

# International GCSE Art and Design

Fine Art

Component 1

Total mark = 40



	<b>AO1 Develop</b>	<b>AO2 Refine</b>	<b>AO3 Record</b>	<b>AO4 Realise intentions</b>
Mark	10	10	10	10
Mark band	Band 4 Just competent and consistent ability	Band 4 Just competent and consistent ability	Band 4 Just competent and consistent ability	Band 4 Just competent and consistent ability
			<b>Total</b>	<b>40</b>

**Mark band:**

Mark band 4 – Competent and consistent ability

**Key word descriptors from the taxonomy:**

Purposeful

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. A lack of technical competency frustrates personal style.</li> </ul>			<ul style="list-style-type: none"> <li>Emerging competent ability to produce 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 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 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**

Component	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 marks out of 72 for each component	
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	
												<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 COMPETENT		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 <b>Purposeful</b> 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'



Left Behind

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# Left behind

## Introduction

The theme of my portfolio is "Left Behind". This title puts back on a standard subject, exploring the abandonment and neglect of the past. It also begins that the objects were once valued and useful but are now left behind and forgotten. The subjects I will be working on are: a pocket watch, a piece of fabric, a piece of wood, and a pair of shoes. Each of these objects has a story and a history, and I want to tell you about them.



To start with, I painted the scene of the door, which was very simple and easy to do. I used a lot of brown and yellow colors, and I tried to make the scene look like a real place. I also added some details like the window and the table in front of the door.



For the first, I did a sketch of a pocket watch, which was very simple and easy to do. I used a lot of brown and yellow colors, and I tried to make the scene look like a real place. I also added some details like the window and the table in front of the door.

Medium - pencil sketch.



This is my third sketch. It is a sketch of a pair of shoes, which was very simple and easy to do. I used a lot of brown and yellow colors, and I tried to make the scene look like a real place. I also added some details like the window and the table in front of the door.

These are some of the things that I have done. I have done a lot of things, and I have learned a lot from them. I have learned that it is important to have a good sketch, and I have learned that it is important to have a good painting. I have also learned that it is important to have a good story to tell.



## *Introduction:*

The theme for my portfolio is “Left Behind”. This title puts focus on abandoned objects specifically, emphasizing their abandonment and forgotten state. It also covers a wide range of abandoned spaces that include places and objects.

It also implies that the objects were once valued and useful, but have since been left behind and neglected. The objects I will be working on in my portfolio are found in spaces like junk yards, shelves of an abandoned attic and my school art store.



*Response*

To start with my portfolio i searched images of left behind objects and places on the internet, and came across this image of this broken down wooden door. This is my first study that i painted in watercolors.



*Reference*



*Second study-(sketch of a rusted door handle)*



*Reference*



ink work on tea bag

Furthermore i did self-photography of a partially rusted door handle and drew it's sketch as shown.

# “A pair of shoes”-Van gogh



This is my third study. It is a recreation of an oil painting (“a pair of shoes”) by an impressionist ‘Vincent van gogh’. It is said that these shoes were bought by van gogh in a flea market in paris-to be used in a still life painting. These old worn-off pair of shoes symbolizes the difficult passages through life and how every thing in our life effects us. For example as time passes the shoes are getting older and wearing off.





Mekonati's shoes  
This painting is of shoes  
of a woman in the  
of Mekonati. This is a  
woman of the Mekonati and  
she is wearing these  
shoes. These shoes  
are very beautiful  
and they are made of  
the best material  
of the Mekonati.  
The shoes are very  
beautiful.



This is a painting  
from Epitaph  
Barbier's collection  
of American representational  
painter and (artist's) work.  
This is a painting  
from Epitaph.  
This is a painting  
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This is an experimental piece  
for which I used an old cardboard  
box and painted on it to make  
the building to be made into use  
in the arrangement of these paintings  
as if with results.  
For the second one I used an  
abandoned CD in a particular  
Barbier.





## Response:

Medium: acrylic paints  
This painting on the right is a response for the van gogh's painting. This is an image of my mother's old pair of slippers, it's rubber sole and leather have been torn away and it was put away in the shoe cupboard where it had been resting since years. I have used a discarded sheet with paint patches to paint these slippers.



This is a painting from Ephraim Rubenstein's (a noted American representational painter and teacher) series "used and discarded books". These books show the importance of old books through art. These books are mostly found in cartons or library shelves, unused and neglected.

