or some of the descriptors?	Unstructured Clumsy Disjointed Minimal Elementary	Deliberate Methodical Superficial Unrefined Simplistic Tentative	Reflective Predictable Growing control Broadening Endeavour Safe	Informed Purposeful Secure Engaged Skillful Thoughtful Cohesive	Advanced Comprising Comprehensive Perceptive Refined Resolved Risk-taking	Accomplished Inspired Intuitive Insightful Powerful Extraordinary Unexpected Outstanding
0 Marks	13-15 marks	16-24 marks	25-36 marks	37-48 marks	49-62 marks	63-72 marks

Centre number: [] Title: ART, CRAFT + DESIGN IADO/OI Candidate name: [] FAM

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

Assessment Objective	Level 1 LIMITED ABILITY					Level 2 BASIC ABILITY					Level 3 EMERGING COMPETENT ABILITY					Level 4 COMPETENT AND CONSISTENT ABILITY					Level 5 CONFIDENT AND ASSURED ABILITY					Level 6 EXCEPTIONAL ABILITY				
	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully						
AO1: Develop ideas through conceptualising, planning, generating and refining ideas	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24						
AO2: Produce work by selecting and organising materials, techniques and processes	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24						
AO3: Present work by selecting and organising materials, techniques and processes	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24						
AO4: Produce a personal and original work	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24						
Total																														

Recording of marks for all GCSE work

Component	AO1 marks (mark out of 18)	AO2 marks (mark out of 18)	AO3 marks (mark out of 18)	AO4 marks (mark out of 18)	Total marks out of 72
Component 1: Art and Design	17	17	18	18	70
Component 2: Textile Design					
Total					70

Comfort Break



GCSE Art and Design assessment exercise

Marking Component 2

For this activity you will need:

- A copy of the Taxonomy and the Assessment Grid
- The answer sheet, to record your marks and make notes.

You will look at **11** samples from different centres:

- 5 samples on Standard Marks (2 × Fine Art, Photography, 3D Design, Textile Design)
- 6 samples for you to mark – with a total mark and a mark for each assessment objective (Textile Design , 2 × Art, Craft and Design, Graphic Communication, Photography)



Component 2 Textile Design



Pearson - GCSE Art and Design 2016 - Assessment Taxonomy		TEXTILE DESIGN ITEO/02		STANDARD MARKS					
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.									
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.									
Performance levels	Level 1 LIMITED	Level 2 BASIC	Level 3 EMERGING COMPETENT	Level 4 EMERGING COMPETENT / COMPETENT & CONSISTENT	Level 4 COMPETENT & CONSISTENT	Level 5 CONFIDENT & ASSURED	Level 5 CONFIDENT & ASSURED / EXCEPTIONAL	Level 6 EXCEPTIONAL	
BELOW GCSE LEVEL (9)	LIMITED / BASIC	BASIC /EMERGING COMPETENT	EMERGING COMPETENT / COMPETENT & CONSISTENT	COMPETENT & ASSURED / CONFIDENT & ASSURED	CONFIDENT & ASSURED / EXCEPTIONAL	EXCEPTIONAL	EXCEPTIONAL	EXCEPTIONAL	
Consider the keyword descriptors to the right carefully.	Unstructured Clumpy Disorganised Minimal Elementary	Deliberate Methodical Superficial Unrefined Simplistic Tentative	Reflective Predictable Growing Broadening Engaging Safe	Reflective Predictable Secure Engaged Skillful Thoughtful Cohesive	Informed Purposeful Secure Engaged Skillful Thoughtful Cohesive	Advanced Convincing Comprehensive Focused Perceptive Refined Resolved Risk-taking	Accomplished Inspired Insightful Inspirational Powerful Extraordinary Unexpected Outstanding	Accomplished Inspired Insightful Inspirational Powerful Extraordinary Unexpected Outstanding	
Has the candidate achieved all most or some of the descriptors?	No No relevant material	The candidate has achieved all of the keyword descriptors in the lower level and some of those above	The candidate has achieved all of the keyword descriptors in the lower level and some of those above	The candidate has achieved all of the keyword descriptors in the lower level and some of those above	The candidate has achieved all of the keyword descriptors in the lower level and some of those above	The candidate has achieved all of the keyword descriptors in the lower level and some of those above	The candidate has achieved all of the keyword descriptors in the lower level and some of those above	The candidate has achieved all of the keyword descriptors in the lower level and some of those above	
0 marks	1 – 12 marks	13 – 16 marks	17 – 20 marks	21 – 24 marks	25 – 28 marks	29 – 32 marks	33 – 36 marks	37 – 40 marks	
1 marks	13 – 16 marks	17 – 20 marks	21 – 24 marks	25 – 28 marks	29 – 32 marks	33 – 36 marks	37 – 40 marks	41 – 44 marks	
2 marks	13 – 16 marks	17 – 20 marks	21 – 24 marks	25 – 28 marks	29 – 32 marks	33 – 36 marks	37 – 40 marks	41 – 44 marks	
3 marks	13 – 16 marks	17 – 20 marks	21 – 24 marks	25 – 28 marks	29 – 32 marks	33 – 36 marks	37 – 40 marks	41 – 44 marks	
4 marks	13 – 16 marks	17 – 20 marks	21 – 24 marks	25 – 28 marks	29 – 32 marks	33 – 36 marks	37 – 40 marks	41 – 44 marks	
5 marks	13 – 16 marks	17 – 20 marks	21 – 24 marks	25 – 28 marks	29 – 32 marks	33 – 36 marks	37 – 40 marks	41 – 44 marks	
6 marks	13 – 16 marks	17 – 20 marks	21 – 24 marks	25 – 28 marks	29 – 32 marks	33 – 36 marks	37 – 40 marks	41 – 44 marks	
7 marks	13 – 16 marks	17 – 20 marks	21 – 24 marks	25 – 28 marks	29 – 32 marks	33 – 36 marks	37 – 40 marks	41 – 44 marks	
8 marks	13 – 16 marks	17 – 20 marks	21 – 24 marks	25 – 28 marks	29 – 32 marks	33 – 36 marks	37 – 40 marks	41 – 44 marks	
9 marks	13 – 16 marks	17 – 20 marks	21 – 24 marks	25 – 28 marks	29 – 32 marks	33 – 36 marks	37 – 40 marks	41 – 44 marks	
10 marks	13 – 16 marks	17 – 20 marks	21 – 24 marks	25 – 28 marks	29 – 32 marks	33 – 36 marks	37 – 40 marks	41 – 44 marks	
11 marks	13 – 16 marks	17 – 20 marks	21 – 24 marks	25 – 28 marks	29 – 32 marks	33 – 36 marks	37 – 40 marks	41 – 44 marks	
12 marks	13 – 16 marks	17 – 20 marks	21 – 24 marks	25 – 28 marks	29 – 32 marks	33 – 36 marks	37 – 40 marks	41 – 44 marks	
13 marks	13 – 16 marks	17 – 20 marks	21 – 24 marks	25 – 28 marks	29 – 32 marks	33 – 36 marks	37 – 40 marks	41 – 44 marks	
14 marks	13 – 16 marks	17 – 20 marks	21 – 24 marks	25 – 28 marks	29 – 32 marks	33 – 36 marks	37 – 40 marks	41 – 44 marks	
15 marks	13 – 16 marks	17 – 20 marks	21 – 24 marks	25 – 28 marks	29 – 32 marks	33 – 36 marks	37 – 40 marks	41 – 44 marks	
16 marks	13 – 16 marks	17 – 20 marks	21 – 24 marks	25 – 28 marks	29 – 32 marks	33 – 36 marks	37 – 40 marks	41 – 44 marks	
17 marks	13 – 16 marks	17 – 20 marks	21 – 24 marks	25 – 28 marks	29 – 32 marks	33 – 36 marks	37 – 40 marks	41 – 44 marks	
18 marks	13 – 16 marks	17 – 20 marks	21 – 24 marks	25 – 28 marks	29 – 32 marks	33 – 36 marks	37 – 40 marks	41 – 44 marks	
19 marks	13 – 16 marks	17 – 20 marks	21 – 24 marks	25 – 28 marks	29 – 32 marks	33 – 36 marks	37 – 40 marks	41 – 44 marks	
20 marks	13 – 16 marks	17 – 20 marks	21 – 24 marks	25 – 28 marks	29 – 32 marks	33 – 36 marks	37 – 40 marks	41 – 44 marks	
21 marks	13 – 16 marks	17 – 20 marks	21 – 24 marks	25 – 28 marks	29 – 32 marks	33 – 36 marks	37 – 40 marks	41 – 44 marks	
22 marks	13 – 16 marks	17 – 20 marks	21 – 24 marks	25 – 28 marks	29 – 32 marks	33 – 36 marks	37 – 40 marks	41 – 44 marks	
23 marks	13 – 16 marks	17 – 20 marks	21 – 24 marks	25 – 28 marks	29 – 32 marks	33 – 36 marks	37 – 40 marks	41 – 44 marks	
24 marks	13 – 16 marks	17 – 20 marks	21 – 24 marks	25 – 28 marks	29 – 32 marks	33 – 36 marks	37 – 40 marks	41 – 44 marks	
25 marks	13 – 16 marks	17 – 20 marks	21 – 24 marks	25 – 28 marks	29 – 32 marks	33 – 36 marks	37 – 40 marks	41 – 44 marks	

