

International GCSE Art and Design

Fine Art

Component 1

Total mark = 67



	AO1 Develop	AO2 Refine	AO3 Record	AO4 Realise intentions
Mark	16	17	17	17
Mark band	Band 6 Just exceptional ability	Band 6 Mostly exceptional ability	Band 6 Mostly exceptional ability	Band 6 Mostly exceptional ability
			Total	67

Mark band:

Mark band 6 – Exceptional ability

Key word descriptors from the taxonomy:

Highly skilled, inspired, sophisticated, powerful

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
AO1 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"> 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. Limited attempts are made to analyse and make connections. 				<ul style="list-style-type: none"> 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. Basic understanding of some issues when analysing and making connections. 			<ul style="list-style-type: none"> Development of ideas through investigations shows emerging competence. The investigation process shows emerging competent critical understanding of the context of own ideas and the sources that have informed them. Emerging competent consideration of issues shown when analysing and making connections. 			<ul style="list-style-type: none"> 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. Competent and consistent judgements shown when analysing and making connections. 			<ul style="list-style-type: none"> 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. Shows confident and assured understanding of complex issues, heightened analysis, informed connections. 			<ul style="list-style-type: none"> 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. Exceptional analysis and connections. 		
AO2 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"> Limited ability to refine work, driven by insights gained through exploration of ideas and reflection. Ideas are consolidated too early and not fully realised. 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. 				<ul style="list-style-type: none"> 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. 			<ul style="list-style-type: none"> Emerging competent ability to refine work, driven by insights gained through exploration of ideas and reflection. Emerging competent ability to explore ideas through a process of experimentation and review. Emerging competent ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions. 			<ul style="list-style-type: none"> 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. 			<ul style="list-style-type: none"> 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. 			<ul style="list-style-type: none"> 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 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"> 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. Limited use of skills and techniques while recording from observation, experience and ideas. 				<ul style="list-style-type: none"> 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. Basic use of skills and techniques while recording from observation, experience and ideas. 			<ul style="list-style-type: none"> Emerging competent ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods. Emerging competent ability to record relevant to intentions. Emerging competent use of skills and techniques while recording from observation, experience and ideas. 			<ul style="list-style-type: none"> 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. Competent and consistent command of skills and techniques while recording from observation, experience and ideas. 			<ul style="list-style-type: none"> 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. Confident and assured use of skills and techniques while recording from observation, experience and ideas. 			<ul style="list-style-type: none"> 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. 		
AO4 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"> 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. Little appreciation of aesthetic consideration in personal style. 				<ul style="list-style-type: none"> Basic ability to produce a personal and meaningful response with a tendency to repeat ideas. Basic ability to realise intentions. Realisations demonstrate basic understanding of visual language through application of formal elements. A lack of technical competency frustrates personal style. 			<ul style="list-style-type: none"> Emerging competent ability to produce personal and meaningful response. Emerging competent understanding to realise intentions. Realisations demonstrate emerging competent understanding of visual language through application of formal elements. Demonstrates methodical personal style. 			<ul style="list-style-type: none"> Competent and consistent ability to produce 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. Demonstrates imaginative personal style. 			<ul style="list-style-type: none"> Confident and assured ability to produce 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. Demonstrates independence and exciting personal style. 			<ul style="list-style-type: none"> 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. 		

Recording of marks for all International GCSE work						Total marks out of 72 for each component				
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	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	
Total										

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 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'

To respond to the thematic brief of Collections, I selected for my primary study, a collection of chillies using colour pencil. I brought a few chillies into school and arranged them. Using the pencils, which I felt had a slightly limited colour range compared to oil paint, I concentrated on layering the colours to get the minute differences in the hues right. Through this study, I was able to gain more knowledge in using shadows and highlights to portray the curvy, 3 dimensional shape. For my second study, I chose a collection of ice cubes. As they melt so quickly, I had to take my own photographs and use one. As there were little variation in color, I chose to draw these with pencils, concentrating on the shadows. I used sharpened 6B pencil for the darkest shadows, 4B for the general shadow, and HB for lightest shadows. To make the shadows with large area smooth, I used a blunt HB pencil, and smudged it using a flat brush. For my third study I thought about hands. They not only have collections of fingers but within there are multiple collections, for example the small wrinkles, veins and nails. I completed this study using oil paint so that I could achieve the small tonal variances. This study took a considerable time as I wanted to capture the detail. Although difficult and timely, I want to develop the concept of hands and started to research some of the many hand painters that there are,



