

# International GCSE Art and Design

Fine Art

Component 1

Total mark = 32



	<b>A01 Develop</b>	<b>A02 Refine</b>	<b>A03 Record</b>	<b>A04 Realise intentions</b>
Mark	7	8	10	7
Mark band	Band 3 Just emerging competent ability	Band 3 Mostly emerging competent ability	Band 4 Just competent and consistent ability	Band 3 Just emerging competent ability
			<b>Total</b>	<b>32</b>

**Mark band:**

Mark band 3 – Emerging competent ability

**Key word descriptors from the taxonomy:**

Reflective, predictable, adequate

Centre number:

Title:

Subject code:

Candidate name:

Candidate number:

**International GCSE assessment grid – Examiners will use this assessment grid to assess all student work for both components and all titles**

Assessment Objectives	Mark Band 1 LIMITED ABILITY <i>Insufficient knowledge, understanding and skills; minimal evidence of, and lack of structure in, the development and recording of ideas</i>			Mark Band 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>			Mark Band 3 EMERGING COMPETENT ABILITY <i>Knowledge, understanding and skills are generally adequate but safe</i>			Mark Band 4 COMPETENT AND CONSISTENT ABILITY <i>Knowledge, understanding and skills are secure and cohesive throughout</i>			Mark Band 5 CONFIDENT AND ASSURED ABILITY <i>Knowledge, understanding and skills are effective and focused throughout</i>			Mark Band 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
<b>AO1</b> Develop ideas through investigations, demonstrating critical understanding of sources	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
<ul style="list-style-type: none"> <li>Development of ideas through investigations shows limited ability.</li> <li>The investigation process shows limited critical understanding of the context of own ideas and the sources that have informed them.</li> <li>Limited attempts are made to analyse and make connections.</li> </ul>				<ul style="list-style-type: none"> <li>Development of ideas through investigations shows basic ability.</li> <li>The investigation process shows basic critical understanding of the context of own ideas and the sources that have informed them.</li> <li>Basic understanding of some issues when analysing and making connections.</li> </ul>			<ul style="list-style-type: none"> <li>Development of ideas through investigations shows emerging competence.</li> <li>The investigation process shows emerging competent critical understanding of the context of own ideas and the sources that have informed them.</li> <li>Emerging competent consideration of issues shown when analysing and making connections.</li> </ul>			<ul style="list-style-type: none"> <li>Development of ideas through investigations shows competent and consistent ability.</li> <li>The investigation process shows competent and consistent critical understanding of the context of own ideas and the sources that have informed them.</li> <li>Competent and consistent judgements shown when analysing and making connections.</li> </ul>			<ul style="list-style-type: none"> <li>Development of ideas through investigations shows confident and assured ability.</li> <li>The investigation process shows confident and assured critical understanding of the context of own ideas and the sources that have informed them.</li> <li>Shows confident and assured understanding of complex issues, heightened analysis, informed connections.</li> </ul>			<ul style="list-style-type: none"> <li>Development of ideas through investigations shows exceptional ability.</li> <li>The investigation process shows exceptional critical understanding of the context of own ideas and the sources that have informed them.</li> <li>Exceptional analysis and connections.</li> </ul>		
<b>AO2</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
<ul style="list-style-type: none"> <li>Limited ability to refine work, driven by insights gained through exploration of ideas and reflection. Ideas are consolidated too early and not fully realised.</li> <li>Limited ability to explore ideas through a process of experimentation and review.</li> <li>Limited ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions.</li> </ul>				<ul style="list-style-type: none"> <li>Basic ability to refine work, driven by insights gained through exploration of ideas and reflection.</li> <li>Basic ability to explore ideas through a process of experimentation and review.</li> <li>Basic ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions.</li> </ul>			<ul style="list-style-type: none"> <li>Emerging competent ability to refine work, driven by insights gained through exploration of ideas and reflection.</li> <li>Emerging competent ability to explore ideas through a process of experimentation and review.</li> <li>Emerging competent ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions.</li> </ul>			<ul style="list-style-type: none"> <li>Competent and consistent ability to refine work, driven by insights gained through exploration of ideas and reflection.</li> <li>Competent and consistent ability to explore ideas through a process of experimentation and review.</li> <li>Competent and consistent ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions.</li> </ul>			<ul style="list-style-type: none"> <li>Confident and assured ability to refine work, driven by insights gained through exploration of ideas and reflection.</li> <li>Confident and assured ability to explore ideas through a process of experimentation and review.</li> <li>Confident and assured ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions.</li> </ul>			<ul style="list-style-type: none"> <li>Exceptional ability to refine work, informed by insights gained through exploring and reflecting on ideas.</li> <li>Exceptional ability to explore ideas through a process of experimentation and review.</li> <li>Exceptional ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions.</li> </ul>		
<b>AO3</b> Record ideas, observations and insights relevant to intentions as work progresses	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
<ul style="list-style-type: none"> <li>Limited ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods.</li> <li>Limited ability to record relevant to intentions.</li> <li>Limited use of skills and techniques while recording from observation, experience and ideas.</li> </ul>				<ul style="list-style-type: none"> <li>Basic ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods.</li> <li>Basic ability to record relevant to intentions.</li> <li>Basic use of skills and techniques while recording from observation, experience and ideas.</li> </ul>			<ul style="list-style-type: none"> <li>Emerging competent ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods.</li> <li>Emerging competent ability to record relevant to intentions.</li> <li>Emerging competent use of skills and techniques while recording from observation, experience and ideas.</li> </ul>			<ul style="list-style-type: none"> <li>Competent and consistent ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods.</li> <li>Competent and consistent ability to record relevant to intentions.</li> <li>Competent and consistent command of skills and techniques while recording from observation, experience and ideas.</li> </ul>			<ul style="list-style-type: none"> <li>Confident and assured ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods.</li> <li>Confident and assured ability to record relevant to intentions.</li> <li>Confident and assured use of skills and techniques while recording from observation, experience and ideas.</li> </ul>			<ul style="list-style-type: none"> <li>Exceptional ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods.</li> <li>Exceptional ability to record relevant to intentions.</li> <li>Exceptional use of skills and techniques while recording from observation, experience and ideas.</li> </ul>		
<b>AO4</b> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
<ul style="list-style-type: none"> <li>Limited ability to produce a personal and meaningful response.</li> <li>Limited ability to realise intentions.</li> <li>Realisations demonstrate limited understanding of visual language through application of formal elements. Little appreciation of aesthetic consideration in personal style.</li> </ul>				<ul style="list-style-type: none"> <li>Basic ability to produce a personal and meaningful response with a tendency to repeat ideas.</li> <li>Basic ability to realise intentions.</li> <li>Realisations demonstrate basic understanding of visual language through application of formal elements. Demonstrates methodical personal style.</li> </ul>			<ul style="list-style-type: none"> <li>Emerging competent ability to produce a personal and meaningful response.</li> <li>Emerging competent understanding to realise intentions.</li> <li>Realisations demonstrate emerging competent understanding of visual language through application of formal elements. Demonstrates methodical personal style.</li> </ul>			<ul style="list-style-type: none"> <li>Competent and consistent ability to produce a personal and meaningful response.</li> <li>Competent and consistent ability to realise intentions.</li> <li>Realisations demonstrate competent and consistent understanding of visual language through application of formal elements. Demonstrates imaginative personal style.</li> </ul>			<ul style="list-style-type: none"> <li>Confident and assured ability to produce a personal and meaningful response.</li> <li>Confident and assured ability to realise intentions.</li> <li>Realisations demonstrate confident and assured understanding of visual language through application of formal elements. Demonstrates independence and exciting personal style.</li> </ul>			<ul style="list-style-type: none"> <li>Exceptional ability to produce a personal and meaningful response.</li> <li>Exceptional ability to realise intentions.</li> <li>Realisations demonstrate exceptional understanding of visual language through application of formal elements.</li> </ul>		