Medium: oil paints



*Reference*



*Response*

These are two other experimental pieces. For which i have used an old cardboard trinket box and painted on it to make that discarded box be brought in use and to life again. I made a floral painting on it with acrylics.

For the second one i used an abandoned CD as a palette for painting.



This is an image of a part of a  
 large landscape that I photographed  
 this in my sketch and that and  
 painted it on a separate piece of  
 paper and then I used the  
 photograph to help me with the  
 painting.



Here I have done  
 something in a more  
 abstract way by the  
 use of a photograph  
 which I took. The  
 picture on the right  
 is a sketch and  
 by Lou Tait and  
 I made a print on  
 a separate piece of  
 paper with  
 different colors and  
 textures. I  
 photographed the  
 print on the  
 right.



reference



For this piece I made a  
 landscape out of a  
 photograph that I took in  
 my village. Using used  
 pieces of cloth that  
 I got from a tailoring  
 shop. This piece was  
 inspired by textile  
 artist (and Aunt  
 Nelson's fabric.



Medium: acrylic paints



This is an image of a part of a torn cardboard box. I photographed this in my school's art studio and painted it as a response to the paintings studied by the artist Ephraim Rubenstein. I deliberately left some spaces in the painting incomplete to give a 'left behind' or abandoned feel.



# Print Making



*Here i have done Print making in Lino-cut technique inspired by the work of a contemporary artist Lou Tonkin. The picture on the left is a work done by Lou Tonkins and i made a print inspired by her work. I took the prints on a discarded piece of cardboard and a polyethene bag to experiment with left overs and throwables/wrappers.*



***I photographed the blue , broken chair in my art studio store which can be seen in my prints to stick to my topic (left behind).T***



# Left Behind 'Rags'

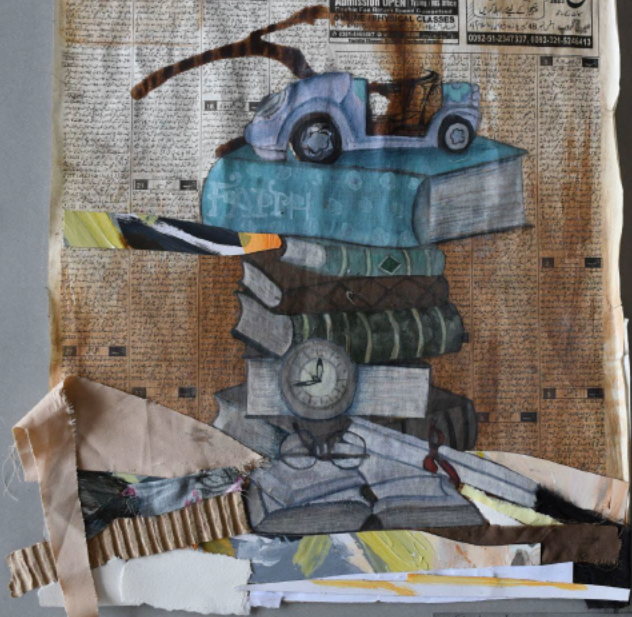
For this piece i made a landscape art piece of a photograph that i took in my village,using used pieces of cloth that i got from a tailoring shop.This piece was inspired by textile artist Carol Arnott.



Book your ride in  
**Photoad**  
BY BRUCE GARDNER © 2013 GARDNER ARTWORK

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Admission OPEN  
CLASSES  
0292-21-240177, 1095-21-620449



Final outcome  
For my final outcome I made a collage  
with a stack of books, a clock, and placed  
on top of the books I have a toy  
car. I used blue, red, and grey paper  
to make a background. I used  
a piece of blue fabric to make  
a car. I used a piece of  
yellow fabric to make a car.  
I used a piece of blue fabric to  
make a car. I used a piece of  
yellow fabric to make a car.  
I used a piece of blue fabric to  
make a car. I used a piece of  
yellow fabric to make a car.

# Final outcome



# References



## Final outcome

For my final outcome i made a composition with a stack of books,a clock and glasses.On top of the books i have a toy car,it was given to me by my mother as a birthday gift when i was three years old.I recently found it in my old toys carton after years.Hence it is related to my topic as it was left behind with my other toys in the carton.I also added left behind rags and paper left outs to give it a textile.