[illegible]

Standard Mark – 13 (AO1:3 AO2:3 AO3:2 AO4:5)
Performance Level 1/2: Limited/Basic (Unrefined)

SAMPLE B FAM

Component 2 Fine Art



Standard Mark – 24 (AO1:6 AO2:6 AO3:6 AO4:6)

Performance Level Basic: (Deliberate, Methodical, Superficial, Unrefined, Simplistic, Tentative)

Pearson - GCSE Art and Design 2016 - Assessment Taxonomy **FINE ART 17A0/02** **STANDARD MARK 24**

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.

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.

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

24

Centre number:	This		Title: FINE ART 17A0/02		Candidate name:		FAM												
Grade 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 Unstructured knowledge, understanding and skills, achieved through a limited range of materials and techniques, and a limited range of ideas and concepts.			Level 2 BASIC ABILITY Some knowledge, understanding and skills, achieved through a limited range of materials and techniques, and a limited range of ideas and concepts.			Level 3 EMERGING ABILITY Knowledge, understanding and skills, achieved through a limited range of materials and techniques, and a limited range of ideas and concepts.			Level 4 COMPETENT AND CONSISTENT ABILITY Knowledge, understanding and skills, achieved through a limited range of materials and techniques, and a limited range of ideas and concepts.			Level 5 COMPETENT AND ASSURED ABILITY Knowledge, understanding and skills, achieved through a limited range of materials and techniques, and a limited range of ideas and concepts.			Level 6 EXCEPTIONAL ABILITY Knowledge, understanding and skills, achieved through a limited range of materials and techniques, and a limited range of ideas and concepts.		
		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully
AO1 Develop ideas (visual, verbal, written, digital, etc.) Research Creative Experimentation of ideas	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
AO2 Produce work by selecting ideas, materials, techniques and processes	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
AO3 Present ideas, concepts and visual responses in a clear and effective way	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
AO4 Evaluate a personal or external work in relation to the work of others	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Component 1 AO1 marks: Indicate a mark out of 18 AO2 marks: Indicate a mark out of 18 AO3 marks: Indicate a mark out of 18 AO4 marks: Indicate a mark out of 18 Total Component 1	6			6			6			6			6			24			
Component 2 AO1 marks: Indicate a mark out of 18 AO2 marks: Indicate a mark out of 18 AO3 marks: Indicate a mark out of 18 AO4 marks: Indicate a mark out of 18 Total Component 2	6			6			6			6			6			24			

Component 2 Art, Craft and Design



Perseon - GCSE Art and Design 2016 - Assessment Taxonomy ART, CRAFT+ DESIGN IADP/02 STANDARD MARKS 30

How to use the Taxonomy in conjunction with Assessment Grid

The first stage is to find which in 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 marks 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.

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.

Performance levels	Level 1 LIMITED	Level 2 BASIC	Level 3 EMERGING COMPETENT	Level 4 EMERGING COMPETENT / COMPETENT & CONSISTENT	Level 5 COMPETENT & CONSISTENT / COMPETENT & ASSURED	Level 6 CONFIDENT & ASSURED / CONFIDENT & EXCEPTIONAL	Level 7 EXCEPTIONAL
<p>Consider the keywords to the right carefully.</p> <p>Has the candidate achieved all, most or some of the descriptors?</p> <p>Non-transferable material</p>	<p>Unstructured Clumsy Disorganised Minimal Elementary</p> <p>This candidate has achieved all of the keyword descriptors in the lower level and none of those above.</p>	<p>Deliberate Methodical Superficial Unrefined Emotional Tentative</p> <p>This candidate has achieved all of the keyword descriptors in the lower level and some of those above.</p>	<p>Reflective Predictable Growing control Broadening Enthusiastic Safe</p> <p>This candidate has achieved all of the keyword descriptors in the lower level and some of those above.</p>	<p>Informed Purposeful Secure Engaged Skillful Thoughtful Cohesive</p> <p>This candidate has achieved all of the keyword descriptors in the lower level and some of those above.</p>	<p>Advanced Convincing Comprehensive Focused Perspective Refined Resolved Risk taking</p> <p>This candidate has achieved all of the keyword descriptors in the lower level and some of those above.</p>	<p>Accomplished Inspired Intuitive Insightful Powerful Extraordinary Unexpected Outstanding</p> <p>This candidate has achieved all of the keyword descriptors in the lower level and some of those above.</p>	
0 marks	1 - 12 marks	13 - 14 marks	15 - 16 marks	17 - 18 marks	19 - 20 marks	21 - 22 marks	23 - 24 marks
		25 marks	26 - 28 marks	29 - 30 marks	31 - 32 marks	33 - 34 marks	35 - 36 marks
		37 marks	38 - 39 marks	40 - 41 marks	42 - 43 marks	44 - 45 marks	46 - 47 marks
		48 marks	49 - 50 marks	51 - 52 marks	53 - 54 marks	55 - 56 marks	57 - 58 marks
		59 marks	60 - 61 marks	62 - 63 marks	64 - 65 marks	66 - 67 marks	68 - 69 marks
		70 marks	71 - 72 marks	73 - 74 marks	75 - 76 marks	77 - 78 marks	79 - 80 marks