Oil paint on watercolour paper, A3

Pencil on cartridge paper A4

Collections, Organic and/or Manmade

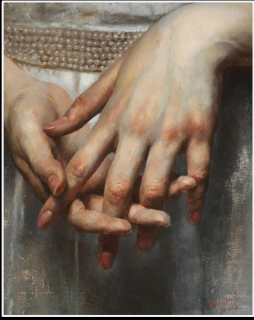


Coloured pencil on cartridge paper A4



Pencil on cartridge paper A4

Artist : He Lihuai



Artist : He Lihuai
Title : Hands
Date : 2017
Material : Oil on
linen

To develop my idea I looked at He Lihuai, a Chinese contemporary artist born in 1961. He is figurative painter and much of his work concerns woman.

Why I chose this artist :

I found the way the hands were painted in classical paintings beautiful, how they were idealistic hands with natural elegance and delicacy. They were arranged so they were bent and intertwined in a way that accentuated the natural curves and angles, yet not contorted to the extremity so they maintained the elegant look, and had slightly exaggerated colouring, the blush in the fingertips more prominent to give them the image of healthy youth. However, as I begin my research, I found that many images of hands in classical paintings were too low in quality to make a study of, as they were only a small parts in a large painting. Upon further research, I found this painting, Hands, painted by He Lihuai. Despite being a contemporary artist, his art referenced the style and atmosphere of classical paintings, and with better attention to detail as this was a study focusing solely on hands. I decided that this piece was the most suitable for my study.



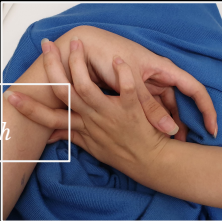
Oil paint on watercolour paper, A3

Coursework Prep 2 - MY RESPONSE TO ARTIST



Oil paint on watercolour paper, A3

Referencing He Lihuai style, I took a photo of my hands, with my friend's help. I arranged my hands so they would interact with each other, fingers bending in a way that accentuates them. I used photoshop to bring out the colours. For the background, I used a bundle of cloth, my cardigan, so the folds of the fabric will follow the flow of curves made by my hands, highlighting them. I chose blue fabric, as the artist did, to make it contrast with the red blush of the hands. I used photoshop to mute the colour from a vibrant blue to a more greyish blue, so the focus of the painting could be the hands, not the fabric. I painted my study using oil paint and carefully applied subtle layers.

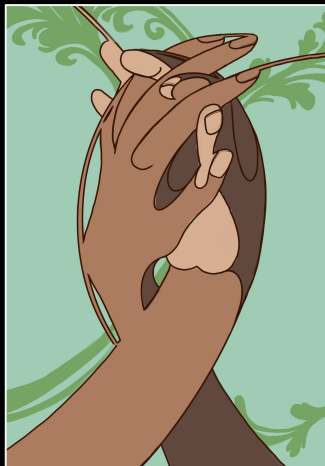
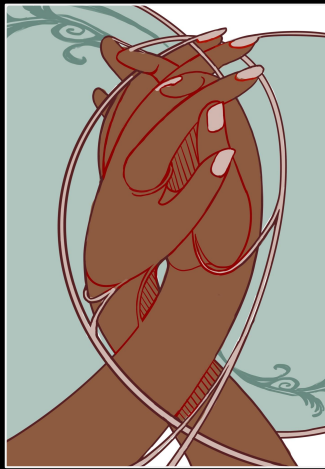
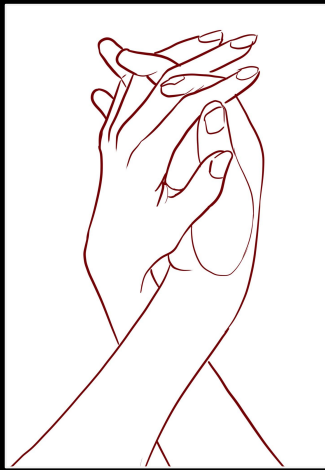


