International GCSE Art and Design

Graphic Communication
Component 1
Total mark = 57

Pearson

	AO1 Develop	AO2 Refine	AO3 Record	AO4 Realise intentions
Mark	15	15	14	13
Mark band	Band 5 Fully confident and assured ability	Band 5 Fully confident and assured ability	Band 5 Mostly confident and assured ability	Band 5 Just confident and assured ability
			Total	**57**

Mark band:

Mark band 5 – confident and assured ability

Key word descriptors from the taxonomy:

Advanced, comprehensive, perceptive, fully resolved

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 Insufficient knowledge, understanding and skills; minimal evidence or, and lack of structure in, the development and recording of ideas			Mark Band 2 BASIC ABILITY Some knowledge, understanding and skills demonstrated but they are simplistic 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			Mark Band 5 CONFIDENT AND ASSURED ABILITY Knowledge, understanding and skills are 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	Mostly	Fully	Just	Mostly	Fully
AO1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	**15**	16	17	18
Develop ideas through investigations, demonstrating critical understanding of sources	• 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.			• 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.			• 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.			• 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.			• 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.			• 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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	**15**	16	17	18
Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	• 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.			• 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 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.			• 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 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	1	2	3	4	5	6	7	8	9	10	11	12	13	**14**	15	16	17	18
Record ideas, observations and insights relevant to intentions as work progresses	• 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.			• 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.			• 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.			• 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.			• 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.			• 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	1	2	3	4	5	6	7	8	9	10	11	12	**13**	14	15	16	17	18
Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	• 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.			• 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.			• Emerging competent ability to produce a 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.			• 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. Demonstrates imaginative personal style.			• 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. Demonstrates independence and exciting personal style.			• 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	LIMITED / BASIC	BASIC	BASIC/EMERGING COMPONENT	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 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'

Music

Observation
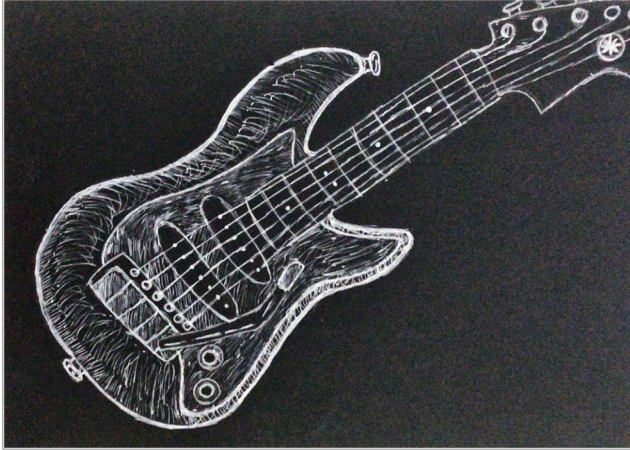
For my first observational drawing I used a guitar as the subject matter. I wanted to create a loose drawing to represent the sound in a playful way and used white gel ink pen on black paper.

For my second observational drawing I used graphite pencils to show the form and surface of the guitar. first drawing,
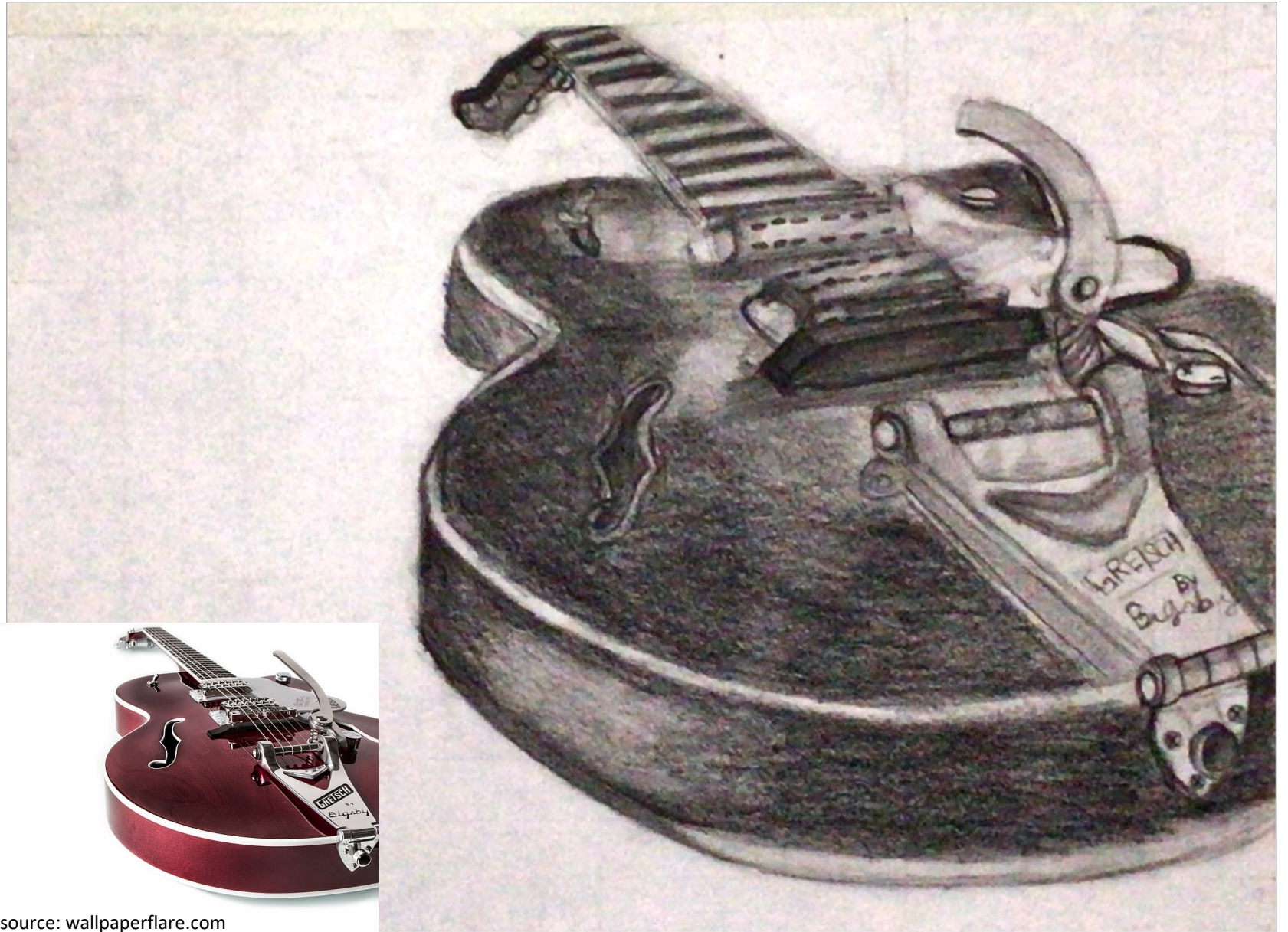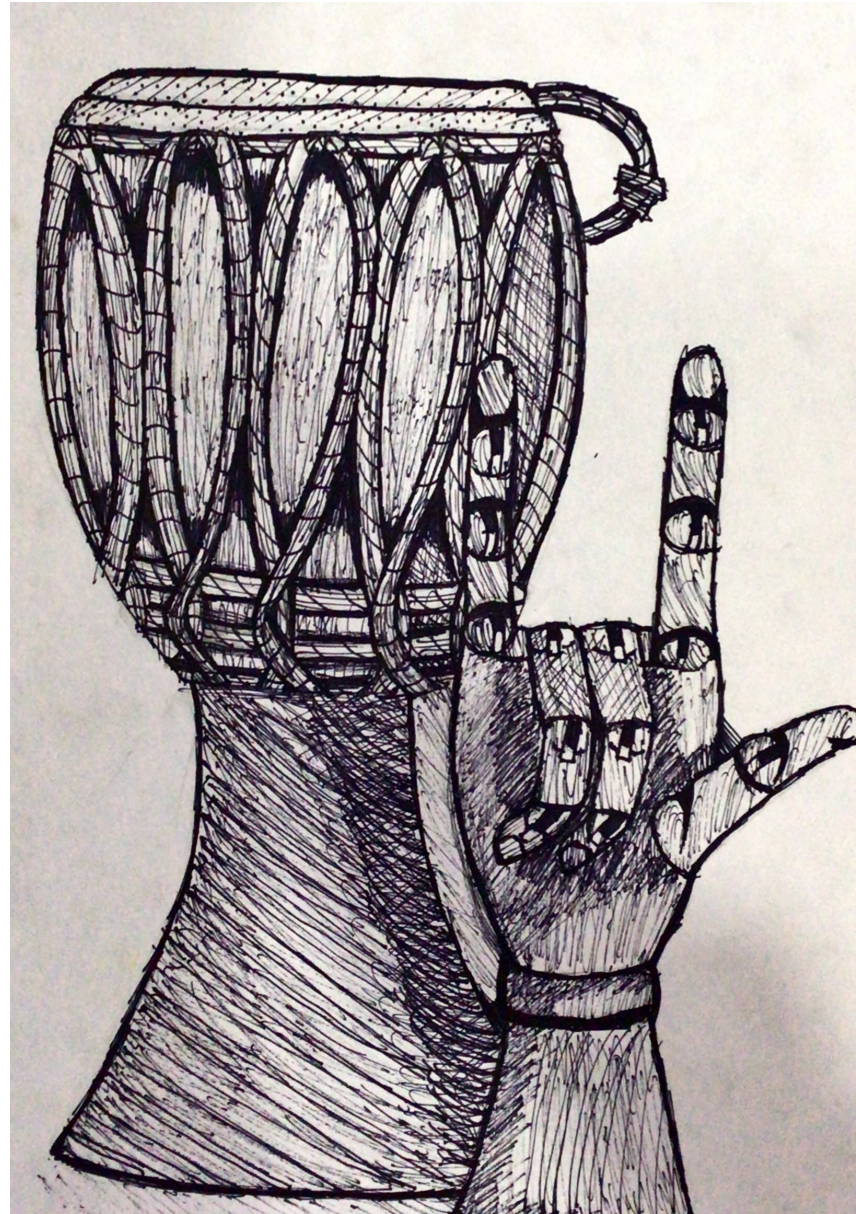