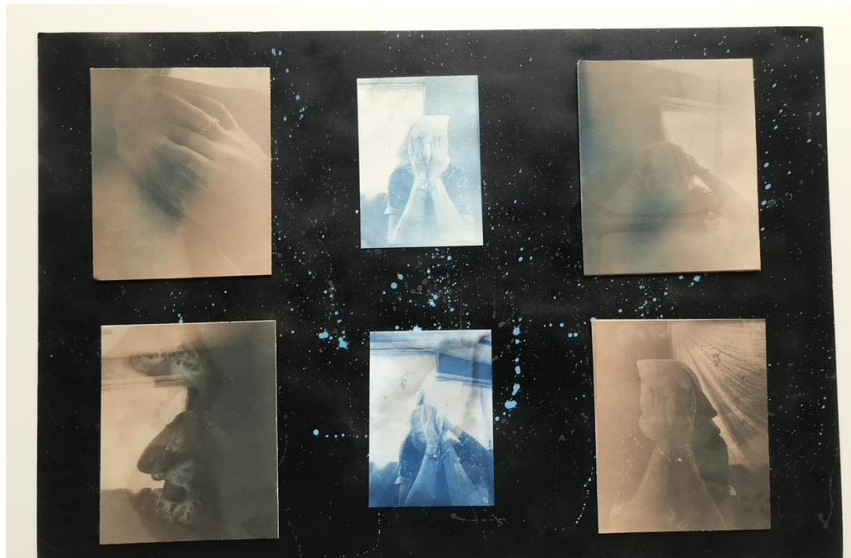
30

[illegible]

Standard Mark – 30 (AO1:8 AO2:7 AO3:7 AO4:8)

Performance Level 3: Emerging Competent (Growing control, Endeavour, Safe)

Component 2 Photography



Pearson - GCSE Art and Design 2016 - Assessment Taxonomy

PHOTOGRAPHY PFXOJ02 STANDARD MARKS

30

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.

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.

Performance levels	Level 1 LIMITED	Level 2 BASIC	Level 3 EMERGING COMPETENT	Level 4 EMERGING COMPETENT / COMPETENT & CONSISTENT	Level 5 COMPETENT & CONSISTENT	Level 6 CONSISTENT & ASSURED	Level 7 EXCEPTIONAL
BELLOW GCSE LEVEL (0)	LIMITED / BASIC	Basic / Intermediate	Emerging Competent	Competent & Consistent	Consistent & Assured	Assured	Exceptional
Consider the keyword descriptors to the right carefully. Has the candidate achieved all, most or some of the descriptors?	Unstructured Cluttered Disjointed Minimal Elementary	Deliberate Methodical Sophisticated Unrefined Simplest Tentative	Reflective Predictable Growing control Broadening Endeavour Safe	Informed Purposeful Secure Engaged Skilful Thoughtful Cohesive	Advanced Convincing Comprehensive Focused Persuasive Refined Resolved Risk-taking	Accomplished Inspired Initiative Insightful Powerful Unexpected Outstanding	
0 marks	1 – 12 marks	13 – 14 marks	15 – 16 marks	17 – 18 marks	19 – 20 marks	21 – 22 marks	23 – 24 marks

30

[illegible]

Standard Mark – 30 (AO1:7 AO2:7 AO3:8 AO4:8)

Performance Level 3: Emerging Competent (Reflective, Growing control, Endeavour)

SAMPLE E TEST

Component 2 Graphic Communication



Pearson - GCSE Art and Design 2016 - Assessment Taxonomy ART, CRAFT & DESIGN IADO/02 STANDARD MARK 30

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.

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.

Performance levels	Level 1 LIMITED	Level 2 BASIC	Level 3 EMERGING	Level 4 COMPETENT & CONSISTENT	Level 5 CONFIDENT & ASSURED	Level 6 EXCEPTIONAL
Consider the keyword descriptors to the right carefully. Has the candidate achieved all, most or some of the descriptors?	Unstructured Clumsy Disoriented Minimal Elementary	Deliberate Mathematical Superficial Stereotyped Simplistic Tentative	Reflective Practical Growing control Broadening Skillful Safe	Informed Purposeful Secure Engaged Thoughtful Cohesive	Advanced Comprising Comprehensive Focused Perceptive Refined Risk-taking	Accomplished Inspired Insightful Powerful Extraordinary Unexpected Outstanding
0 marks	1-12 marks	13-24 marks	25-36 marks	37-48 marks	49-60 marks	61-72 marks

