International GCSE Art and Design

Textiles
Component 1
Total mark = 38



	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

Centre number:	Title:	Candidate name:	
	Subject code:	Candidate number:	

International GCSE assessment grid - Examiners will use this assessment grid to assess all student work for both components and all titles

A		Mark Band			tark Band 2		T	Mark Bar 43						Mark Barrier			Mark Ba	nd 6	
Assessmen t Objectives	I LIMITED ABILITY Insufficient knowledge, understanding and skills; minimal evidence or, and lack of structure in, the development and recording of ideas			Some know skills der simplist structu davalopme	MASIC ABILITY wiedge, underst monstrated but ic and deliberat re and repetitio ant and recordi	tanding and they are te; some in in the ing 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			EXCEPTIONAL ABILITY Knowledge, understanding and skills are indepth, 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	The investigate Imited of context of that have Limited: Limited:	z ment of ideas th ions shows limit stigation process ritical understand if own ideas and in informations, attempts are mar- ice connections.	shows ng of the Ithesources	The investig The investig or context sources Basicu The investigation in the investigation	pment of ideas to stions who we have estigation proces tical understandin of own ideas and that have inform understanding of a shall ying and mail- tions.	sicability. s shows g of the diffe medithem.	investigat competer The investigate competer context of heave info Emergin issues sh	and of ideas throughout of ideas throughout one attigation process at the critical understand from ideas and the armed them. If you completely one analysis connections.	ing howsemerging string of the ne sources that	Development of i ideas through investors ability. The investigation procure of the investigation procure of the them. Competent and on when analyzing are	roces shows an roces shows an adentificating of the account that have added to the control of th	competent and meeting and he contact of winformed satisfactors	The investigation of the investigation of the info	14 ment of ideas throug nitident and assumed sigation process and domination of the own ideas and the medithem. or fident and assumed consistent and assumed connections.	ability. ows-confident ding of the e-sourcesthat	The invocation ideas a them.	pment of ideas throe exceptional ability. estipation process if understanding of the not the sources that onal analysis and tions.	hows exceptional e context of own	
AO2 Refine work by exploring ideas, salecting and experimenting with appropriate media, materials, techniques and processes	 Limited ability to explore ideas through a process of experimentation and 			by inside explore explore by inside explore through experim the experimental experi	ibility to refine wo ghts gained throu	of ideas and reflection. to explore ideas to explore ideas recess of ton and review. to select and thin made, with media, thin percentage and propriete to percentage and propriete to percentage and propriete to percentage and percentage an			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 processor of experimentation and review. Competent and consistent ability to explore ideas through a processor of experimentation and review. Competent and consistent ability to explore ideas and experiment with media, materials, techniques and processes appropriate to personal intertions.			Confident and assumed ability to refine work, driven by insights gained through exploration of ideas and reflection. Confident and assumed and assumed ability to explore ideas through a process of experimentation and review. Confident and assumed ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions.			Bosspianal ability to mirrar 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 relevent to intendions as work progresses	observati personal through • Limited relevant • Limited while re	2 ability to record it ons and insights work and the wi visual and other ability to record to intentions, use of skills and a cording from obside and ideas.	related to ork of others methods.	daserve persons others method • Basic al intention • Basic u while n	bility to record re	te related to work of nd other devent to redwiques	ideax, ob personal through • Emergin relevant t • Emergin technique	g competent ability servations and insi work, and the win work, and the win susi and otherms g competent ability to intentions. g competent use of s while recording on, experience and	ights related to rk of others ethods, y to record if skills and from	Competent and co clearyabors and it work and the send other methods. Competent to interior Competent to interior competent and co bachiques while in experience and ide	neights related to k of others through relatert ability to se, relatert comment acording from ob-	personal phiviousland record for akilland	observation work and other me Confident relevant to Confident techniques	and assured shifty in and insights relative work of others thouse and assured shifty to intentions, and assured use of a white recording for and ideas.	abed to personal through visual and to record	observe work a and of Doseph intention	Bosspional ability to record ideas, observations and insights related topersonal work and the work of others through visual and other methods. Bosspional ability to record relevant to interfere. Bosspional use of skills and techniques while recording from observation, experience and		
AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	Personal Limited intentions Realisatio understar through	2 albility to produce and meaningful ability to reading ins demonstrate inding of visual is application of for predation of aestration in personal	response. limited snguage mailelements, retio	and me tendence Sasic a intention Resident undenti- through element	5 bility to produce seningful respons by to repeatidess bility to resides to fitty to reside and go of visual happlication of fits. A lack of bath ency frustrates pr	e with a basic language small	Emergin undenter intertions Realisatio competer language	ns demonstrate en it understanding of eithrough application Demonstrates me	porse. merging if visual on offormal	Competent and co personal and mear Competent and co intertions. Resiliations demon undentanding of via application of form imaginative person	ingful response, relatant ability to atrate competen issel language that elements. Dem	realise t and consistent rough	personal a Comfident intentions Resilientor undentien application	14 and assured shifty of meeningful response and assured shifty to demonstrate configure of visual large in offormal element nice and existing pe	onse to realise fident and sesured sage through is. Demonstrates	meanin	17 onal ability to produgitul response, onal ability to mali tions demonstrate e tanding of visual la ation of formal elem	exceptional inguage through	

Γ		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	for each co	mponent
- [Component 1 Personal Portfolio					Total COMPONENT 1	
		AO1mark	AO2 mark	AO3 mark	A04 mark		
	Component 2 Externally Set					Total COMPONENT 2	
	Assignment	AO1mark	A02 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	BELOWINTERNATIONAL 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 marks	1 – 12 marks	13 14	16 – 24 marks	25 26	28 – 36 marks	37 38	40 – 48 Marks	49 50	52 –60 marks	61 62	64 – 72 marks
	marks		15	marks	26 27	marks	38	IVIAIKS	50	marks	63	marks
			marks		marks		marks		marks		marks	

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

TRANSFORMATION

Component 1 (Preparatory Studies)





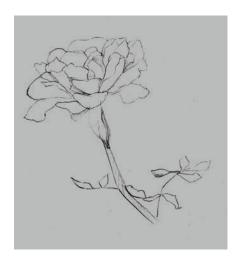


For this project I am interested in exploring the transformation of flora and fauna and how this can be developed into textile interior design.

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.

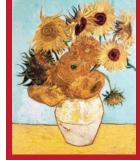
I now need to think how I can manipulate the floral image to create pattern designs for textiles.







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

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.



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.









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.









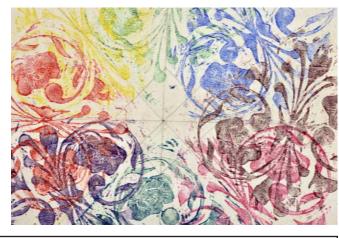








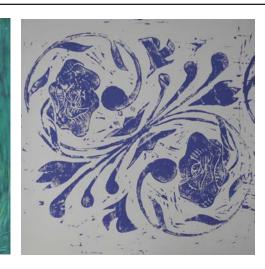




Below is my finished design which I created on Procreate and adjusted on photoshop before cutting onto lino. I kept the traditional floral motif of Morris but combined with Simon Hantai's irregular technique in my final to create a contemporary wall hanging. This is to signify the history of wallpaper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







FINAL PIECE