Image source: wallpaperflare.com

Observation

Here I developed two drawings with different materials but they both have similar meanings to me. For the drawing on the left I manipulated a hand figure and placed a drum beside it. I used fine tip black pens to draw it and used different directional lines to show shading and textures.
The drawing on the right is of model figurine wearing a coat on bracelet made out of two different types of paper magazine and tissue paper. This model is drawn over a piece of music and for this I used pencil.
I wanted to show how people may physically react to music.

Observation

I wanted to capture the mood and feeling of a live concert and how a crowd of people come together as one. I wanted to explore a lively reaction to the sound of music.
I used a stock photograph of a concert from the crowd's viewpoint and used this as inspiration for the mood. I used Procreate to develop the digital painting and explored colour, light and texture.

Image source: istockphoto.com

Artist Research

Gemmy Woud Binnendijk

Gemmy Woud Binnendijk is a Dutch photographer and contemporary artist. She was once a painter but moved into photography. Her images tell stories and she is interested in lines, light and colour in her work. Her photography is known for having a painterly style. One of the techniques she uses to achieve this is by using Curves in Photoshop to play with highlights and shadows. She uses layer masks and then the brush tool to 'paint' these highlights and shadows into her work.

Artist Response

For this piece I created a floral background on the floor so my model could lay on top of them in a relaxed pose. After taking photos from a variety of viewpoints, I brought one into Photoshop and used Curves to give the image bolder highlights and shadows. I also used Camera Raw Filter to bump up the exposure and clarity. I was mainly focused on how she made her photography look both realistic but also painterly.
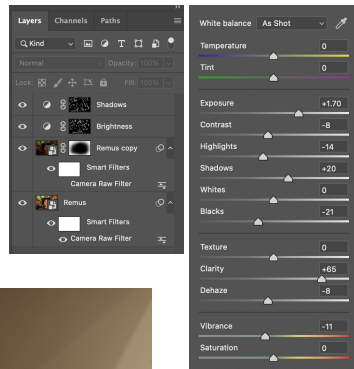
Camera: Nikon D5300
Lens: Nikon DX 140mm lens.
Lighting: Elinchrom DX Lite One flash with a Rotalux Octa 100cm soft box

Shutter Speed: 1/13
Aperture: f/9
ISO: 100

Artist Research

Abstract painter Melissa Mc Cracken paints what she feels when she listens to music.

McCracken was born in Kansas City, Missouri in 1990. She paints what ever she hears in her every day life with vibrant colors. It started when she was 18 as she painted a song that her friend played on guitar. She uses synesthesia to take individual sounds and connect them to a color. Lots of her paintings are composed of bright colors over a neutral or dark colored background. Her paintings express what she hear from music.