Examine number

Centre number

Examine name

Candidate name

Candidate number

GRAPHIC COMMUNICATION
GCO/02

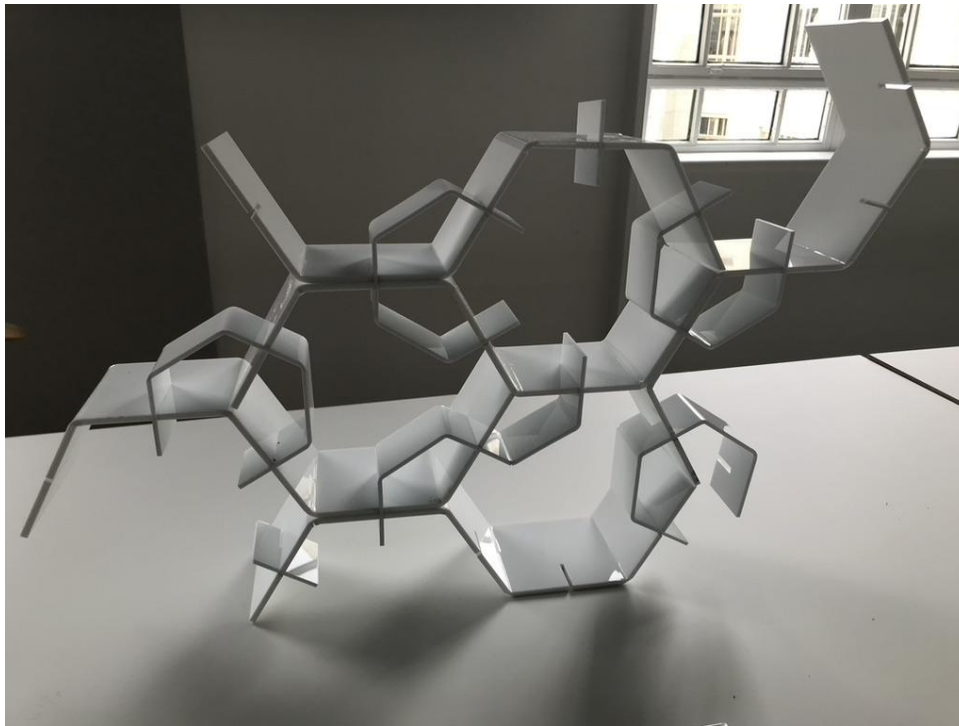
TEST

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

Assessment objectives	Level 1 LIMITED ABILITY	Level 2 BASIC ABILITY	Level 3 EMERGING COMPETENCY	Level 4 COMPETENT AND CONSISTENT	Level 5 CONFIDENT AND ASSURED	Level 6 EXCEPTIONAL ABILITY
	Students have limited understanding of the range of materials and techniques available and use of space in the composition and the presentation of their work.	Students have a basic understanding of the range of materials and techniques available and use of space in the composition and the presentation of their work.	Students have a basic understanding of the range of materials and techniques available and use of space in the composition and the presentation of their work.	Students have a basic understanding of the range of materials and techniques available and use of space in the composition and the presentation of their work.	Students have a basic understanding of the range of materials and techniques available and use of space in the composition and the presentation of their work.	Students have a basic understanding of the range of materials and techniques available and use of space in the composition and the presentation of their work.
AO1: Select and use appropriate media, materials and techniques, and use of space	1 2 3 4	5 6 7 8	9 10 11 12	13 14 15 16	17 18 19 20	21 22 23 24
AO2: Develop and refine ideas through investigation and exploration	25 26 27 28	29 30 31 32	33 34 35 36	37 38 39 40	41 42 43 44	45 46 47 48
AO3: Present and communicate ideas through a range of media and materials	49 50 51 52	53 54 55 56	57 58 59 60	61 62 63 64	65 66 67 68	69 70 71 72
AO4: Produce a personal response to a brief or theme	73 74 75 76	77 78 79 80	81 82 83 84	85 86 87 88	89 90 91 92	93 94 95 96
AO5: Produce a personal response to a brief or theme	97 98 99 100	101 102 103 104	105 106 107 108	109 110 111 112	113 114 115 116	117 118 119 120
AO6: Produce a personal response to a brief or theme	121 122 123 124	125 126 127 128	129 130 131 132	133 134 135 136	137 138 139 140	141 142 143 144
AO7: Produce a personal response to a brief or theme	145 146 147 148	149 150 151 152	153 154 155 156	157 158 159 160	161 162 163 164	165 166 167 168
AO8: Produce a personal response to a brief or theme	169 170 171 172	173 174 175 176	177 178 179 180	181 182 183 184	185 186 187 188	189 190 191 192
AO9: Produce a personal response to a brief or theme	193 194 195 196	197 198 199 200	201 202 203 204	205 206 207 208	209 210 211 212	213 214 215 216
AO10: Produce a personal response to a brief or theme	217 218 219 220	221 222 223 224	225 226 227 228	229 230 231 232	233 234 235 236	237 238 239 240
AO11: Produce a personal response to a brief or theme	241 242 243 244	245 246 247 248	249 250 251 252	253 254 255 256	257 258 259 260	261 262 263 264
AO12: Produce a personal response to a brief or theme	265 266 267 268	269 270 271 272	273 274 275 276	277 278 279 280	281 282 283 284	285 286 287 288
AO13: Produce a personal response to a brief or theme	289 290 291 292	293 294 295 296	297 298 299 300	301 302 303 304	305 306 307 308	309 310 311 312
AO14: Produce a personal response to a brief or theme	313 314 315 316	317 318 319 320	321 322 323 324	325 326 327 328	329 330 331 332	333 334 335 336
AO15: Produce a personal response to a brief or theme	337 338 339 340	341 342 343 344	345 346 347 348	349 350 351 352	353 354 355 356	357 358 359 360
AO16: Produce a personal response to a brief or theme	361 362 363 364	365 366 367 368	369 370 371 372	373 374 375 376	377 378 379 380	381 382 383 384
AO17: Produce a personal response to a brief or theme	385 386 387 388	389 390 391 392	393 394 395 396	397 398 399 400	401 402 403 404	405 406 407 408
AO18: Produce a personal response to a brief or theme	409 410 411 412	413 414 415 416	417 418 419 420	421 422 423 424	425 426 427 428	429 430 431 432
AO19: Produce a personal response to a brief or theme	433 434 435 436	437 438 439 440	441 442 443 444	445 446 447 448	449 450 451 452	453 454 455 456
AO20: Produce a personal response to a brief or theme	457 458 459 460	461 462 463 464	465 466 467 468	469 470 471 472	473 474 475 476	477 478 479 480
AO21: Produce a personal response to a brief or theme	481 482 483 484	485 486 487 488	489 490 491 492	493 494 495 496	497 498 499 500	501 502 503 504
AO22: Produce a personal response to a brief or theme	505 506 507 508	509 510 511 512	513 514 515 516	517 518 519 520	521 522 523 524	525 526 527 528
AO23: Produce a personal response to a brief or theme	529 530 531 532	533 534 535 536	537 538 539 540	541 542 543 544	545 546 547 548	549 550 551 552
AO24: Produce a personal response to a brief or theme	553 554 555 556	557 558 559 560	561 562 563 564	565 566 567 568	569 570 571 572	573 574 575 576
AO25: Produce a personal response to a brief or theme	577 578 579 580	581 582 583 584	585 586 587 588	589 590 591 592	593 594 595 596	597 598 599 600
AO26: Produce a personal response to a brief or theme	601 602 603 604	605 606 607 608	609 610 611 612	613 614 615 616	617 618 619 620	621 622 623 624
AO27: Produce a personal response to a brief or theme	625 626 627 628	629 630 631 632	633 634 635 636	637 638 639 640	641 642 643 644	645 646 647 648
AO28: Produce a personal response to a brief or theme	649 650 651 652	653 654 655 656	657 658 659 660	661 662 663 664	665 666 667 668	669 670 671 672
AO29: Produce a personal response to a brief or theme	673 674 675 676	677 678 679 680	681 682 683 684	685 686 687 688	689 690 691 692	693 694 695 696
AO30: Produce a personal response to a brief or theme	697 698 699 700	701 702 703 704	705 706 707 708	709 710 711 712	713 714 715 716	717 718 719 720
AO31: Produce a personal response to a brief or theme	721 722 723 724	725 726 727 728	729 730 731 732	733 734 735 736	737 738 739 740	741 742 743 744
AO32: Produce a personal response to a brief or theme	745 746 747 748	749 750 751 752	753 754 755 756	757 758 759 760	761 762 763 764	765 766 767 768
AO33: Produce a personal response to a brief or theme	769 770 771 772	773 774 775 776	777 778 779 780	781 782 783 784	785 786 787 788	789 790 791 792
AO34: Produce a personal response to a brief or theme	793 794 795 796	797 798 799 800	801 802 803 804	805 806 807 808	809 810 811 812	813 814 815 816
AO35: Produce a personal response to a brief or theme	817 818 819 820	821 822 823 824	825 826 827 828	829 830 831 832	833 834 835 836	837 838 839 840
AO36: Produce a personal response to a brief or theme	841 842 843 844	845 846 847 848	849 850 851 852	853 854 855 856	857 858 859 860	861 862 863 864
AO37: Produce a personal response to a brief or theme	865 866 867 868	869 870 871 872	873 874 875 876	877 878 879 880	881 882 883 884	885 886 887 888