Recording of marks for all International GCSE work					Total marks out of 72 for each component					
Component 1 Personal Portfolio	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	
Component 2 Externally Set Assignment	AO1 mark		AO2 mark		AO3 mark		AO4 mark		Total COMPONENT 2	
	AO1 mark		AO2 mark		AO3 mark		AO4 mark			<b>Total</b>

## Pearson – International GCSE Art and Design Taxonomy

### How to use the Taxonomy in conjunction with the Assessment Grid

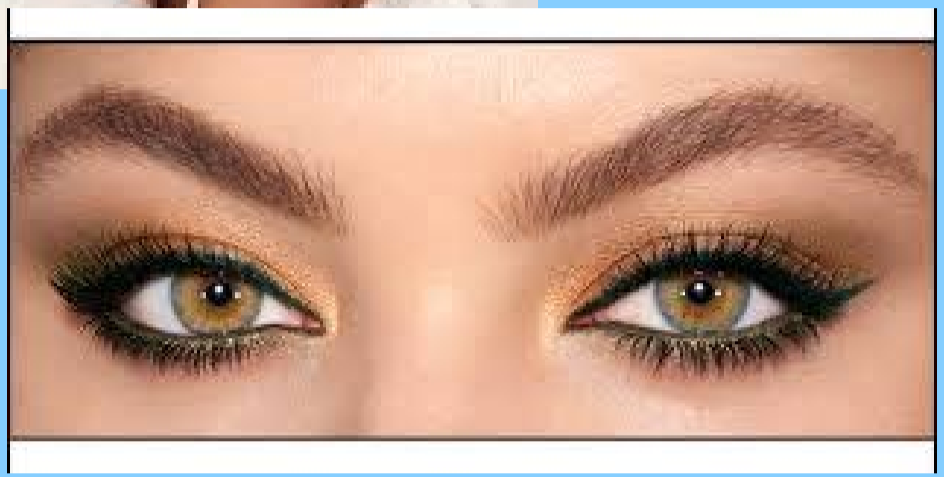
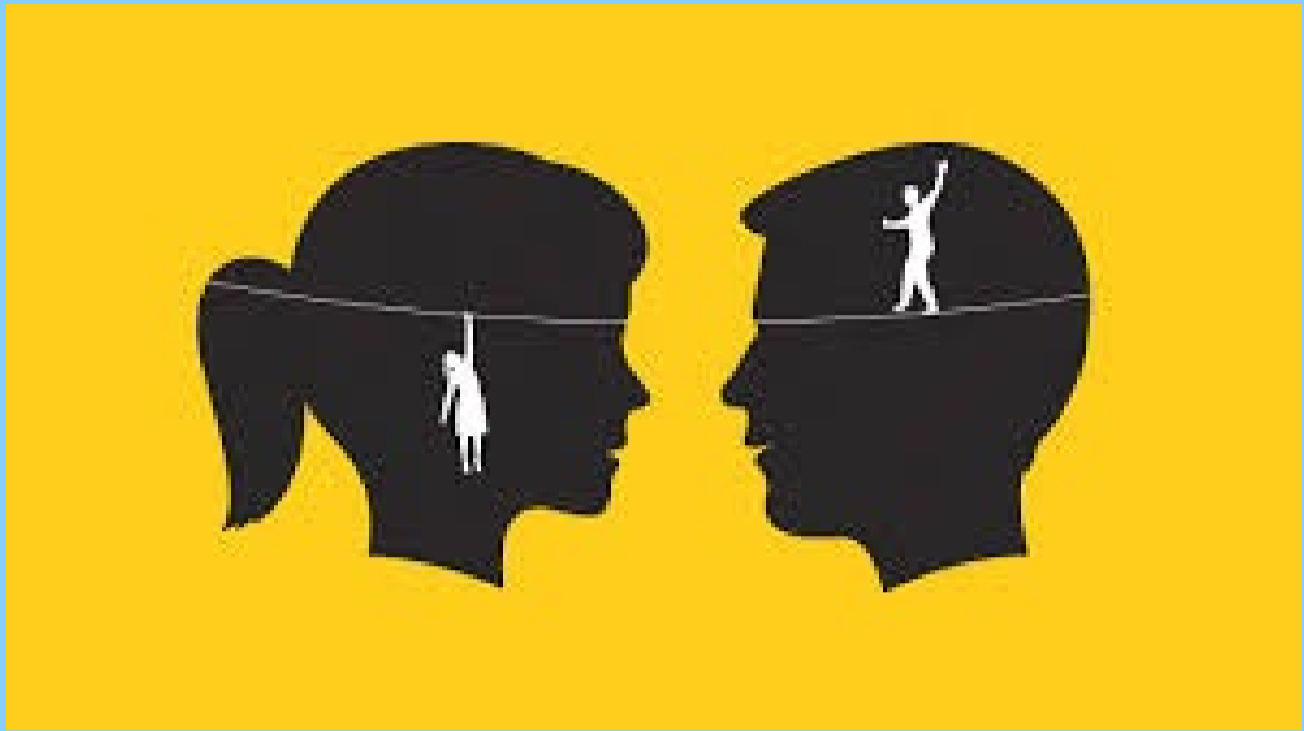
Both components in this qualification are 100% externally assessed, however centres will find it helpful to use the taxonomy and assessment grid to provide feedback on student's progress.

- When assessing work for each component, examiners will make a holistic judgement using the descriptors in the taxonomy, to establish which performance band matches most closely the candidate's work.
- Candidate's work that falls between two performance bands must achieve all the keyword descriptors in the lower band and some in the band above. Where this happens, examiners will use their professional judgement to decide which performance band is most appropriate using a 'best-fit' approach.
- After a performance band has been established, the next stage is to use the assessment grid to decide a mark within the performance band. Read through '*Applying the Assessment Grid*' on page 41 of the specification prior to establishing a mark for each assessment objective and total mark.