I love the way how her colors contrast with her background and how the colors stand out, however I dislike how in some of her paintings she tends to smudge the paint together as I feel like you can't experience all the colors and the things she is expressing separately. For this artist I'm going to try take influence from her art pieces in trying to understand how she connects the songs to her art.
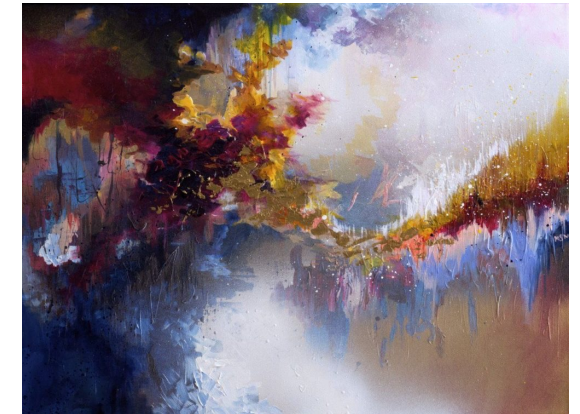
Artist Response
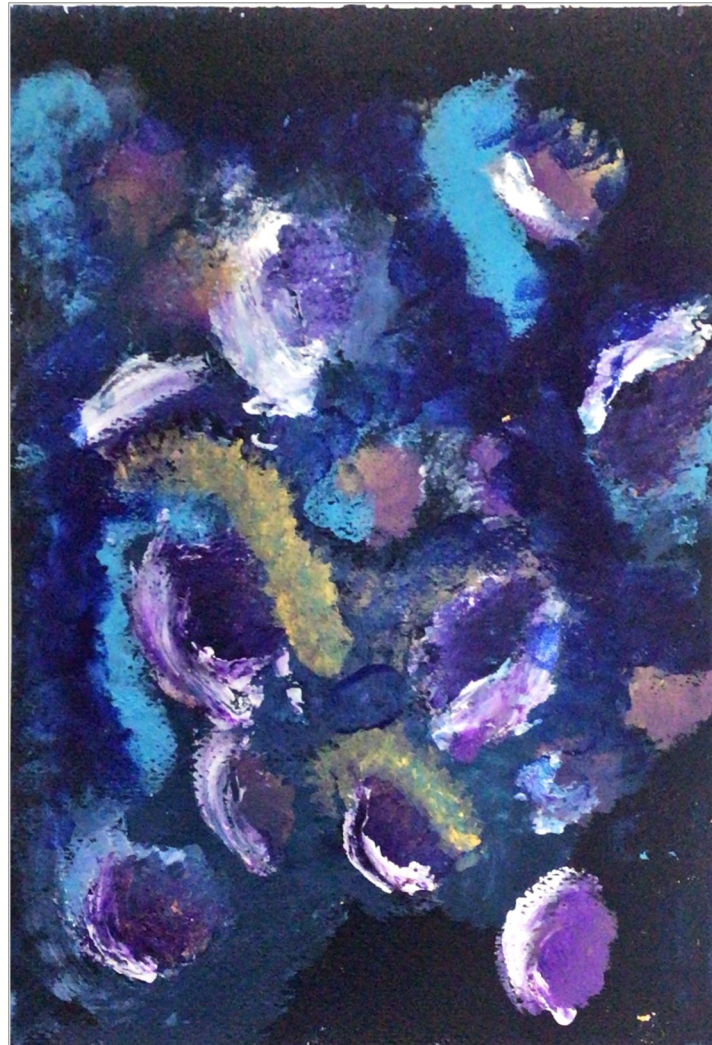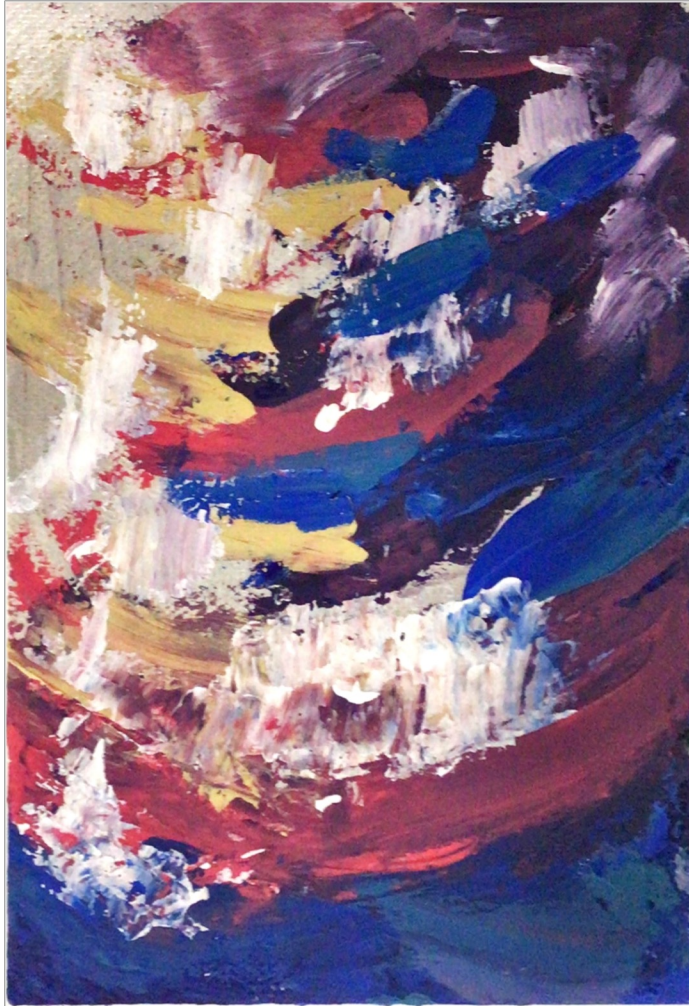
For these pieces, I listened to three different songs by three different musicians and used acrylic paint to try to capture the sound in an abstract way, feeling the music and making movements and colour choices based on what I was hearing.

Artist Research

Jason Ratliff

Ratliff's artwork contains ordinary people going about their daily lives. He uses abstract art elements for the shadows they case using shapes and a mix of different colors. I like how he joins shapes to form the shadows. For my response to this technique, I want to try to incorporate these shadows, but change the subject so that we see a person playing music or reacting to the music. I feel the fractal shadow effect could represent the sound of the music that the subject is interacting with.

Artist Response

Jason Ratliff

For this piece I was focusing on how colors and shapes work together. I was also focusing on how the colorful shadows help to contrast the dance and the impression it makes.
I decided that the subject should be a dancer and also be anonymous, to link into my observational work of the concert audience.
I wanted the background space to be empty so that the subject would pop in contrast to it.

Development

Wav artwork

I wanted to explore sound and how sound is visualized. To do this, I recorded my voice reciting poetry, as I'm also interested in reading. I took screenshots of the waveforms my voice made. Then, I brought them into Photoshop and removed the background and removed the colour.