AO38: Produce a personal response to a brief or theme	889 890 891 892	893 894 895 896	897 898 899 900	901 902 903 904	905 906 907 908	909 910 911 912
AO39: Produce a personal response to a brief or theme	913 914 915 916	917 918 919 920	921 922 923 924	925 926 927 928	929 930 931 932	933 934 935 936
AO40: Produce a personal response to a brief or theme	937 938 939 940	941 942 943 944	945 946 947 948	949 950 951 952	953 954 955 956	957 958 959 960
AO41: Produce a personal response to a brief or theme	961 962 963 964	965 966 967 968	969 970 971 972	973 974 975 976	977 978 979 980	981 982 983 984
AO42: Produce a personal response to a brief or theme	985 986 987 988	989 990 991 992	993 994 995 996	997 998 999 1000	1001 1002 1003 1004	1005 1006 1007 1008
AO43: Produce a personal response to a brief or theme	1009 1010 1011 1012	1013 1014 1015 1016	1017 1018 1019 1020	1021 1022 1023 1024	1025 1026 1027 1028	1029 1030 1031 1032
AO44: Produce a personal response to a brief or theme	1033 1034 1035 1036	1037 1038 1039 1040	1041 1042 1043 1044	1045 1046 1047 1048	1049 1050 1051 1052	1053 1054 1055 1056
AO45: Produce a personal response to a brief or theme	1057 1058 1059 1060	1061 1062 1063 1064	1065 1066 1067 1068	1069 1070 1071 1072	1073 1074 1075 1076	1077 1078 1079 1080
AO46: Produce a personal response to a brief or theme	1081 1082 1083 1084	1085 1086 1087 1088	1089 1090 1091 1092	1093 1094 1095 1096	1097 1098 1099 1100	1101 1102 1103 1104
AO47: Produce a personal response to a brief or theme	1105 1106 1107 1108	1109 1110 1111 1112	1113 1114 1115 1116	1117 1118 1119 1120	1121 1122 1123 1124	1125 1126 1127 1128
AO48: Produce a personal response to a brief or theme	1129 1130 1131 1132	1133 1134 1135 1136	1137 1138 1139 1140	1141 1142 1143 1144	1145 1146 1147 1148	1149 1150 1151 1152
AO49: Produce a personal response to a brief or theme	1153 1154 1155 1156	1157 1158 1159 1160	1161 1162 1163 1164	1165 1166 1167 1168	1169 1170 1171 1172	1173 1174 1175 1176
AO50: Produce a personal response to a brief or theme	1177 1178 1179 1180	1181 1182 1183 1184	1185 1186 1187 1188	1189 1190 1191 1192	1193 1194 1195 1196	1197 1198 1199 1200
AO51: Produce a personal response to a brief or theme	1201 1202 1203 1204	1205 1206 1207 1208	1209 1210 1211 1212	1213 1214 1215 1216	1217 1218 1219 1220	1221 1222 1223 1224
AO52: Produce a personal response to a brief or theme	1225 1226 1227 1228	1229 1230 1231 1232	1233 1234 1235 1236	1237 1238 1239 1240	1241 1242 1243 1244	1245 1246 1247 1248
AO53: Produce a personal response to a brief or theme	1249 1250 1251 1252	1253 1254 1255 1256	1257 1258 1259 1260	1261 1262 1263 1264	1265 1266 1267 1268	1269 1270 1271 1272
AO54: Produce a personal response to a brief or theme	1273 1274 1275 1276	1277 1278 1279 1280	1281 1282 1283 1284	1285 1286 1287 1288	1289 1290 1291 1292	1293 1294 1295 1296
AO55: Produce a personal response to a brief or theme	1297 1298 1299 1300	1301 1302 1303 1304	1305 1306 1307 1308	1309 1310 1311 1312	1313 1314 1315 1316	1317 1318 1319 1320
AO56: Produce a personal response to a brief or theme	1321 1322 1323 1324	1325 1326 1327 1328	1329 1330 1331 1332	1333 1334 1335 1336	1337 1338 1339 1340	1341 1342 1343 1344
AO57: Produce a personal response to a brief or theme	1345 1346 1347 1348	1349 1350 1351 1352	1353 1354 1355 1356	1357 1358 1359 1360	1361 1362 1363 1364	1365 1366 1367 1368
AO58: Produce a personal response to a brief or theme	1369 1370 1371 1372	1373 1374 1375 1376	1377 1378 1379 1380	1381 1382 1383 1384	1385 1386 1387 1388	1389 1390 1391 1392
AO59: Produce a personal response to a brief or theme	1393 1394 1395 1396	1397 1398 1399 1400	1401 1402 1403 1404	1405 1406 1407 1408	1409 1410 1411 1412	1413 1414 1415 1416
AO60: Produce a personal response to a brief or theme	1417 1418 1419 1420	1421 1422 1423 1424	1425 1426 1427 1428	1429 1430 1431 1432	1433 1434 1435 1436	1437 1438 1439 1440
AO61: Produce a personal response to a brief or theme	1441 1442 1443 1444	1445 1446 1447 1448	1449 1450 1451 1452	1453 1454 1455 1456	1457 1458 1459 1460	1461 1462 1463 1464
AO62: Produce a personal response to a brief or theme	1465 1466 1467 1468	1469 1470 1471 1472	1473 1474 1475 1476	1477 1478 1479 1480	1481 1482 1483 1484	1485 1486 1487 1488
AO63: Produce a personal response to a brief or theme	1489 1490 1491 1492	1493 1494 1495 1496	1497 1498 1499 1500	1501 1502 1503 1504	1505 1506 1507 1508	1509 1510 1511 1512
AO64: Produce a personal response to a brief or theme	1513 1514 1515 1516	1517 1518 1519 1520	1521 1522 1523 1524	1525 1526 1527 1528	1529 1530 1531 1532	1533 1534 1535 1536
AO65: Produce a personal response to a brief or theme	1537 1538 1539 1540	1541 1542 1543 1544	1545 1546 1547 1548	1549 1550 1551 1552	1553 1554 1555 1556	1557 1558 1559 1560
AO66: Produce a personal response to a brief or theme	1561 1562 1563 1564	1565 1566 1567 1568	1569 1570 1571 1572	1573 1574 1575 1576	1577 1578 1579 1580	1581 1582 1583 1584
AO67: Produce a personal response to a brief or theme	1585 1586 1587 1588	1589 1590 1591 1592	1593 1594 1595 1596	1597 1598 1599 1600	1601 1602 1603 1604	1605 1606 1607 1608
AO68: Produce a personal response to a brief or theme	1609 1610 1611 1612	1613 1614 1615 1616	1617 1618 1619 1620	1621 1622 1623 1624	1625 1626 1627 1628	1629 1630 1631 1632
AO69: Produce a personal response to a brief or theme	1633 1634 1635 1636	1637 1638 1639 1640	1641 1642 1643 1644	1645 1646 1647 1648	1649 1650 1651 1652	1653 1654 1655 1656
AO70: Produce a personal response to a brief or theme	1657 1658 1659 1660	1661 1662 1663 1664	1665 1666 1667 1668	1669 1670 1671 1672	1673 1674 1675 1676	1677 1678 1679 1680
AO71: Produce a personal response to a brief or theme	1681 1682 1683 1684	1685 1686 1687 1688	1689 1690 1691 1692	1693 1694 1695 1696	1697 1698 1699 1700	1701 1702 1703 1704
AO72: Produce a personal response to a brief or theme	1705 1706 1707 1708	1709 1710 1711 1712	1713 1714 1715 1716	1717 1718 1719 1720	1721 1722 1723 1724	1725 1726 1727 1728
AO73: Produce a personal response to a brief or theme	1729 1730 1731 1732	1733 1734 1735 1736	1737 1738 1739 1740	1741 1742 1743 1744	1745 1746 1747 1748	1749 1750 1751 1752
AO74: Produce a personal response to a brief or theme	1753 1754 1755 1756	1757 1758 1759 1760	1761 1762 1763 1764	1765 1766 1767 1768	1769 1770 1771 1772	1773 1774 1775 1776
AO75: Produce a personal response to a brief or theme	1777 1778 1779 1780	1781 1782 1783 1784	1785 1786 1787 1788	1789 1790 1791 1792	1793 1794 1795 1796	1797 1798 1799 1800
AO76: Produce a personal response to a brief or theme	1801 1802 1803 1804	1805 1806 1807 1808	1809 1810 1811 1812	1813 1814 1815 1816	1817 1818 1819 1820	1821 1822 1823 1824
AO77: Produce a personal response to a brief or theme	1825 1826 1827 1828	1829 1830 1831 1832	183			