Performance bands	BELOW/INTERNATIONAL GCSE STANDARD (0)	LIMITED		BASIC		EMERGING COMPETENT		COMPETENT & CONSISTENT		CONFIDENT & ASSURED		EXCEPTIONAL
			LIMITED / BASIC		BASIC/EMERGING COMPONENT		EMERGING COMPETENT / COMPETENT & CONSISTENT		COMPETENT & CONSISTENT / CONFIDENT & ASSURED		CONFIDENT & ASSURED / 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 Rudimentary	The candidate has achieved all of the keyword descriptors in the lower band and some of those above.	Deliberate Methodical Superficial Partial Unresolved Simplistic	The candidate has achieved all of the keyword descriptors in the lower band and some of those above.	Reflective Predictable Broadening Repetitive Intentional Adequate	The candidate has achieved all of the keyword descriptors in the lower band and some of those above.	Informed Purposeful Diverse Sustained Skilful Effective	The candidate has achieved all of the keyword descriptors in the lower band and some of those above.	Advanced Comprehensive Perceptive Exciting In-depth Fully resolved Risk-taking	The candidate has achieved all of the keyword descriptors in the lower band and some of those above.	Highly skilled Inspired Intuitive Sophisticated Insightful Powerful Daring 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

\*Please note that as of November 2023, the Level 1 key word descriptor 'Crude' has been changed to 'Rudimentary'

# Beauty and confidence



My theme revolves around the word confidence and beauty and what it means to be confident and portray it. I want my art pieces to represent the importance of who we are and the proudness we should carry with us. I am taking influence from Francoise Neilly. Her art style is super vibrant and colorful, she does a lot of portraiture in. Her colors are often neon and I feel that this treatment of color shows confidence. I want my theme to empower the importance of loving our beauty and what makes us the person we are. Specifically features of our faces and what they symbolize. I want confidence to be put first in my project and be the focus. I thought of including the idea of modeling and embracing all sorts of women's beauty.

To start my project, I conducted a photoshoot of people that I felt portrayed confidence by their facial expression or body language .

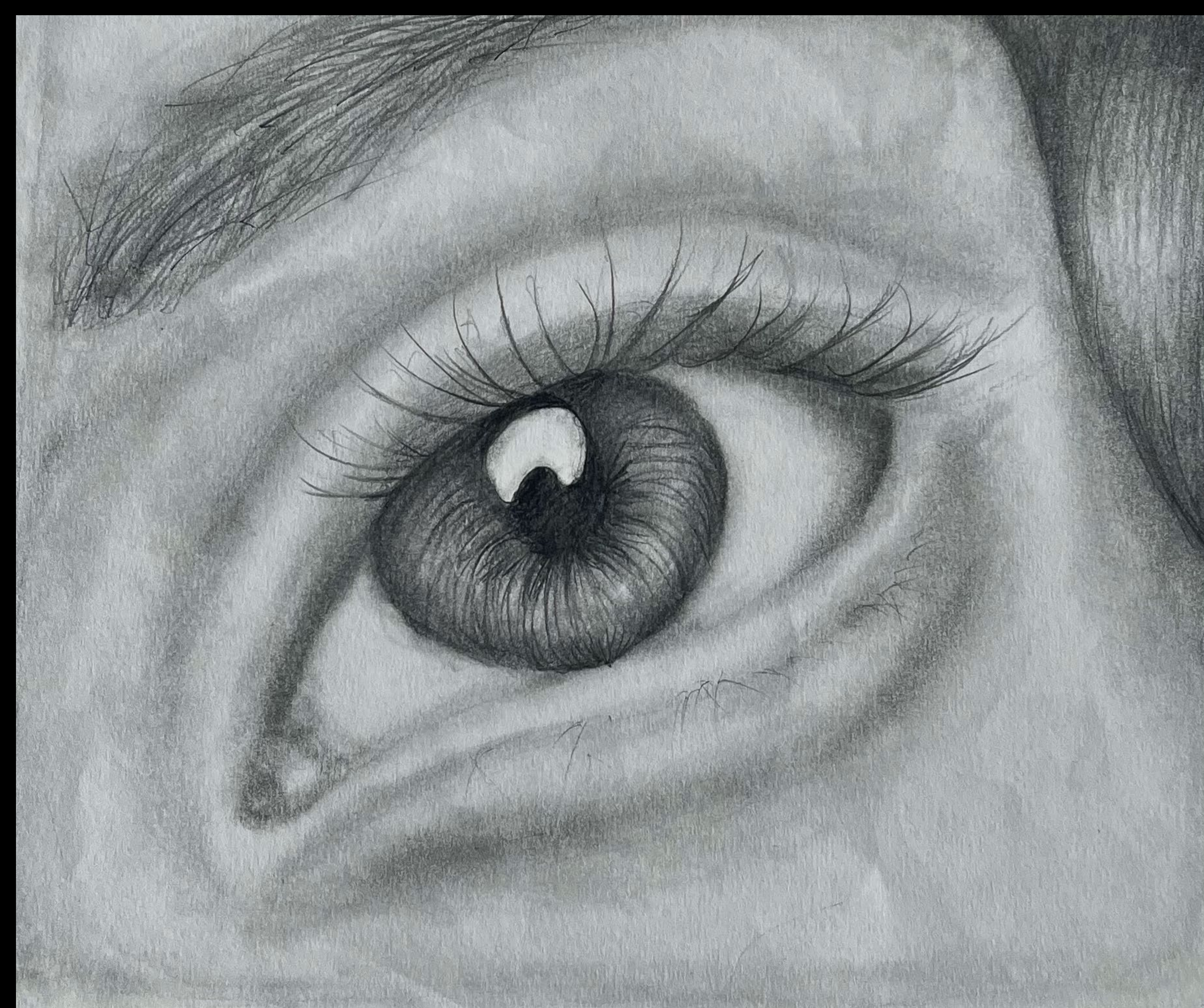


## Observational work

Here I have drawn a photo I took of one of my classmates striking a pose that represents confidence. The way she posed shows confidence and empowerment. This is because her body is in a position exposing her presence which shows confidence, her arm is also raised. I used Prisma color pencils to color this. I tried to stick to a realistic style like I usually do, since it is my strong point. I didn't draw in the details and features of the face of this girl, as I was focusing on the pose and drawing the body more to portray confidence rather than the face. I like the way the skirt came out since it shows a lot of depth and shadows. The color is almost exact to the original photo and the shading turned out decent. I do not like the way the blue colors blended on the shirt; it was hard to make it look smooth. The skin is a bit off as I started off with cheap colored pencils and then switched to my Prisma colored ones which are way better. Next time I might focus on making the pencil work smoother, but I like the way the shadows came out they look very precise and mostly accurate. The shading is my favorite part of this drawing, next time I would use a colored pencil blender to soften the harshness and melt the colors together. This photo is important to my theme because she helps present the attitude, I want my drawings to have. I did not color the background because I want my model to be the focus of my drawing. The empty background

This is the photo I have chosen.