I also added a paper texture to give the impression of sheet music, using waveforms instead of musical notes.
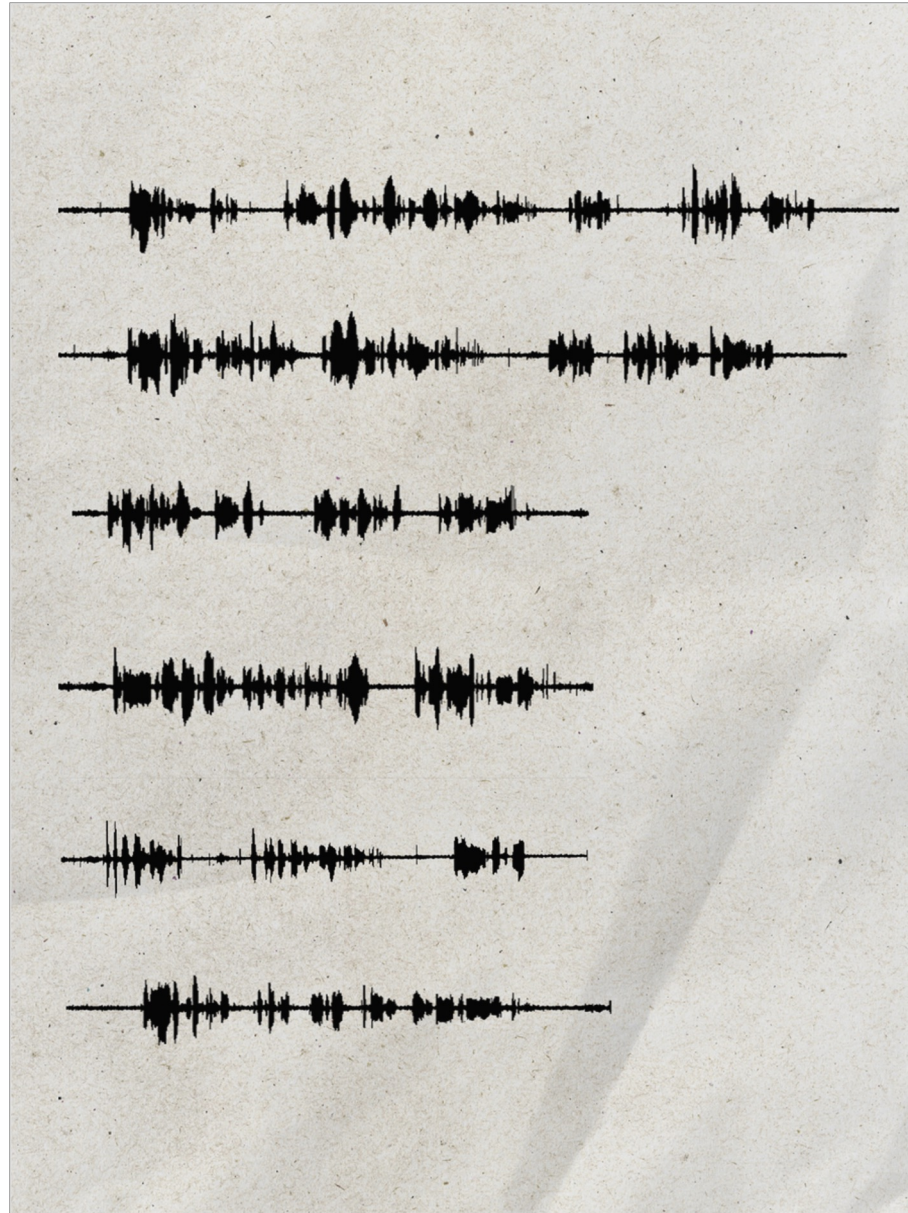
Development

I wanted to incorporate my earlier abstract paintings into the waveform idea, to represent the sound musically. To do this I used Photoshop to mask the sound waves over two of my paintings, this way you can see the painting in the form of a sound wave.
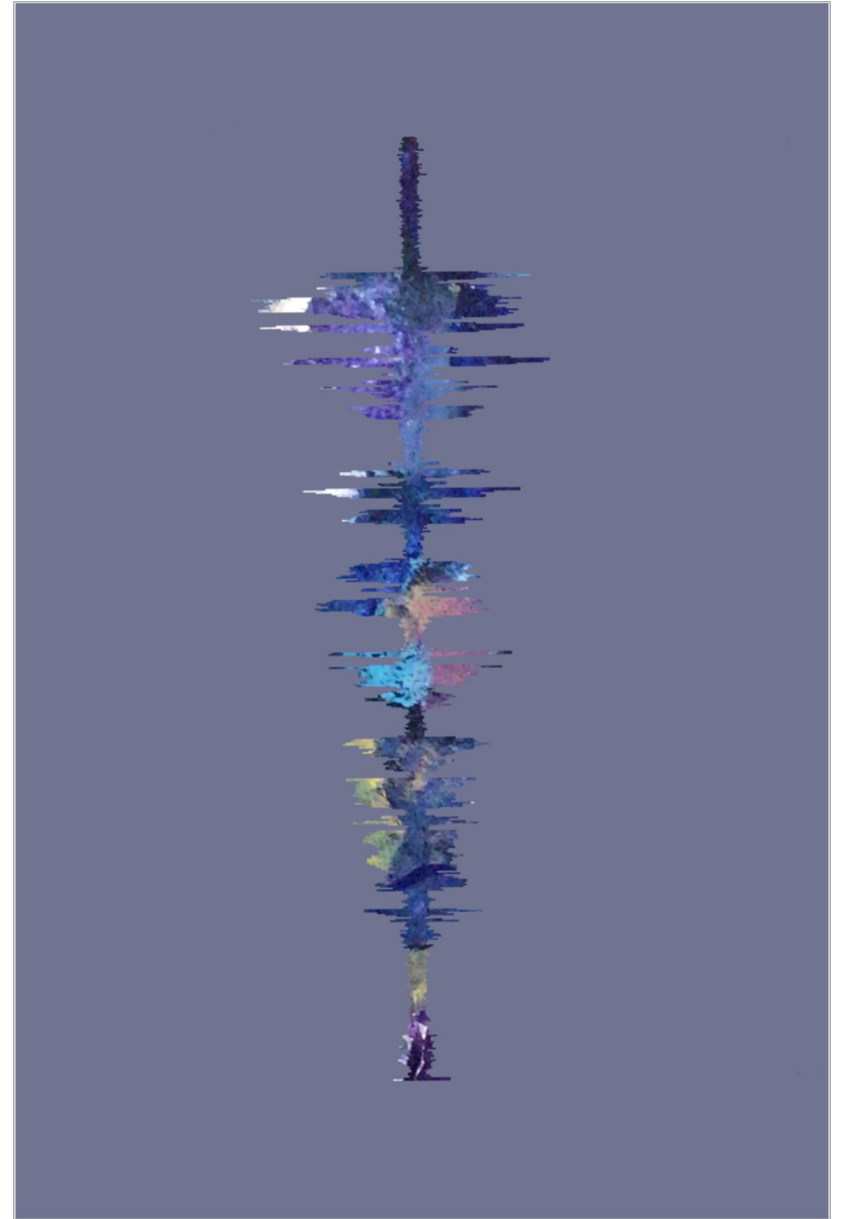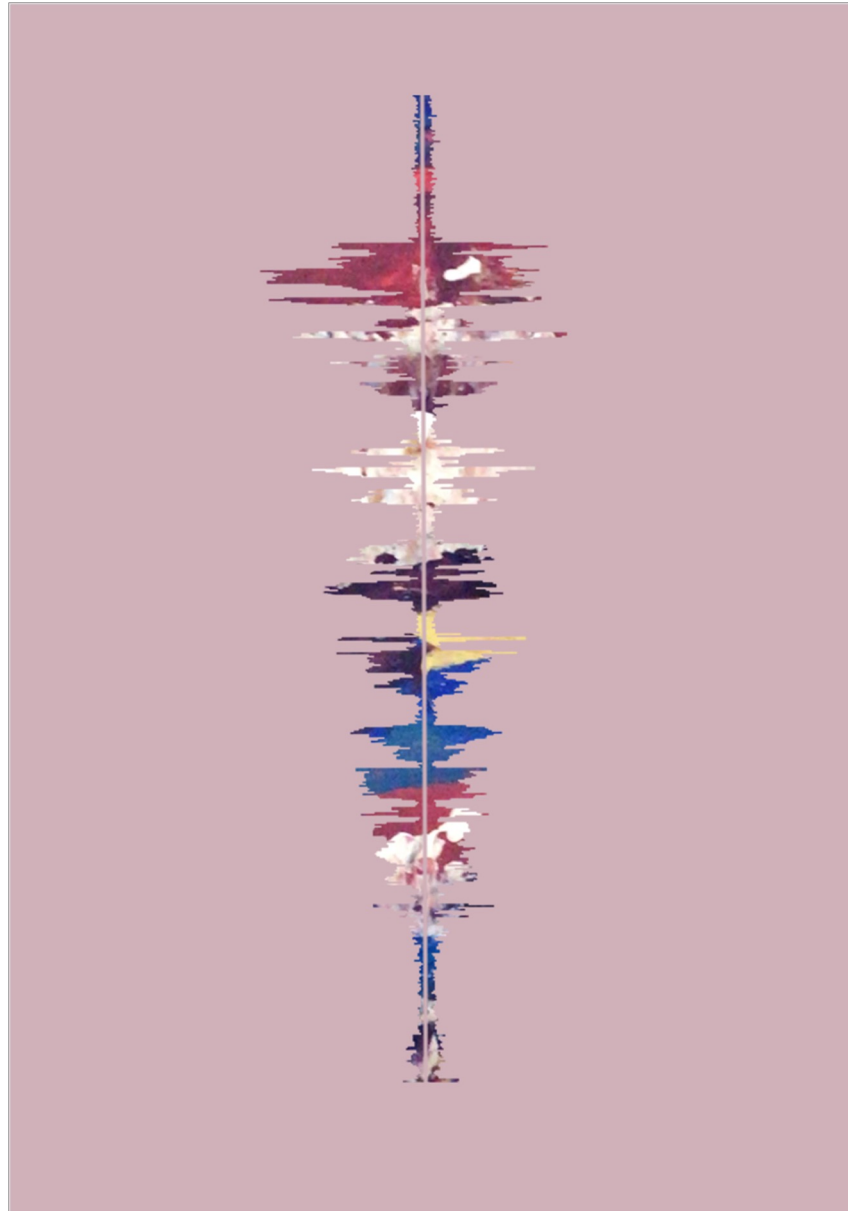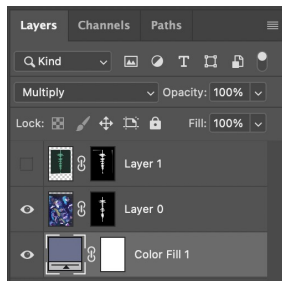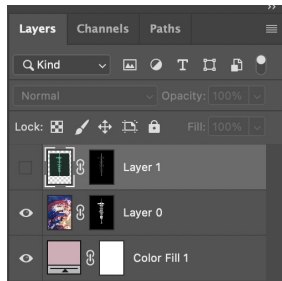
Development