SAMPLE F FAM

Component 2 Three-dimensional Design



Pearson - GCSE Art and Design 2016 - Assessment Taxonomy 3D DESIGN 1TD0/02 STANDARD MARK 48

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 most closely matches 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.

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.

Performance levels	Level 1 LIMITED	Level 2 BASIC	Level 3 EMERGING COMPETENT	Level 4 COMPETENT & CONSISTENT	Level 5 CONFIDENT & ASSURED	Level 6 EXCEPTIONAL
Consider the keyword descriptors to the right carefully.	Unstructured Clumsy Disjointed Minimal Elementarity	Deliberate Methodical Superficial Unrefined Speculative Tentative	Reflective Predictable Growing control Broadening Refinement Safe	Informed Purposeful Secure Engaged Skilful Thoughtful Cohesive	Advanced Confident Comprehensive Focused Perceptive Refined Risk taking	Accomplished Inspired Inventive Insightful Powerful Extraordinary Unexpected Outstanding
Has the candidate achieved all, most or some of the descriptors?	No	Some	Most	Most	Most	Most
marks	0 - 1-12 marks	13 - 14-24 marks	25 - 26-36 marks	37 - 40-48 marks	49 - 52-60 marks	61 - 62-72 marks

Centre number: _____ Title: 3D DESIGN 1TD0/02 Candidate name: _____ FAM

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

Assessment objectives	Level 1 LIMITED ABILITY						Level 2 BASIC ABILITY						Level 3 EMERGING COMPETENT						Level 4 COMPETENT AND CONSISTENT						Level 5 CONFIDENT AND ASSURED						Level 6 EXCEPTIONAL ABILITY					
	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully												
AO1 Design ideas and concepts	Development of ideas through exploration and experimentation. The candidate shows a limited understanding of the context of their work and the process that they followed.						Development of ideas through exploration and experimentation. The candidate shows a limited understanding of the context of their work and the process that they followed.						Development of ideas through exploration and experimentation. The candidate shows a limited understanding of the context of their work and the process that they followed.						Development of ideas through exploration and experimentation. The candidate shows a limited understanding of the context of their work and the process that they followed.						Development of ideas through exploration and experimentation. The candidate shows a limited understanding of the context of their work and the process that they followed.											
AO2 Skills such as drawing, modelling, sculpture, printmaking, photography, video, etc.	Limited ability to select and use appropriate materials and techniques. Limited ability to select and use appropriate materials and techniques. Limited ability to select and use appropriate materials and techniques.						Basic ability to select and use appropriate materials and techniques. Limited ability to select and use appropriate materials and techniques. Limited ability to select and use appropriate materials and techniques.						Strongly consistent ability to select and use appropriate materials and techniques. Limited ability to select and use appropriate materials and techniques. Limited ability to select and use appropriate materials and techniques.						Consistent and assured ability to select and use appropriate materials and techniques. Limited ability to select and use appropriate materials and techniques. Limited ability to select and use appropriate materials and techniques.						Confident and assured ability to select and use appropriate materials and techniques. Limited ability to select and use appropriate materials and techniques. Limited ability to select and use appropriate materials and techniques.											
AO3 Present ideas, concepts and designs in a clear and effective way	Limited ability to select and use appropriate materials and techniques. Limited ability to select and use appropriate materials and techniques. Limited ability to select and use appropriate materials and techniques.						Basic ability to select and use appropriate materials and techniques. Limited ability to select and use appropriate materials and techniques. Limited ability to select and use appropriate materials and techniques.						Strongly consistent ability to select and use appropriate materials and techniques. Limited ability to select and use appropriate materials and techniques. Limited ability to select and use appropriate materials and techniques.						Consistent and assured ability to select and use appropriate materials and techniques. Limited ability to select and use appropriate materials and techniques. Limited ability to select and use appropriate materials and techniques.						Confident and assured ability to select and use appropriate materials and techniques. Limited ability to select and use appropriate materials and techniques. Limited ability to select and use appropriate materials and techniques.											
AO4 Use a variety of media and techniques to create a three-dimensional design	Limited ability to select and use appropriate materials and techniques. Limited ability to select and use appropriate materials and techniques. Limited ability to select and use appropriate materials and techniques.						Basic ability to select and use appropriate materials and techniques. Limited ability to select and use appropriate materials and techniques. Limited ability to select and use appropriate materials and techniques.						Strongly consistent ability to select and use appropriate materials and techniques. Limited ability to select and use appropriate materials and techniques. Limited ability to select and use appropriate materials and techniques.						Consistent and assured ability to select and use appropriate materials and techniques. Limited ability to select and use appropriate materials and techniques. Limited ability to select and use appropriate materials and techniques.						Confident and assured ability to select and use appropriate materials and techniques. Limited ability to select and use appropriate materials and techniques. Limited ability to select and use appropriate materials and techniques.											
Comments	AO1 marks indicate a mark out of 18. AO2 marks indicate a mark out of 18. AO3 marks indicate a mark out of 18. AO4 marks indicate a mark out of 18.																																			
Component 1	11						13						11						13						13											
Component 2	11						13						11						13						13											
Total	48																																			

Standard Mark – 48 (AO1:11 AO2:13 AO3:11 AO4:13)

Performance Level 4: Competent and Consistent (Informed, Purposeful, Secure, Engaged, Skilful, Thoughtful, Cohesive)

SAMPLE G TEST

Component 2 Fine Art



Pearson - GCSE Art and Design 2016 - Assessment Taxonomy FINE ART 1FA0/02 STANDARD MARK 58

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.

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.