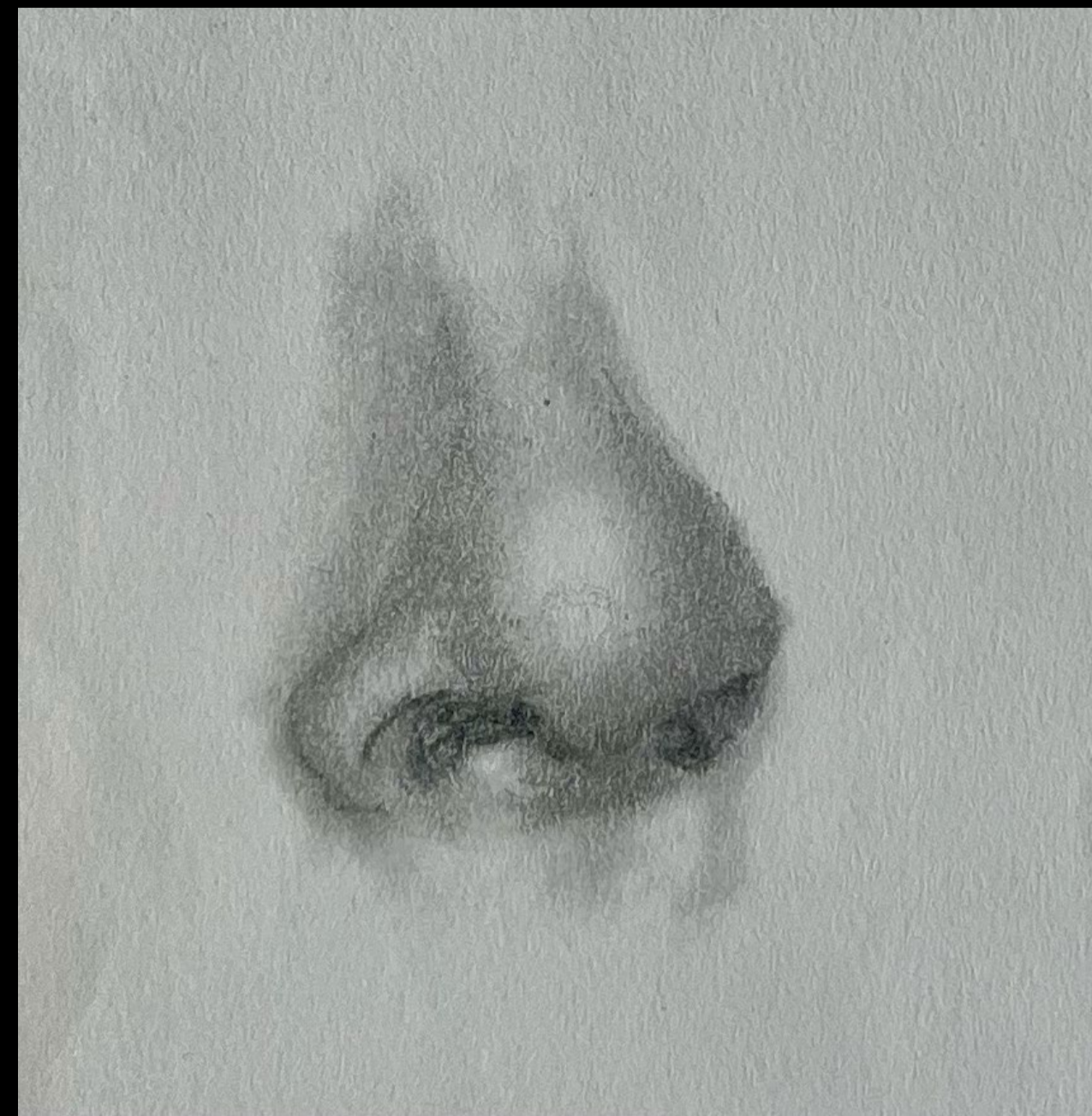
## Observation 1, looking in the mirror

This is an observational piece I did with graphite pencils, blending stumps, with a simple shading technique. I started off with a sketch and then lightly shading the crease of the eye, and any visible shadows. I used blending stumps to make it look more realistic. Realistic is what I was going for in this drawing. The iris could have used a sharper amount of detail, since this was one of my first observational pieces, I have improved a lot since then. The eyebrow hairs turned out well, and the shading. Next time I would smooth out some of the harsh shading to make it look cleaner. This piece is called "looking in the mirror" because it is meant to represent someone looking at their appearance. Since my project is about beauty and confidence, I want the eye to show the beauty that she is seeing in the mirror. In art eyes symbolize observation. So, in this drawing the person is supposedly observing themselves. With confidence we don't need to stare and judge ourselves, that is why this piece is showing a person with low esteem. The reason this eye is so perfect is because we find it beautiful, and even though the eye's person doesn't we do. Beauty is subjective. This is one of my favorite pieces because it tells a story. The black and white can symbolize how dull they feel, and they cannot recognize the beauty they have.