Drip photography

I wanted to play with the idea of visually representing sound more.
I mixed milk with different food dyes and photographed drips into the liquid using a high shutter speed.
The milk helped to thicken the liquid so that it would react stronger to the drip from the tap above, which was opened ever so slightly.
I took multiple shots of each colour mixture to try and capture the moment of impact. I like how there is variety between them as if they are high or low notes.
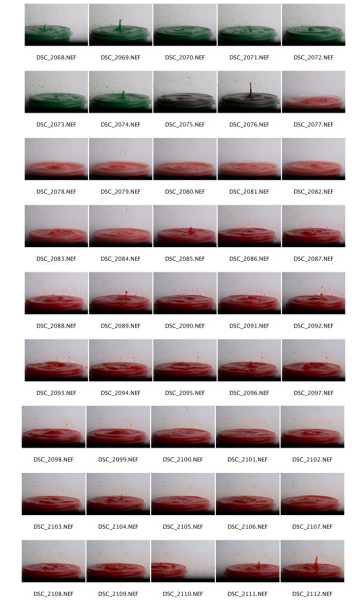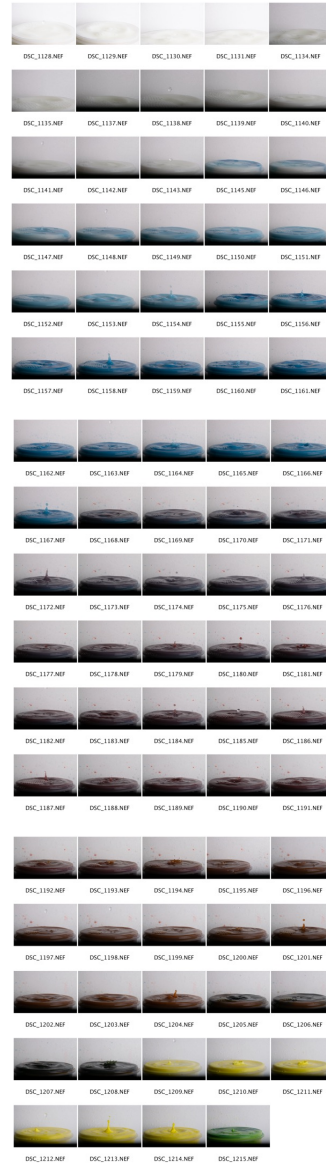
Camera: Nikon D5300
Lens: Nikon DX 140mm lens.
**Lighting:** Elinchrom DX Lite One flash with a Rotalux Octa 100cm soft box

