International GCSE Art and Design

Fine Art Component 1 Total mark = 54



	AO1 Develop	AO2 Refine	AO3 Record	AO4 Realise intentions
Mark	13	13	14	14
Mark band	Band 5 Just confident and assured ability	Band 5 Just confident and assured ability	Band 5 Mostly confident and assured ability	Band 5 Mostly confident and assured ability
			Total	54

Mark band:

Mark band 5 – Confident and assured ability

Key word descriptors from the taxonomy:

Perceptive, fully resolved, comprehensive

Centre	nυ	mİ	ber:	
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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	Insufficient i and skills; mi of structure re	Mark Band MITED ABILIT Amowledge, uni inimal evidence in, the develop cording of idea	Y ferstanding or, and lack sment and s	Mark Band 2 BASIC ABILITY Some knowledge, understanding and skills demonstrated but they are simplified and deliberate; some structure and repetition in the development and recording of ideas			Mark Band 3 EMERGING COMPETENT ABILITY Knowledge, understanding and skills are generally adequate but safe			Mark Band 4 COMPETENT AND CONSISTENT ABILITY Knowledge, understanding and skills are secure and cohesive throughout			effective and focused throughout			Mark Band 6 EXCEPTIONAL ABILITY Knowledge, understanding and skills are in- depth, perceptive and accomplished throughout		
	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Nostly	Fully	Just	Mostly	Fully
AO1 Develop ideas through investigations, demonstrating oritical understanding of sources	 The investigat The investigat context of that have Limited: 	2 ment of ideas the tions shows limit attigation processo ritical understands of own ideas and as informed them, attempts are medi- ke connections.	edability, shows ng of the the sources	 The investig The inv basic or context acurate Basic or 	prment of ideas to atoms shows be earlighten process tool understandin of own ideas an othat have inform indenstanding of s analysing and mai tons.	sicability, a showa g of the diffee nedthern, omeissues	investige compete The inve compete context of have infi Emergin instant of	8 ment of ideas throughtons shows energy nos. astigation processish in critical understand of own ideasandthe formal them. og competent conside some when analysin connections.	ng owerwenging ding of the e acurcae that enation of	10 11 12 • Development of ideas through Development of ideas through investigations shows competent and consistent shifty. • The investigation process shows competent and consistent critical undentanding of the context of own ideas and the sourcesthat have informed them. • Competent and consistent judgements shown when analyzing and making contextons.			 Shows con The investigand exercised of have infor Shows con 	nfident and assured x issues, heightened	ability. wa confident ding of the acuroaethet dunderstanding	16 17 18 Development of ideas through investigations shows exceptional ability. The investigation process shows exceptional orbical understanding of the context of own ideas and the sourceasthat have informed them. Bouptional analysis and connections.		
A02	1	2	3	4	5	6	7	5	•	10	11	12	13	14	15	15	17	15
Refine work by exploring ideas, selecting and expanimenting with appropriate media, materials, techniques and processes	insightsg and refle early and Limited a review. Limited a experime technique	bility to refine work ained through expli- ction. Ideas are co- inotfully readiated, bility to septore idea a of experimentation bility to select and art with media, mat- as and processes ste to personal inter-	oration of ideas resolidated too an through an and erials,	by insi explore Basic a throug experin Basic a experin materia process	bility to refine wo ghts gained through tion of ideas and bility to explore i h a process of rentation and rev bility to select and ment with media, & techniques an es appropriate to sal intentions.	gh Insfection. Jasz How. J	driven by insights gained through			 Competent and consistent ability to refine work, driven by inspirits gained through exploration of ideas and inspirits, gained through explore ideas through a process of experimentation and review. Competent and consistent ability to select and experiment with media, maturalia, tachniques and processes appropriate to personal intentions. 			 Confident and assured ability to refine work, driven by insights gained through exploration of ideas and militation. Confident and assured and assured ability to explore ideas through a process of experimentation and review. Confident and essured ability to select and experiment with media, materials, techniques and processes appropriate to personal intertions. 			 Exceptional ability to refine work, informatic by implifuing air and through exceptioning and metating 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 Record ideas, observations and insights relevantto intentions as work progresses	observat personal through • Limitad • Limitadn • Limitadn • while re	2 ability to record i ions and insights work and the w visual and othern ability to record ability to record and intertors. use of skills and to cording from obse or and ideas.	related to vik of others nethods.	observa paracra others method • Basic a intentio • Basic a while n	bilty to record re	ts related to vork of nd other devent to elevent to	8 9 Emerging competent ability to record ideas, observations and insights related to paraonal work and the work of others through visual and othermethods. Emerging competent ability to record relevant to intertions. Emerging competent use of skillaand techniques while recording from observation, experience and ideas.			Competent and o observations and work and the wor other methods. Competent and o relevant to intento Competent and o techniques while experience and id	insights related to ric of others throug onsistent ability to onsistent commany recording from ob	personal gh visual and precord d of skillisand	observation work and other mat • Confident relevant to • Confident	and assured ability t intentions. and assured use of while recording fin	sted to personal through visual and to record iskills and	16 17 18 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. Exceptional use of skills and techniques while recording from observation, experience and ideas. Exceptional use of skills and techniques while recording from observation, experience and ideas.		
AO4 Present a personal and meaningful response that realises intertions and demonstrates understanding of visual language	 Dimited intentions Realisatic undentia through Little app 	2 ability to produce and meaningful ability to realize is noting of visual is application of for precision of aest stion in personal	esponse. imited nguage maldements. etic	and me tendene • Basic a intentio • Realise underst throug element	5 bility to produce- ceningful respons cy to repeatidean bility to realize anding of visual anding of visual	e with a basic language rmal	Emergin Understa intertions Realization competent language	one demonstrate em nt undenstanding of a through application b Demonstrates me	vinging vingual on of formal	Competent and o personal and mee Competent and o intertions. Realisations derive understanding of v application of from imaginative perso	ningful response. consistent ability to rathete competen visual language th mal elements. Den	t and consistent wough	personal an Confident intentions Realisations undentand application	34 and assumed ability 1 and assumed ability to and assumed ability to a demonstrates corri- ing of visual langu of form all elements or and exoting pe	nse to realize fident and assured age through a. Demonstrates	meanin Exception Realisation	17 cmail ability to proc gUI response. cmail ability to mail fors demonstrate di tanding of visual la ation of formalelem	sceptional nguagethrough