# Realistic facial feature observations

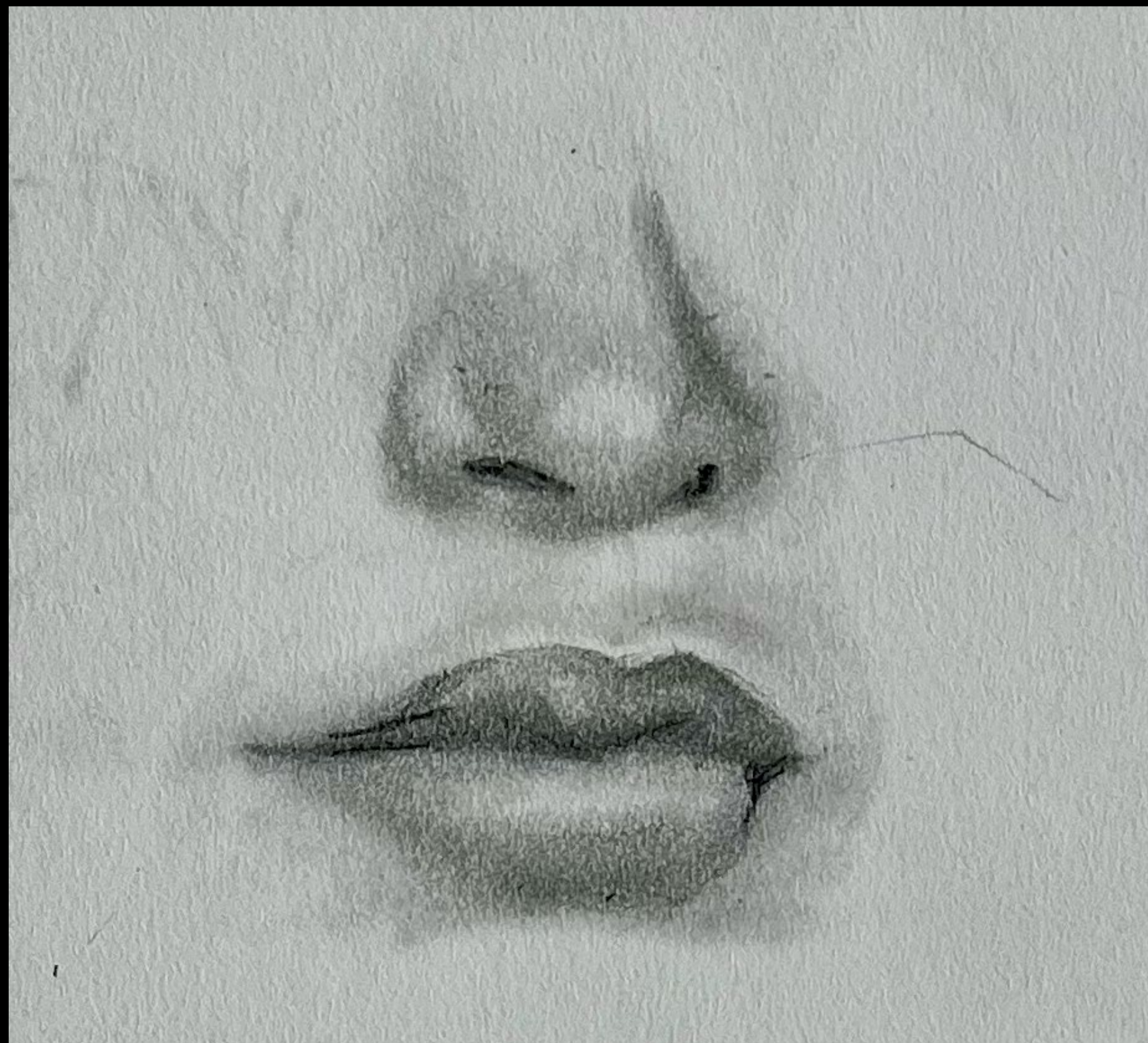
## Bottom left lip and nose

I used graphite pencils and blended carefully. This observation is from a picture of my lips and nose, I used this picture to practice my realism. I find drawing and shading only the features and not all the skin around it makes it pop out more. I love the way this observation came out because of the shading.



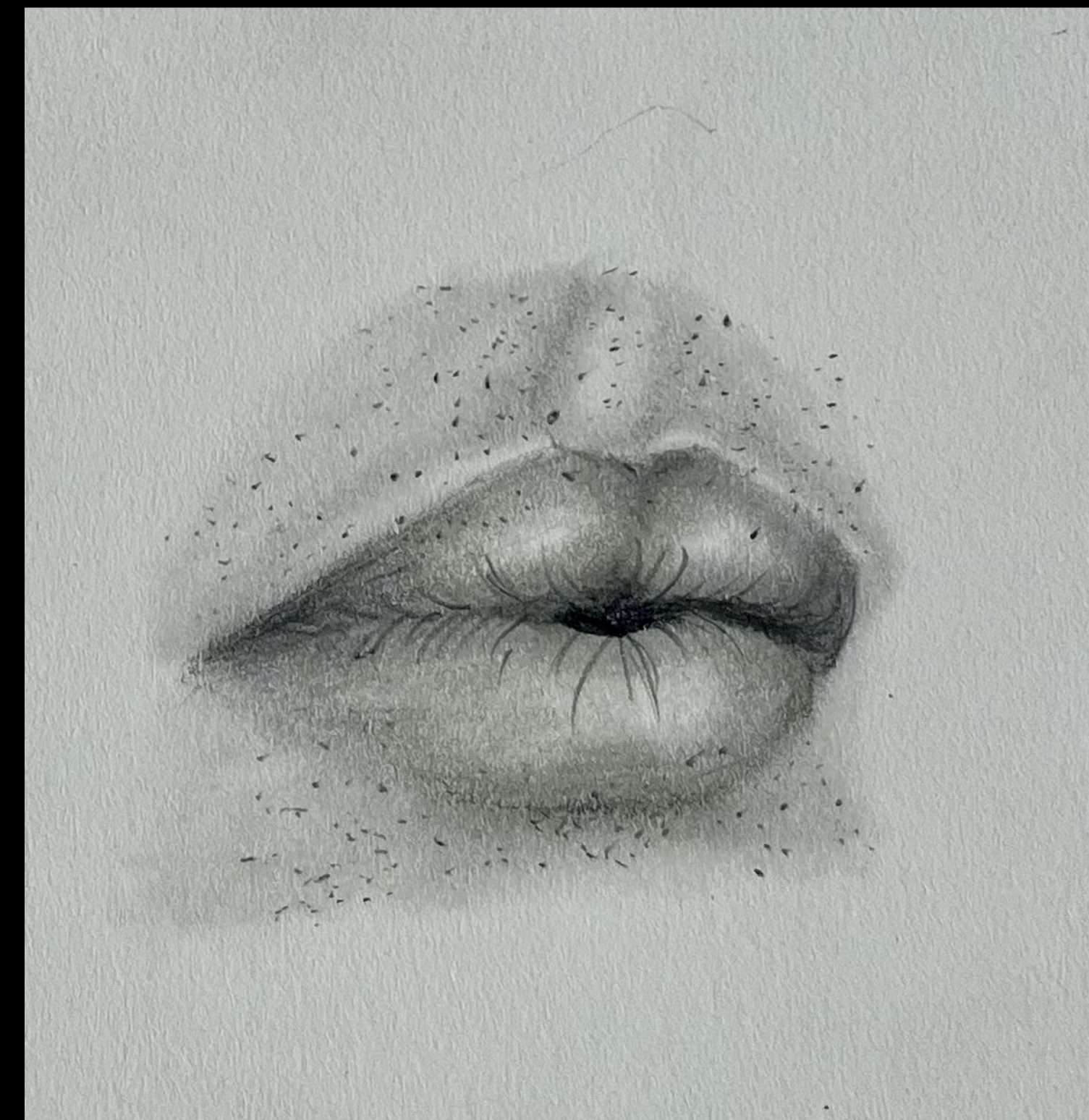
## Bottom right freckled lips

For this drawing I have drawn lips with freckles. I decided to draw freckles to make it different than your usual set of lips. Beauty is not always what we see on magazines that is why I incorporated them. Freckles make these lips look even more gorgeous. Beauty is subjective.