Performance levels	Level 1 LIMITED	Level 2 BASIC	Level 3 EMERGING	Level 4 COMPETENT & CONSISTENT	Level 5 CONFIDENT & ASSURED	Level 6 EXCEPTIONAL
Consider the keyword descriptors to the right carefully. Has the candidate achieved all, most or some of the descriptors?	Unstructured Clumsy Disorganised Minimal Elementary	Deliberate Methodical Superficial Unrefined Simplistic Tentative	Reflective Predictable Growing control Broadening Endeavour Safe	Informed Purposeful Secure Engaged Skilled Thoughtful Cohesive	Advanced Convincing Comprehensive Focused Perceptive Refined Resolved Risk-taking	Accomplished Inspired Insightful Powerful Extraordinary Unexpected Outstanding
	0 marks 1-12 marks	13-14 marks 15-16 marks	17-24 marks 25-26 marks	27-36 marks 37-38 marks	39-48 marks 49-50 marks	51-60 marks 61-63 marks

58

Centre number: [] Title: FINE ART 1FA0/02 Candidate name: SAMPLE G TEST

Area of study: [] Subject code: 1FA0/02 Candidate number: []

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

Assessment objectives	Level 1 LIMITED ABILITY	Level 2 BASIC ABILITY	Level 3 EMERGING ABILITY	Level 4 COMPETENT AND CONSISTENT ABILITY	Level 5 CONFIDENT AND ASSURED ABILITY	Level 6 EXCEPTIONAL ABILITY	AO1 mark		AO2 mark		AO3 mark		AO4 mark	
							Just	Mostly	Just	Mostly	Just	Mostly	Just	Mostly
AO1: Develop ideas through investigations, demonstrating original understanding of topics	0 1 2 3	4 5 6	7 8 9	10 11 12	13 14 15	16 17 18	15	16	17	18	19	20	21	22
AO2: Refine work by responding to others' work, experimenting with materials, techniques and processes	0 1 2 3	4 5 6	7 8 9	10 11 12	13 14 15	16 17 18	13	14	15	16	17	18	19	20
AO3: Present ideas, themes and subjects in a personal and meaningful way, relating to personal work and the work of others through visual and other methods	0 1 2 3	4 5 6	7 8 9	10 11 12	13 14 15	16 17 18	15	16	17	18	19	20	21	22
AO4: Present a personal and meaningful work, relating to personal work and the work of others through visual and other methods	0 1 2 3	4 5 6	7 8 9	10 11 12	13 14 15	16 17 18	15	16	17	18	19	20	21	22

Recording of marks for all GCSE work

Component	AO1 mark	AO2 mark	AO3 mark	AO4 mark	Total Component 2 mark
Component 2: Personal Work	15	13	15	15	58

Standard Mark – 58 (AO1:15 AO2:13 AO3:15 AO4:15)

Performance Level 5: Confident and Assured (Advanced, Convincing, Comprehensive, Focused, Resolved, Risk-taking)

SAMPLE H FAM

Component 2 Textile Design



Pearson - GCSE Art and Design 2016 - Assessment Taxonomy TEXTILE DESIGN ITEO/02 STANDARD MARK 59

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 should be placed at 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.

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.

Performance levels	Level 1 LIMITED	Level 2 BASIC	Level 3 EMERGING COMPETENT	Level 4 COMPETENT & CONSISTENT	Level 5 CONFIDENT & ASSURED	Level 6 CONFIDENT & ASSURED	Level 7 EXCEPTIONAL
Consider the keyword descriptions to the right carefully. Has the candidate achieved all, most or some of the descriptors?	Unstructured Clumsy Disjointed Minimal Elementary	Deliberate Methodical Superficial Unrefined Simplistic Tentative	Reflective Predictable Growing control Broadening Endeavour Safe	Informed Purposeful Secure Engaged Perceptive Thoughtful Cohesive	Advanced Convincing Comprehensive Focused Resolved Risk-taking	Accomplished Inspired Insightful Powerful Extraordinary Outstanding	
	0 marks	1-12 marks	13-24 marks	25-36 marks	37-48 marks	49-60 marks	61-72 marks

Centre number: _____ Title: TEXTILE DESIGN ITEO/02 Candidate name: _____ Candidate number: _____ FAM

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

Assessment Objectives	Level 1 LIMITED ABILITY	Level 2 BASIC ABILITY	Level 3 EMERGING COMPETENT ABILITY	Level 4 COMPETENT AND CONSISTENT ABILITY	Level 5 CONFIDENT AND ASSURED ABILITY	Level 6 CONFIDENT AND ASSURED ABILITY	Level 7 EXCEPTIONAL ABILITY
AO1: Develop ideas through investigations, exploration, observation, and critical understanding of sources	Just: 1-3 Mostly: 4-6 Fully: 7-9	Just: 10-12 Mostly: 13-15 Fully: 16-18	Just: 19-21 Mostly: 22-24 Fully: 25-27	Just: 28-30 Mostly: 31-33 Fully: 34-36	Just: 37-39 Mostly: 40-42 Fully: 43-45	Just: 46-48 Mostly: 49-51 Fully: 52-54	Just: 55-57 Mostly: 58-60 Fully: 61-63
AO2: Refine work by selecting ideas, developing and refining concepts, materials, and processes	Just: 1-3 Mostly: 4-6 Fully: 7-9	Just: 10-12 Mostly: 13-15 Fully: 16-18	Just: 19-21 Mostly: 22-24 Fully: 25-27	Just: 28-30 Mostly: 31-33 Fully: 34-36	Just: 37-39 Mostly: 40-42 Fully: 43-45	Just: 46-48 Mostly: 49-51 Fully: 52-54	Just: 55-57 Mostly: 58-60 Fully: 61-63
AO3: Create ideas, concepts, and images related to the work, and use them to inform the work	Just: 1-3 Mostly: 4-6 Fully: 7-9	Just: 10-12 Mostly: 13-15 Fully: 16-18	Just: 19-21 Mostly: 22-24 Fully: 25-27	Just: 28-30 Mostly: 31-33 Fully: 34-36	Just: 37-39 Mostly: 40-42 Fully: 43-45	Just: 46-48 Mostly: 49-51 Fully: 52-54	Just: 55-57 Mostly: 58-60 Fully: 61-63
AO4: Produce a finished work that is a personal and meaningful response to the work	Just: 1-3 Mostly: 4-6 Fully: 7-9	Just: 10-12 Mostly: 13-15 Fully: 16-18	Just: 19-21 Mostly: 22-24 Fully: 25-27	Just: 28-30 Mostly: 31-33 Fully: 34-36	Just: 37-39 Mostly: 40-42 Fully: 43-45	Just: 46-48 Mostly: 49-51 Fully: 52-54	Just: 55-57 Mostly: 58-60 Fully: 61-63

Recording of marks for all AO1-4 work

AO1 marks	AO2 marks	AO3 marks	AO4 marks	Total
15	15	15	14	59

Standard Mark – 59 (AO1:15 AO2:15 AO3:15 AO4:14)

Performance Level 5: Confident and Assured (Advanced, Convincing, Comprehensive, Focused, Refined, Perceptive, Risk-taking)

SAMPLE I TEST

Component 2 Photography



Pearson - GCSE Art and Design 2016 - Assessment Taxonomy **PHOTOGRAPHY 1P10/02 STANDARD MARK 64**

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 exemplifies the characteristics of their work. Candidates' 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.

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.