Shutter Speed: 1/250
Aperture: f/13
ISO: 320

Development

Drip photography

In Photoshop I removed the backgrounds and placed a gradient behind the drip. I cut this out using the pen tool and then masked it.
I then used Hue/Saturation to adjust the vibrancy of the colour and change it slightly.
After that, I used Curves to bump up the highlights a little more.
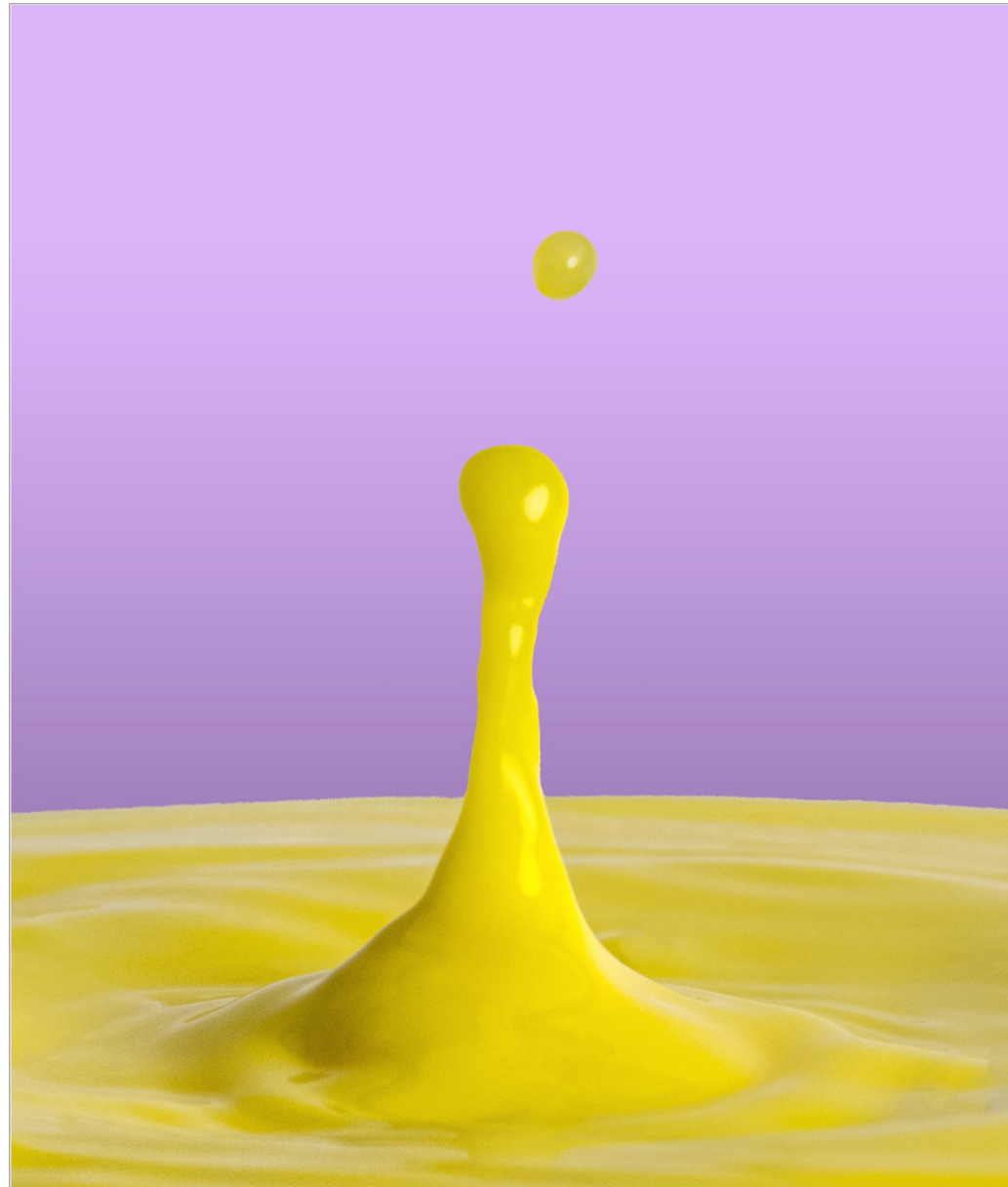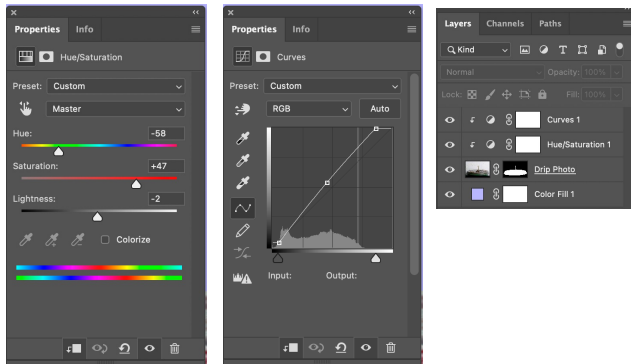
Development

Drip photography

I developed one of the drip photography outcomes some more to incorporate some abstract elements to it and create a different colour scheme. To do this I used Hue/Saturation, Camera Raw Filter, and added a Gradient Map.
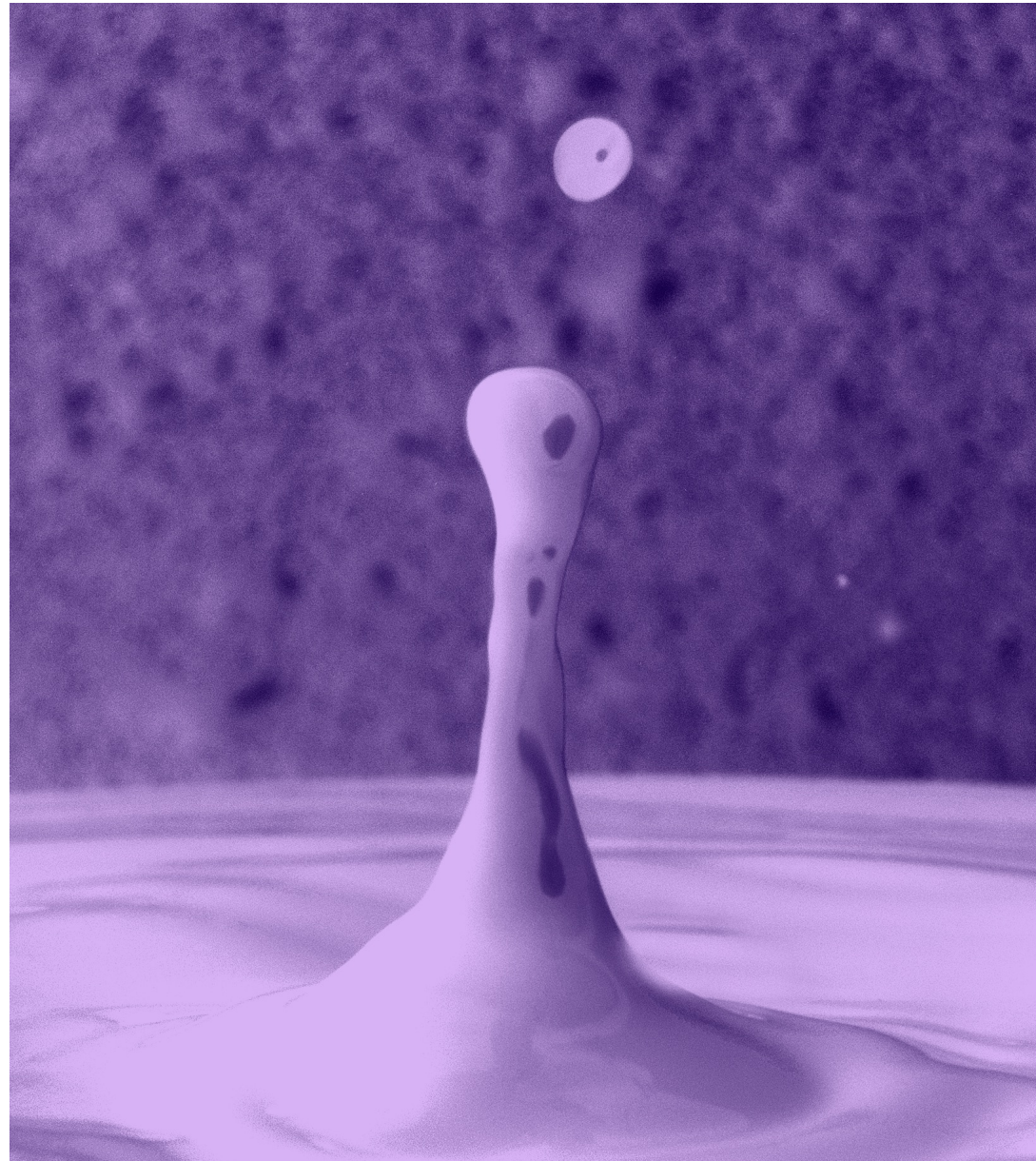
Development

I wanted to do another photoshoot with a model wearing headphones and reacting to music and sound. I started to play with compositions for an album cover design. I used Gradient Maps in Photoshop to turn the picture dark blue and add shading with Curves. I also added text to create a catch phrase to express more in depth on how music makes people feel.