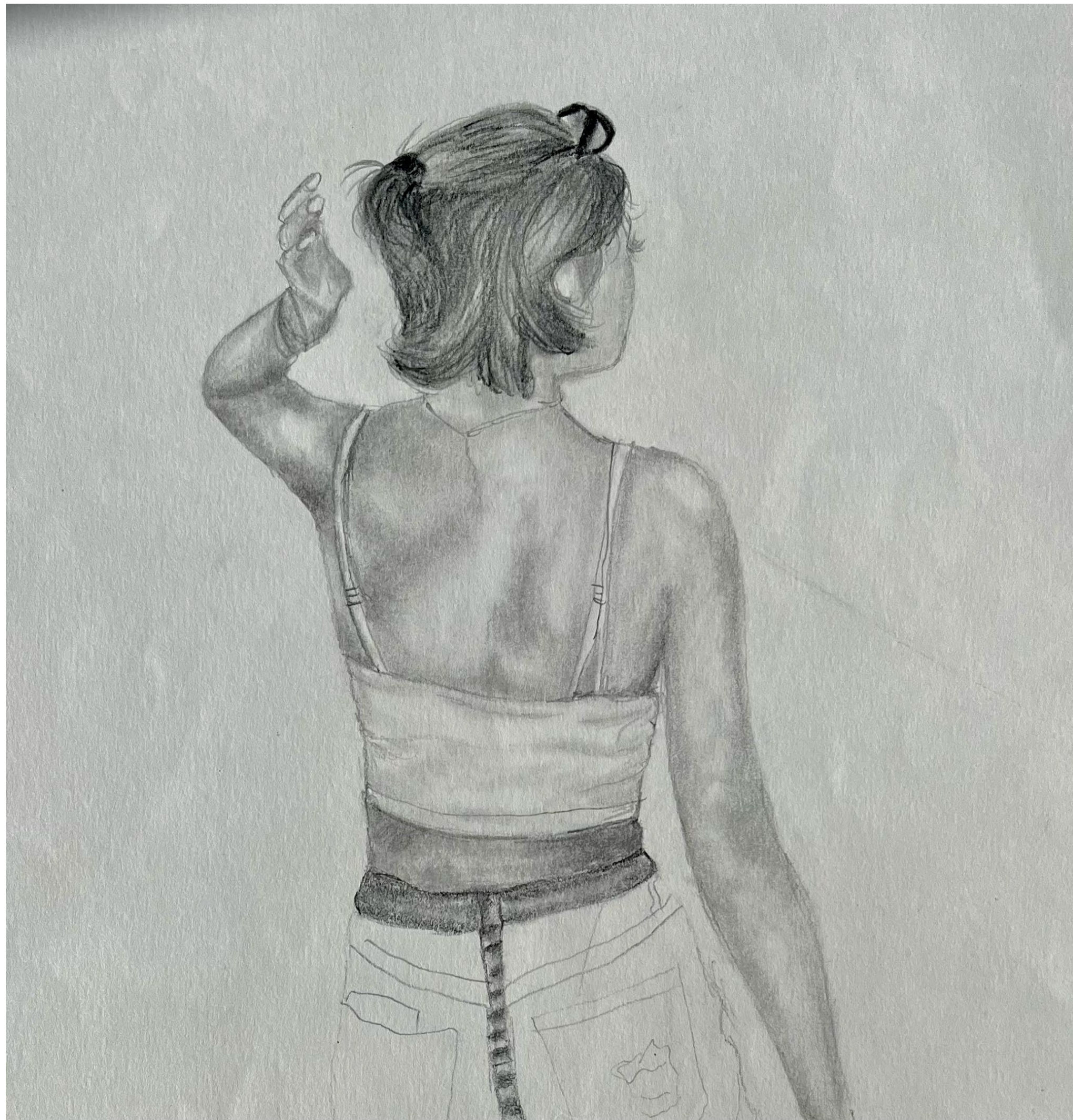


## Top middle nose

Noses are important in my project because they are the most unique part of our faces. Everyone has different shape and sized noses. They are what make up a face and have a lot to do with people's confidence. It can make or break a person's confidence. I drew a picture of my sister's nose because she has a beautiful nose. She struggles with confidence about it which is why I chose it. You can see how beautiful it really is.







This is a small observation completed in pencils. This photo was taken by me of my sister from behind. I chose this photo because my sister has a style that is not so common, and I want this photo to say that beauty is not just what we normally see. For example, her hair, I find it beautiful. This was also to practice the shading, which turned out well. I like how this turned out.

