International GCSE Art and Design

Textiles
Component 1
Total mark = 38

Pearson

	AO1 **Develop**	**AO2** **Refine**	**AO3** **Record**	**AO4** **Realise intentions**
Mark	9	9	10	10
Mark band	Level 4 Fully emerging competent ability	Level 4 Fully emerging competent ability	Level 4 Just competent and consistent ability	Level 4 Just competent and consistent ability
			Total	38

Mark band:

Mark band 3/4 – Emerging competent ability/Competent and consistent ability

Key word descriptors from the taxonomy:

Skilful, effective

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 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
	• 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 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
	• Limited ability to refine work, driven by insight 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 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
	• 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 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
	• 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'

TRANSFORMATION

Sophia Guo

For this project I am interested in exploring the transformation of flora and fauna and how this can be developed into textile interior design.

I have started by creating various drawings through observational studies using mixed media such as; Pencil, charcoal, chalk, traditional chinese ink, bleach and oil pastels.

I now need to think how I can manipulate the floral image to create pattern designs for textiles.

These drawings were made outside from observation. I found it difficult to work with the chalk to achieve clean and crisp lines but I prefer the sharpness of the pencil lines.

Vincent Van Gogh

Qi Baishi

I like the traditional chinese ink style but the monochrome colour makes my painting look a little flat.

However, the vibrant colour of the pastels is great but I found it is too messy to work with for the elegant design I want to create.

ARTIST RESEARCH & EXPERIMENTS

I wanted to try the method of collage, by using my primary photographs of sunflowers and then weaving the photographs together to create a new pattern. I then tried abstracting the shape further using the cubist style.

I found this made my designs more contemporary and exciting, however the colours are too sickly and the pattern is too irregular that it is hard to focus on the pattern.

Georges Braque

William Morris

I decided to focus my research on William Morris, prolific for his textile and wallpaper designs. I did a variety of studies in acrylic and pencils before combining both with the cubist collage technique to create a new pattern. I feel this was the most successful experiment so far. I really enjoy the traditional craft element of Morris' work so I want to learn the Lino-cutting technique which is not to dissimilar from his method of woodblock for the wallpaper designs.

Simon Hantaï

From studying the cubist irregular pattern style and Morris' delicate and intricate repeat patterns, I came across Simon Hantai's work. I thought this would be a great way to start printing onto fabric by purposely ironing creases onto the fabric and then using the lino rolling technique over the top to create the effect. I think I can use this technique as a background for some more bold pattern deesigns later.


Here is a cyanotype experiment as a colour invesitgation on Hantai's paintings. However, the cyanotype method is unpredictable and the results vary greatly. Finally I cut a lino pattern by deconstructing Morris's Iris flower into a tile design and started printing onto fabric. The second photo is a photoshop experiment to test colourways.
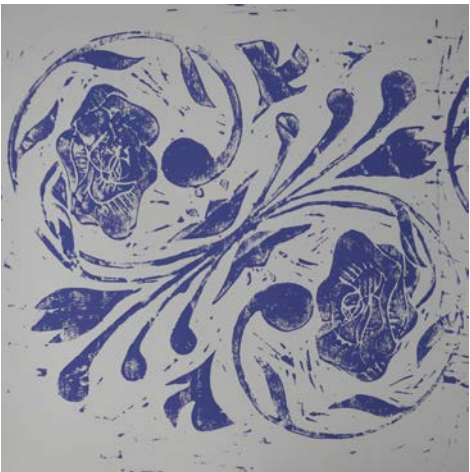
DEVELOPMENTS

Here are some examples of my lino cut developments. Printing onto different fabrics. I also tried a foam cut first which was effective but is not good for multiple prints and you cannot change the colour.

I also designed a pattern on photoshop and show what my design could look like in home furnishing environment.
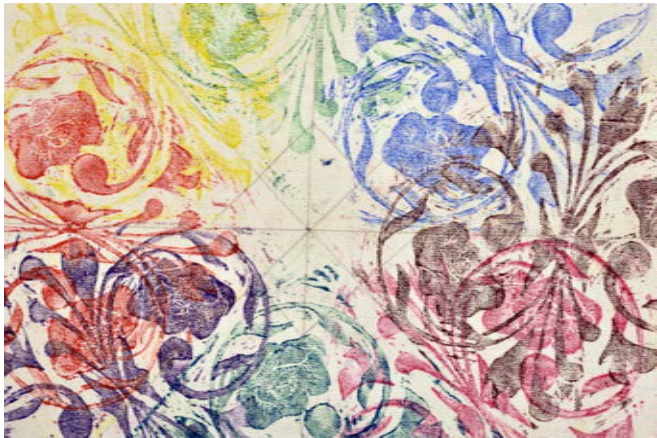
Below is my finished design which I created on Procreate and adjusted on photoshop before cutting onto lino. I kept the traditional floral motif of Morris but combined with Simon Hantai's irregular technique in my final to create a contemporary wall hanging. This is to signify the history of wallpaper but through a textile application.