Camera: Nikon D5300
Lens: Nikon DX 140mm lens.
Lighting: Elinchrom DX Lite One flash with a Rotalux Octa 100cm soft box
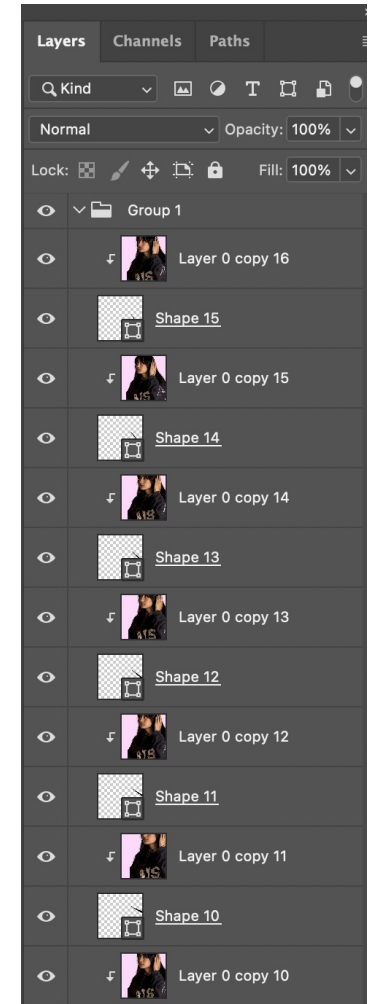
Shutter Speed: 1/150
Aperture: f/11
ISO: 1000