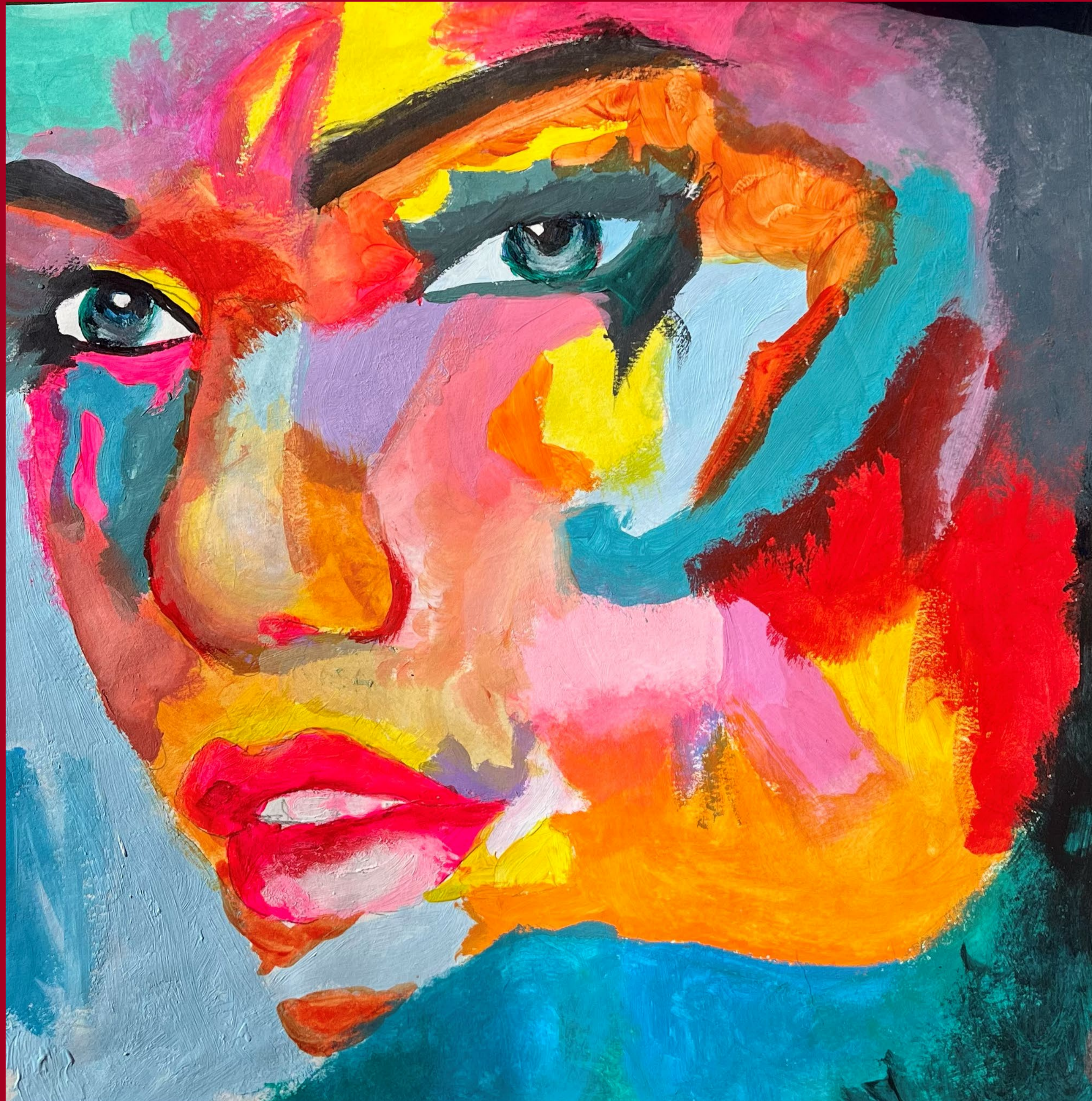
## Observations

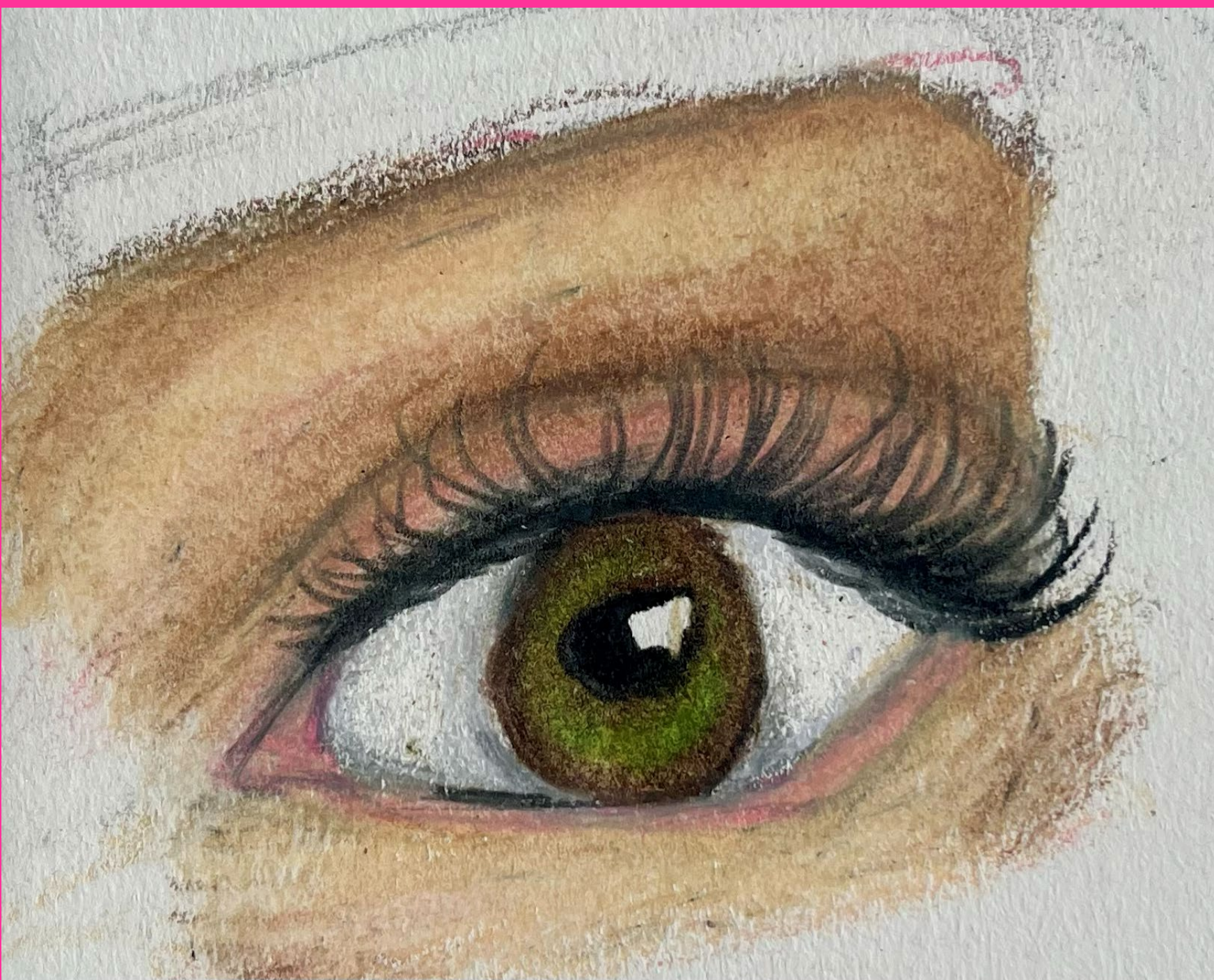
Here I have drawn an eye with hair over it, with graphite pencils and blending stumps. This is a photo of my sister's eye. I feel as if my sister had a beautiful eye shape for my idea of beauty relating to my project. I am very proud of the shading, but I feel like this observation lacks detail in the iris part of it. This is one of my first observations, so I improved a lot since then. The pencils I used were a little bit too light then I wanted. This observation contributes to my project because it has facial features of a face of what I find the idea of beauty is.