	Total marks out of 72							
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							
Component 1 Personal Portfolio					Total COMPONENT 1			
-	AO1mark	AO2 mark	AO3 mark	A04 mark				
Component 2 Externally Set					Total COMPONENT 2			
Assignment	AO1mark	AO2 mark	AO3 mark	A04 mark				

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	LIMITED / BASIC	BASIC	BASIC/EMERGING COMPENENT	EMERGING COMPETENT	EMERGING COMPETENT / COMPETENT & CONSISTENT	COMPETENT & CONSISTENT	COMPETENT & CONSISTENT/ CONFIDENT & ASSURED	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 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	1 – 12 marks	13	16-24	25	28-36	37	40-48	49	52-60	61	64 – 72
	marks		14	marks	26	marks	38	Marks	50	marks	62	marks
			15 marks		27 marks		39 marks		51 marks		63 marks	

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

Board 1

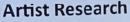
Research and Investigation

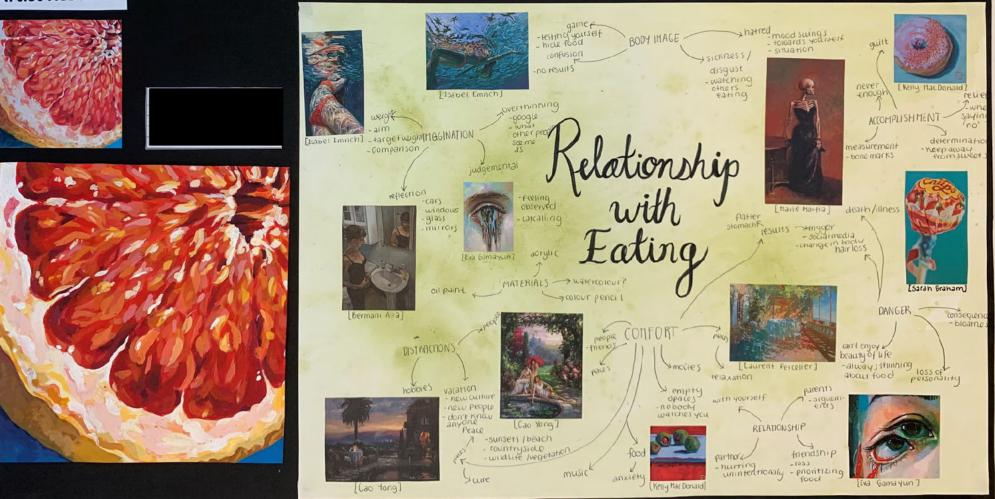
My initial inspiration for this project was to look into eating disorders and peoples negative body image and relation with food. At first I wanted to start looking into an artist, that just painted food that in a way could be classified as 'safe' or better options for people who suffer with anorexia and found Dawn Eaton who uses bright coloured acrylics and textured brush strokes.

I did two observations from her of a grapefruit and a rasberry as they were pieces that I found were good to start off with and would help me develop my ideas further when looking into different foods and future observations.











KENDYLL HILLEGAS

Hillegas who also does pieces of Faton she does unhealthy, grasy foods which people always avoid when suffering from an eating disorder. Her pieces are very realistic which did an artist study of a burger to practise

is given off but due to the vibrant colours one could be open to of macaroons where I still included bright colours to represe the grease and artificial colouring foods contain. I found that the macarcon observation was very success ful as it is very detailed and I managed to recreate the texture of the macarcons



Dawn Eaton where I chose a truit which fast foods are packaged in which can bring anxiety them so including a paper bay was essentia



1 focused this board particularly part of eating disorders but I realised after completing all my eating disorders can affect parts of the body and behaviour.





For my final outcome I wanted to create a plece that from far and at first glance appears glamorous and open to interpretation but once you look closer you understand that something is clearly not right with the girl. I felt like it would be best to use acrylic for it as I've used a lot of it in my pleces and I wanted to use one material. In my final outcome I made the bathroom with darker tolours to achieve that sort of glamorous effect and put the figure in a black cliess to tie in the dark observations in my third board. I've also included pill bottles on the shelf to refer back to my observation and a greasy fast food burger linking back to the first studies: The figure appears

to have taken a bite out of the burger then spatit out and is looking at herself with regret I found an interesting artist called eva Gamayun as her sigle of art appealed to me and did

an artist of on of her pieces of an eye. The eye appears to be metting down the page with a mixture of bright and dull colours and I interpreted it as how one's self image is allered where you see yourself fat when you're not at all. I then decided to make my observations black and white to contrast all the bright colours in the previous boards to represent how it feels like to acal with an eating disorder; empty and metaphonical black and while. I chose to do a bir o study as lits a material that captures attail and expression to show thredness and frustration. Next, my study of the stomach shows the physical and more obvious parts of anorexia which is weight loss and I thed that in with a pencil observation of weight loss pills. The weight loss pills show to what extent people will go



on my third board I focused more on how eating disorders affect your behavior and perspective on your day to day to day life.

Board 3

Development