Performance levels	Level 1 LIMITED	Level 2 BASIC	Level 3 EMERGING COMPETENT	Level 4 COMPETENT & CONSISTENT	Level 5 CONFIDENT & ASSURED	Level 6 EXCEPTIONAL
Consider the keyword descriptors to the right carefully.	Unstructured Clumsy Diligent Minimal Elementary	Deliberate Methodical Superficial Unrefined Simplistic Tentative	Reflective Purposeful Growing control Broadening Focused Endeavour Safe	Informed Purposeful Secure Engaged Skilful Thoughtful Cohesive	Advanced Convincing Comprehensive Perceptive Resolved Risk-taking	Accomplished Inspired Insightful Powerful Extraordinary Outstanding
Has the candidate achieved all, most or some of the descriptors?	0 marks	1-12 marks	13-24 marks	25-36 marks	37-48 marks	49-72 marks
	0 marks	13 marks	26 marks	39 marks	52 marks	65 marks

Centre number: _____	Title: PHOTOGRAPHY 1P10/02	Candidate number: _____	TEST																												
Area of study: _____	Subject title: _____	Candidate number: _____																													
GCSE assessment grid – you should use this assessment grid to assess all student work for both components and all titles																															
Assessment Objective	B	Level 1 LIMITED ABILITY					Level 2 BASIC ABILITY					Level 3 EMERGING COMPETENT ABILITY					Level 4 COMPETENT AND CONSISTENT ABILITY					Level 5 CONFIDENT AND ASSURED ABILITY					Level 6 EXCEPTIONAL ABILITY				
		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully						
Reference marks requirements																															
AO1 Develop ideas through investigations, generating and refining a concept or a theme, and understanding of the context of one idea and the sources that have informed them.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO2 Select work for selection, commissioning, construction, presentation, maintenance, protection and promotion.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO3 Present ideas, responses and work in a professional manner.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO4 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO5 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO6 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO7 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO8 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO9 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO10 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO11 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO12 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO13 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO14 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO15 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO16 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO17 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO18 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO19 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO20 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO21 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO22 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO23 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO24 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO25 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO26 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO27 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO28 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO29 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO30 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO31 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO32 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO33 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO34 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO35 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO36 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO37 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO38 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO39 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO40 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO41 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO42 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO43 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO44 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO45 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO46 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO47 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO48 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO49 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO50 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO51 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO52 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO53 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO54 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO55 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO56 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO57 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO58 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO59 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO60 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
AO61 Present a personal response to the work of others through visual and/or written means.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						

SAMPLE J TEST

Component 2 Art, Craft and Design



Standard Mark – 68 (AO1:17 AO2:17 AO3:17 AO4:17)

Performance Level 6: Exceptional (Accomplished, Inspired, Intuitive, Insightful, Powerful, Extraordinary, Outstanding)

Pearson - GCSE Art and Design 2016 - Assessment Taxonomy **ART, CRAFT + DESIGN** **1AO/02** **STANDARD MARK** **68**

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.

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.

Performance levels	Level 1 LIMITED	Level 2 BASIC	Level 3 EMERGING COMPETENT	Level 4 COMPETENT / CONSISTENT	Level 5 COMPETENT & CONSISTENT / CONFIDENT & ASSURED	Level 6 CONFIDENT & ASSURED / EXCEPTIONAL
Consider the keyword descriptors to the right carefully.	Unstructured Clumsy Disjointed Minimalist Elementary	Deliberate Methodical Superficial Unrefined Simplistic Tentative	Reflective Purposeful Secure Growing control Broadening Endeavour Safe	Informal Personalised Secure Engaged Skilful Thoughtful Cohesive	Advanced Composed Comprehensive Focused Perceptive Refined Risk-taking	Accomplished Inspired Intuitive Insightful Powerful Extraordinary Unexpected Outstanding
Has the candidate achieved all, most or some of the descriptors?	No	Yes	Yes	Yes	Yes	Yes
marks	1-12 marks	14-24 marks	26-36 marks	38-48 marks	50-60 marks	62-72 marks

68

Course number:

Award number:

Title:

Subject:

ART, CRAFT + DESIGN
1AO/02

Candidate number:

SAMPLE J

TEST

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					Level 2 BASIC ABILITY					Level 3 EMERGING COMPETENT ABILITY					Level 4 COMPETENT / CONSISTENT ABILITY					Level 5 COMPETENT & CONSISTENT ABILITY					Level 6 CONFIDENT & ASSURED ABILITY				
		Should demonstrate understanding of the relationship between the aesthetic and technical aspects of art, craft and design, and the use of materials and processes in the development and realisation of their work					Should demonstrate understanding of the relationship between the aesthetic and technical aspects of art, craft and design, and the use of materials and processes in the development and realisation of their work					Should demonstrate understanding of the relationship between the aesthetic and technical aspects of art, craft and design, and the use of materials and processes in the development and realisation of their work					Should demonstrate understanding of the relationship between the aesthetic and technical aspects of art, craft and design, and the use of materials and processes in the development and realisation of their work					Should demonstrate understanding of the relationship between the aesthetic and technical aspects of art, craft and design, and the use of materials and processes in the development and realisation of their work									
		Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully
AO1: Develop ideas through investigation, exploration and experimentation, and the use of materials, media, techniques and processes	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
AO2: Select and use materials, media, techniques and processes	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
AO3: Record ideas, observations and insights	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
AO4: Present a personal and meaningful response	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Total																															

SAMPLE K FAM
Component 2 Fine Art



Pearson - GCSE Art and Design 2016 - Assessment Taxonomy FINE ART 1FA0/02 STANDARD MARK

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.

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.

Performance levels	Level 1 LIMITED	Level 2 BASIC	Level 3 EMERGING COMPETENT	Level 4 COMPETENT / EMERGING COMPETENT	Level 5 COMPETENT / CONSISTENT	Level 6 COMPETENT / ASSURED	Level 7 EXCEPTIONAL
	BELOW SCALE LEVEL (0)	LEVEL 1/2/3/4/5/6/7/8/9/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/100	LEVEL 1/2/3/4/5/6/7/8/9/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/100	LEVEL 1/2/3/4/5/6/7/8/9/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/100	LEVEL 1/2/3/4/5/6/7/8/9/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/100	LEVEL 1/2/3/4/5/6/7/8/9/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/100	LEVEL 1/2/3/4/5/6/7/8/9/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/100
Consider the beyond descriptors to the right carefully.	Unstructured Clumpy Disjointed Minimal Elementary	Deliberate Superficial Unrefined Simplistic Tentative	Reflective Predictable Growing Control Inadequate Endeavour Safe	Informed Purposeful Secure Engaged Skilled Thoughtful Cohesive	Advanced Convincing Comprehensive Reasoned Perceptive Refined Resolved Risk-taking	Accomplished Inspired Impassioned Powerful Extraordinary Unexpected Outstanding	
Has the candidate achieved all, most or some of the descriptors?	No	13	25	37	49	61	73
Is reusable material	0 marks	13 marks	25 marks	37 marks	49 marks	61 marks	73 marks

70

[illegible]

Standard Mark – 70 (AO1:18 AO2:18 AO3:18 AO4:16)

Performance Level 6: Exceptional (Accomplished, Inspired, Intuitive, Insightful, Powerful, Extraordinary, Outstanding)

Support

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Principal Moderator Report



Principals' Report
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Summer 2023

Pearson Edexcel GCSE
In Art and Design
(1AD0/01 – 1TE0/02)

Plenary and Questions



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