My Own Photograph



William H. Bradley, 1895, Catalog, Columbia bicycles

I wanted to develop my work further and really stretch and challenge my style of working. I had some understanding of Art Nouveau. Art nouveau was an art movement that flourished between 1890 and 1910, a reaction against the academic art and historicism of 19th century. The movement sought to dismantle the distinction between fine arts and academic arts, gaining popularity in interior design, jewelry design and more. Through this style I want to make the shape of the hands the main focus so in choosing Art nouveau, its defining characteristic being the use of curves, which suited the softness of the hands I was trying to convey, I felt confident. I chose the artist William H. Bradley, an American Art Nouveau illustrator. I simplified the hands into shapes and curves, filled it out with flat colours, and added a plant motif decorative patterns to the background in keeping with the style. For the pattern, I used pepper plants as the motif, as I had done a primary source study of chilli peppers on prep.1 and thought it would bring coherence to incorporate this.



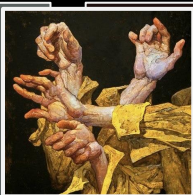
DIGITAL RESPONSE
to Artist: William H Bradley



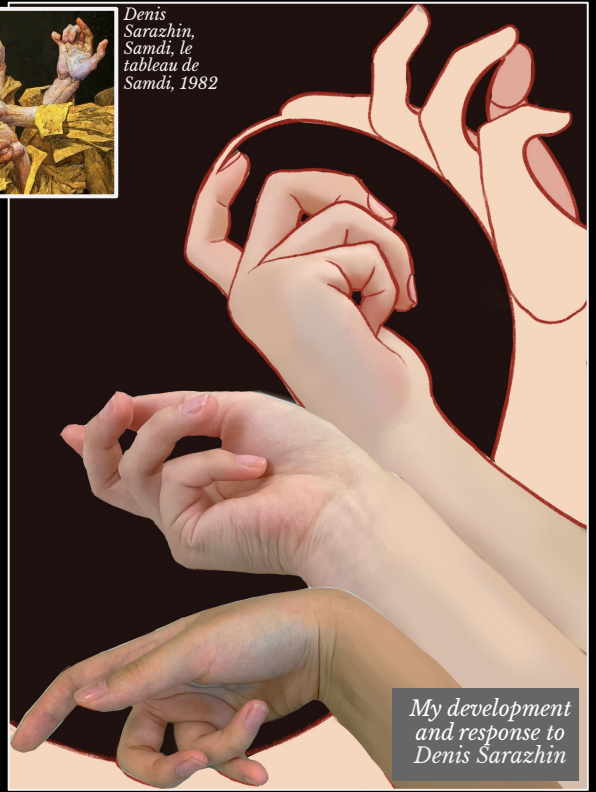
My Procreate response.

Coursework Prep 3-

ARTIST INVESTIGATION, PLANNING MY FINAL OUTCOME AND SECTION STUDY



Denis Sarazhin, Samdi, le tableau de Samdi, 1982



My development and response to Denis Sarazhin



My plan for my Final Outcome

For my next development, I combined the two art styles, and planned to paint a collection of hands, the style starting out as the classical oil painting style and gradually becoming Art Nouveau. The composition of the hands and the dark background to contrast with brightly coloured hands was inspired by a third artist, Denis Sarazhin, a contemporary artist from the Ukraine. I experimented with his style through taking a series of photos of my hands in various overlapping positions, and used photoshop to gradually airbrush more of the details away, until it became a completely flat colour. The other hands I left in a realistic fashion. I then painted a section of the hands, the most difficult to allow me to understand any nuances of the painting process which needed to be addressed before.

After completing the section, I started to plan for my final outcome. I wanted the hands to look more connected, so I made a new photoshop with hands interacting with each other. I feel my artists have informed the planning of my final outcome to this point and helped me combine a collection of hands which reference both traditional and contemporary genres of art.



Coursework - A2 Final Outcome



Oil paint on watercolour paper, A2