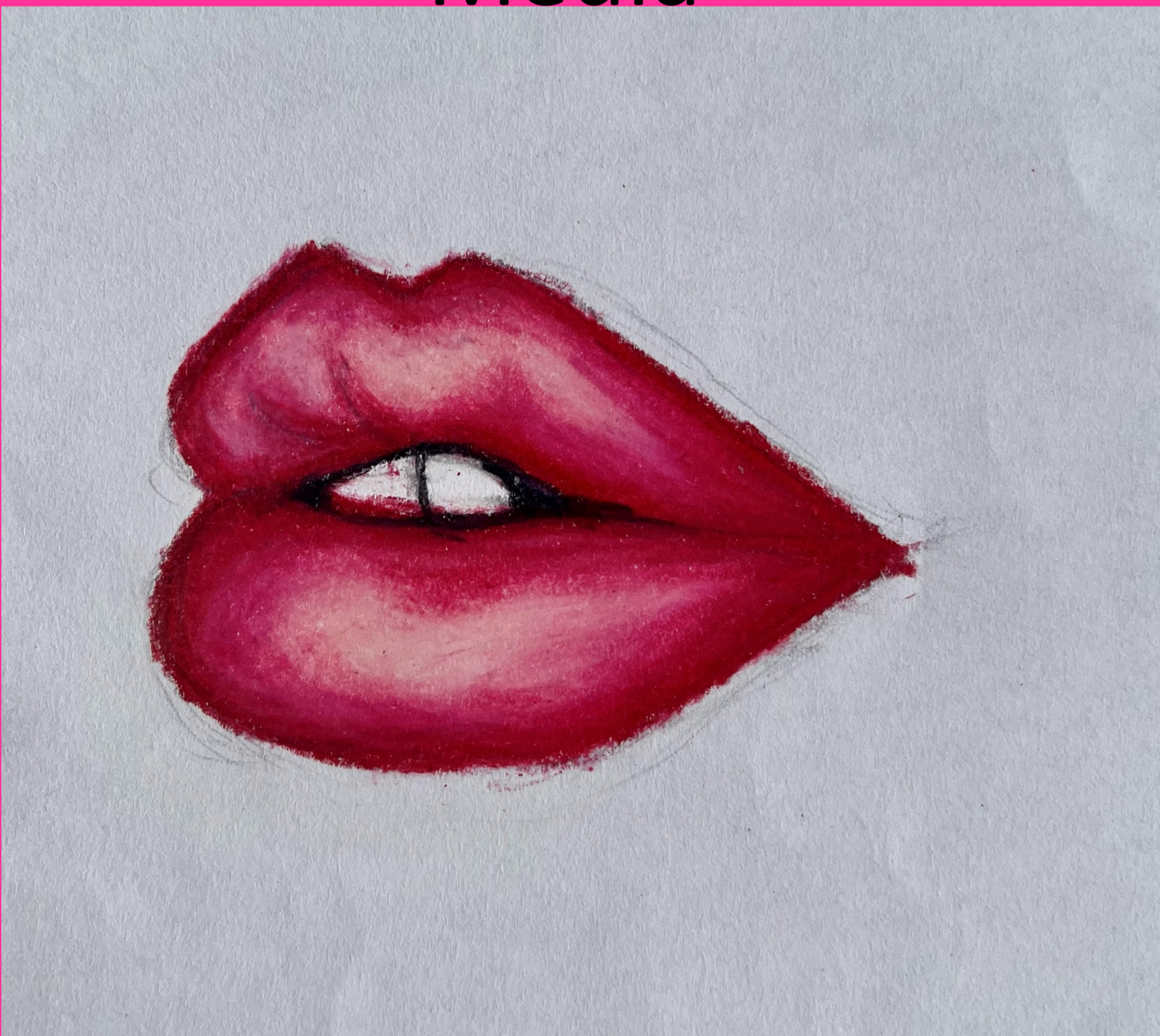
# Artist appreciation, Francoise Neilly

For my artist I chose Francoise Neilly. This style was completely out of my comfort zone as I have never really attempted acrylic like this, or in general. I used vibrant and very pigmented colors to execute her painting well. The way she uses colors really fascinate me. The black around the eyes and the light colors in the eyes really show how powerful she thinks eyes can be. This is important to my project because I will be drawing facial features in my art piece. The eyes are the most important part in this art because they can tell a story. I love the idea of how eyes can hold stories, that is one reason why I wanted to recreate her beautiful piece. This piece also represents confidence in the way that she has a very powerful stare which is a key to confidence in my view. These bright colors also portray optimism and positivity which I want to include. Her art is the opposite of what I originally wanted to do, which was black and white pencils. Trying her style opened a new door for me, I really liked attempting her style. Acrylic was challenging for me; it did however turn out cool. She used a pallet knife technique to do this, but I did not have the time to learn and complete this all at the same time, so I used regular paint brushes. Next time I would try to layer the paints on top of each other more, to have a bigger effect on the artwork itself.





Media



Here are some media experimentations I have drawn for my project. On the top left I have drawn a realistic hazel colored eye with Prisma colored pencils. I used this example to test out eye colors and experiment which color I wanted to make them. In the end I colored them a light blue. I also used pinks, browns, and beiges to find the perfect skin tone. I learned that this skin tone turned out a little too brown for my liking. On the bottom left I have tested out lip colors with again, colored pencils. I used this test to practice my texture skills, to make it as realistic as possible. The colors and media were perfect for this part of my project, so this was probably my most successful experimentation. For the two on the right, I used watered down acrylics for these experimentations. I wanted to use this to test out which colors would like, and to see if this media works. I used vibrant colors and did not end up liking it because it did not look very realistic. So, I would say these ones were a failure.



Experimentations



## *Watercolor observation/media experimentation*



For this observation I used watercolor, and experiment with this media which I have not yet tried before. It is not my favorite, but I think the piece came out decently. The brightness of watercolor was not looking how I wanted, I find them a bit dull, but if I continue using it, I can learn how to darken the colors and maybe even layer them. The quality of the watercolors is probably one of the reasons it came out looking cheap. I found it hard to make my art piece detailed whilst using watercolor because it is hard to control the color especially since the color is so light. The picture represents confidence by the pose. The pose has her arm touching her hair and looking into the distance. She shows self love in this photo by her exposing position and hair free in the wind. Next time I would probably try to add detail with colored pencil, so it doesn't look so plain, like it does here. The photo might not have had enough colors for me to make it look more interesting. This photo would work better with colored pencils or regular pencils.

The first step of my eye drawing was drawing the iris in a range of gorgeous blue shades. I used Prisma colored pencils which have a wax base making it easy for me to blend. These make it look realistic which is my go-to art style. I wanted to incorporate vibrant shades for the iris to represent being fierce, and to attract the audience to the iris, focus of the eye. Bright colors that pop were used as inspiration from Francoise Neilly's artwork, which she uses these vibrant colors above the lid to make her eyes pop more. I created a dark outline in black to make the other colors appear brighter. I did not only use the bright colors because of my chosen artist, but also to emphasize the beauty of eyes. This part of my final piece is meant to define the beauty and uniqueness of our facial features that we are gifted. Eyes I feel, are one of the most important features on our bodies. Eyes can tell stories, and they are all beautiful regardless to color. I chose blue eyes for my project so you could notice the color better. For the background I used a watercolor base in a blue/green shade for the eye to pop out better.

*final project development example,*



This is a close up of my drawing. The iris of the eye is my favorite part of this piece. It has immense detail and looks incredibly realistic. I wish the rest came out like this part. The iris took me one hour itself. I used a range of light blues, blue greens, turquoise, dark blues, and blacks.





Final piece: what do you find beautiful.

This is my final piece completed. It is 4 box drawings combined of 2 eyes and lips. The reason I chose lips and eyes to be the final objects I have drawn are because I find them the most important in representing confidence and beauty. Lips and mouths are how we speak, the way we speak about things and ourselves can determine our confidence. With eyes they tell stories and have so much beauty in them by their color, and shape. I completed the mouth on the left in colored pencil, with a watercolor background. For the other mouth on the right, I used acrylic paint. For the eye on the right, I used colored pencils with a water-colored background. For the eye on the right, I used acrylic paints.