live
life
off
the
edge
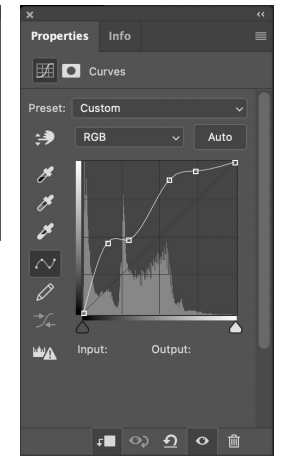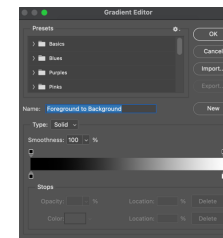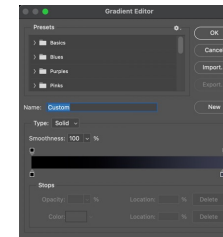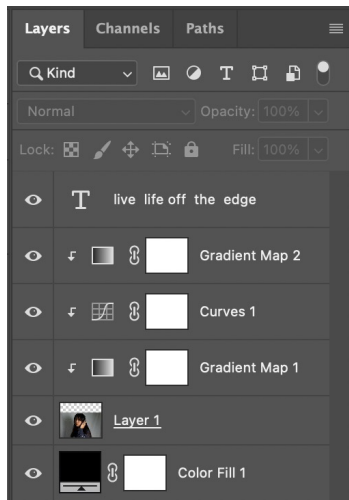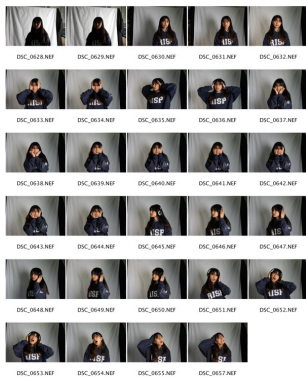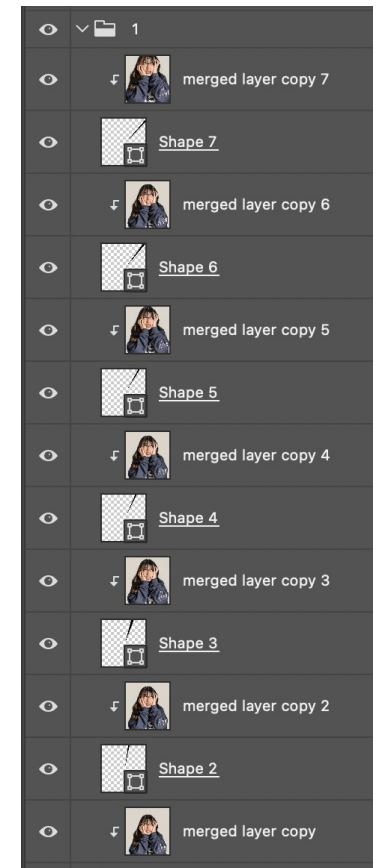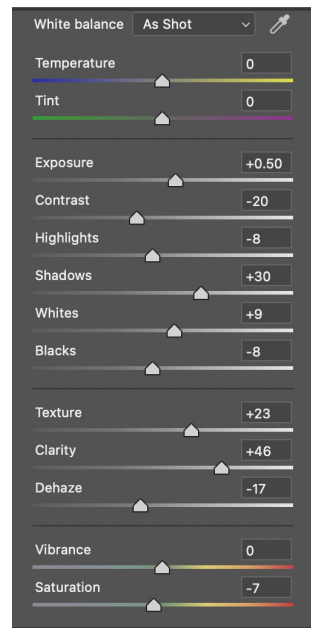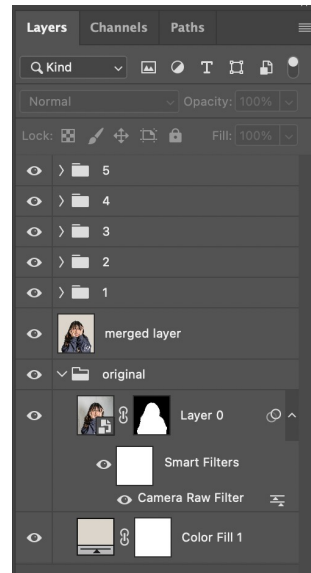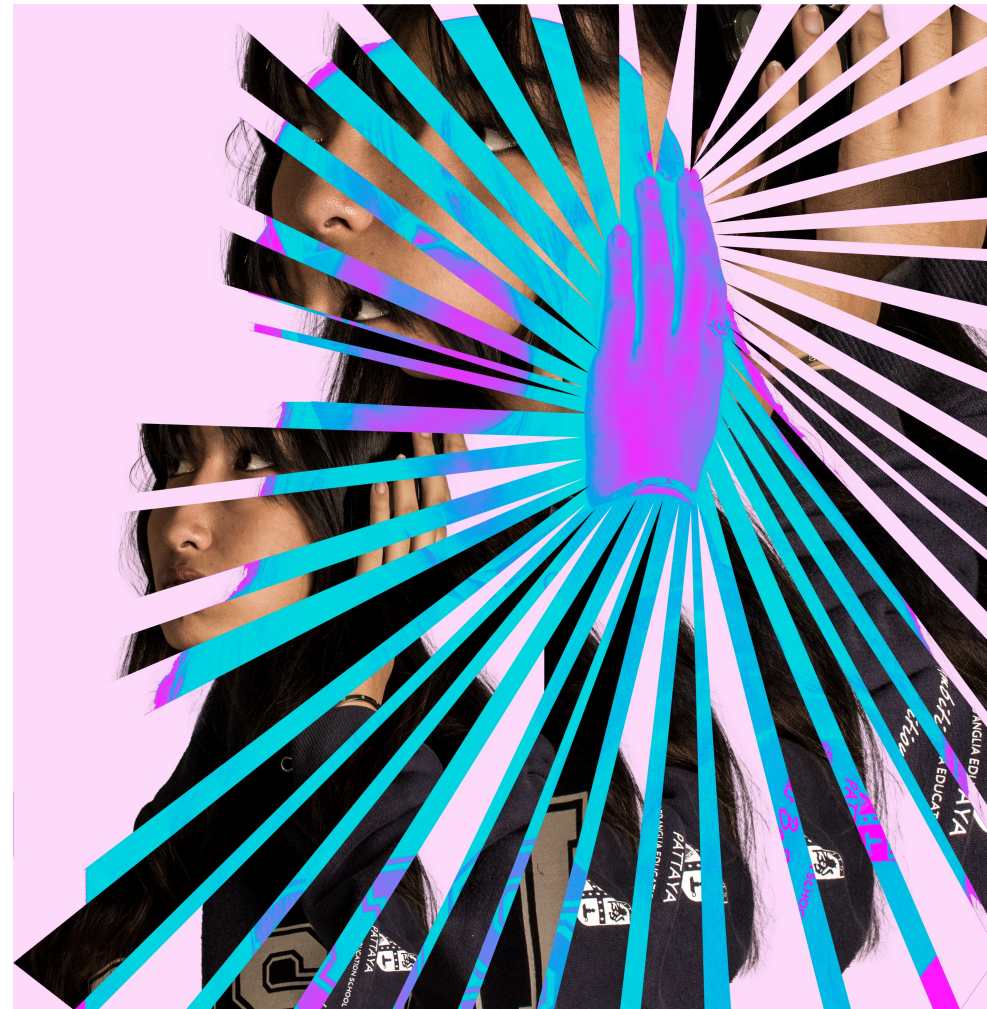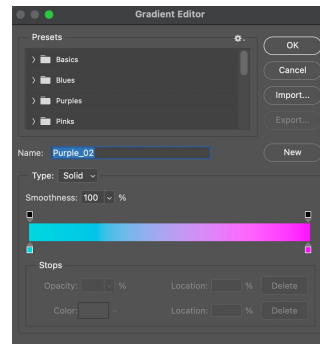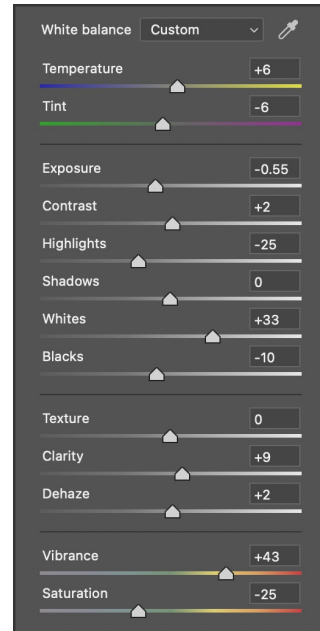
I chose one strong reaction photo and removed the background. I added some contrast using Camera Raw Filter and then used Clipping Masks to expand areas of the subject. I used triangular shapes to connect with Jason Ratliff's work.
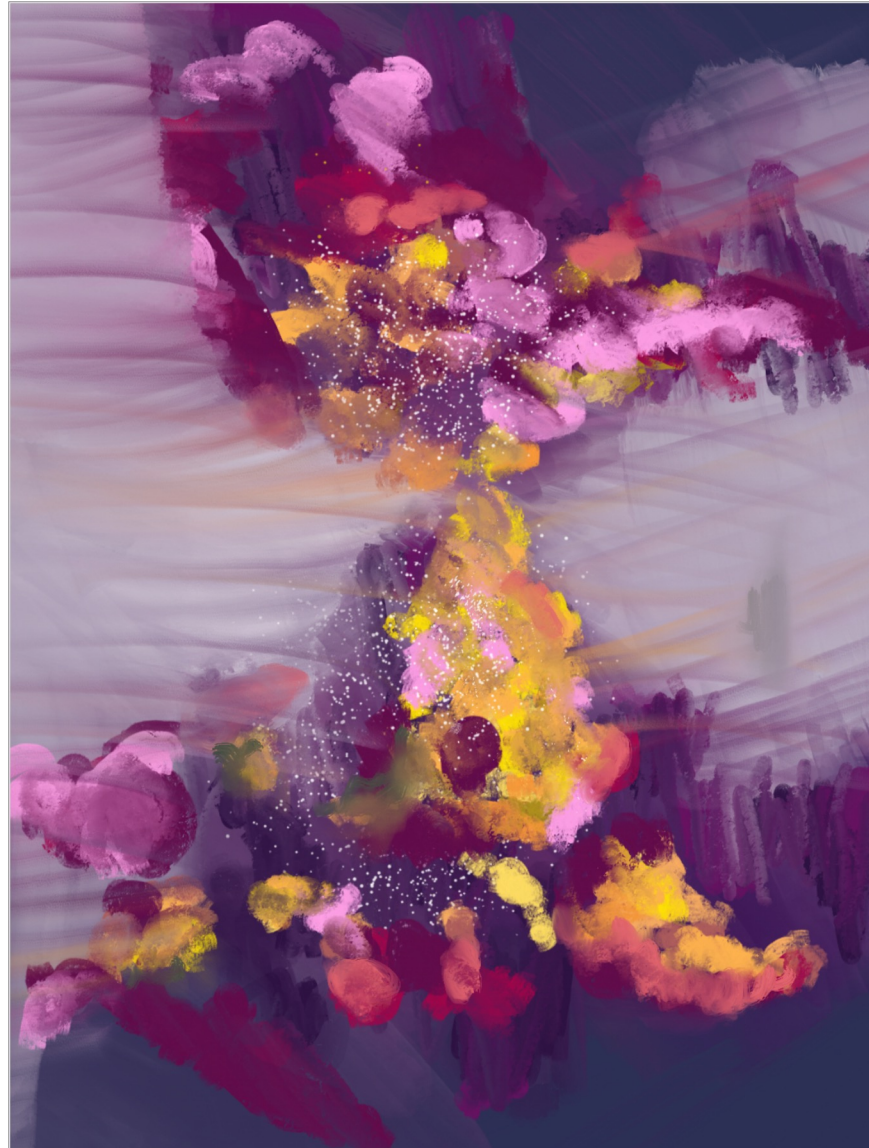
I used a similar technique on a second image where the subject is holding her hand up to her headphones as she listens to music. I used a Gradient Map to create more vibrant colour scheme, connecting with the drip photography.

Development

Album cover design

I created a digital painting in Procreate that was influenced by Melissa McCracken's work but using similar colour schemes used in the drip photography and fractal portrait.

In Photoshop, I used the waveform shape to frame this and choose a warm background colour.

Outcome