International GCSE Art and Design

Textiles Component 1 Total mark = 53



	AO1 Develop	AO2 Refine	AO3 Record	AO4 Realise intentions
Mark	13	13	14	13
Mark band	Level 5 Just confident and assured ability	Level 5 Just confident and assured ability	Level 5 Mostly confident and assured ability	Level 5 Just confident and assured ability
			Total	53

Mark band:

Mark band 5 – Confident and assured ability

Key word descriptors from the taxonomy:

Exciting, fully resolved

Cent	re	nu	ml	ber

Title:

Subject code:

Candidate name:

Candidate number:

1	
1	
1	
1	

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

t Dijectives 1 LINITE Objectives ABILITY Insufficient knowle and skills; minimal of structure in, the recording		ILITY knowledge, und inimal evidence i in, the develop cording of ideas	BASIC ABILITY Some knowledge, understanding and skills demonstrated but they are simplatic 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			Knowledge, effectiv	Nark Band 5 (T AND ASSURE understanding a and focused the	ind skills are roughout	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	The investigat The investigat Imited (context (that hav Limited)	2 ment of ideas the stigation process attigation process attigation process attigation process attigation process attigation process of own ideas and e informedthem, attempts are mad is connections.	ad ability. shows g of the thesources	The investige The investige tests of context sources Basicu	5 pment of ideas til ations shows bas estigation process titoal understandin of own ideas and that have inform industranding of a industranding of a malysing and mal- iona.	nicability. s shows g of the dithe medtherm. crime insues	investigati competen • The inve- competen context o have info • Emergin issues also	8 next of ideas throu form shows emergin to atigation process at t critical understan of own ideas and the small them. Ig competent conside own when analyzin connections.	ing howsenverging ding of the resources thet lenation of	 Development of i ideas through two consident ability. The investigation p consident ability. The investigation considers and the them. Competent and co when analyzing an 	atigations shows nocess shows con indentanding of it is concessible have neistent judgeme	competent and metern and he context of a informed ntsshown	 The investigation of the investigation	14 ent of ideas throug fident and assured gation process sho ad ortical understand own ideas and the medithem. hiddent and assured is issues, heightened connections.	ability. ws confident ding of the esourcesthat	16 17 18 • Development of ideas through investigations shows exceptional ability. The investigation process shows exceptional ortical understanding of the context of own ideas and the sources that have informed them. • Exceptional analysis and commutions.			
AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	insightag and refa aurtyand - Limited a a proces review. - Limited a acpaints tachnique	2 bity to refine work inad through explo don. Takes are co- notfully realised. bity to explore idea s of experimentation bity to select and and processes and processes and processes	nation of ideals wolidated too sthrough mand anials,	by insk explore Basic a throug experim Basic a experim materia process	5 bity to refne we gits gained throu tion of ideas and bity to explore it antation and rew bity to select are react with masks, it, techniques are al intentions.	gh irefection. deas iem. d	driven explorati Emerginy ideas thin and revie Emerginy experime	g competent ability ant with media, ma a and processes as	ined through lection. /to exclione experimentation /to select and stanials,	 Competent and co driven by insights idees and reflection Competent and co through a process Competent and experiment with m and processes app intentions. 	gained through e insistent ability to of experimentation resistent ability to redia, materials, to	exploration of explore ideas in and raview. select and exhriques	driven by of ideas a confident explore id experiment confident experiment	14 and assured ability t insights gained thirty and assured and as ass through a proo lation and review, and assured ability to with media, mate sses appropriate to	sugh exploration munual ability to mus of to select and srials, techniques	26 27 28 29 29 20			
AO3 Record ideas, observations and insights relevantto intentions as work progresses	observat personal through • Limited relevant • Limited while re	2 ability to record ic ons and insights work and the wo visual and othern ability to record to intertions. use of skills and ba or and ideas.	related to rik of others nethods. dmiques	downwe persona othana method • Basic at intention • Basic at while m	bility to record re	ta relatadito vork of nd other devent to echniques	ideas, do personal through Emerginy relevant t Emerginy technique	8 g competent a billity servations and insi work; and the work visual and otherwise g competent a billity to intertions. g competent use of s while recording on, experience and	ights related to k of others ethods, / to record f skillsand from	10 Competent and co observators and in work and the sort other methods Competent and co relevant to intention Competent and co techniques while m expensions and ide	nsights related to k of others throug mintent ability to m. mintent command ecording from obs	personal phylaual and record t of skilloand	 downvetic work and other met Confident relevant to Confident tachriques 	14 and assumed ability to as and insights rela- the work of others to hods. and assumed ability to intentions. and assumed use of while recording for and ideas.	abad to personal through visual and to record 'skills and	daarvo work a and ot Booptis intertion	Ecceptional ability to record ideas, observations and insights related topersonal work and the work of others through visual and othermethods. Ecceptional ability to record relevantto intentions. Ecceptional use of skills and techniques while recording from observation, separateous and		
AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	 Limited intentions Realisatio understa through Little ap 	2 ability to produce and meaningfuln ability to realize insidemonstrate. I noting of visual la application of from production of aeath ation in personals	esponse. imited nguage malelements. etic	and me tendenc • Sasica intention • Resident undents throug element	5 bility to produce, avingful respons y to repeatides bility to readen 6 ione demonstrate anding of visual anding of visual a	e with a besic language smal	Personal a Emerginy undentan intentional Replication competen language	ns demonstrate en it understanding of ethrough application Demonstrates me	ponse. nerging f visual on offormal	Competent and co personal and mean Competent and co intentions Realisticing demon undentanding of v application of form imaginative person	ingful response, ministert ability to strate competen issuel language the sel elements. Dem	realize t and consistent rough	Personal a Confident intentions Realization undentanc application	14 and assumed ability 1 nd meaningful respo and assumed ability 1 a demonstrates conf ing of visual langu 1 of formal elements top and exciting pe	onse torealise fident and assured age through s. Demonstrates	meanin • Exception • Realisation underst	17 mai ability to prod gful response. anal ability to reali toos demonstrate e anding of visual la tion of formalelem	siceptional 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	for each component		
Component 1 Personal Portfolio					Total COMPONENT 1		
-	AO1mark	A02 mark	A03 mark	A04 mark			
Component 2 Externally Set					Total COMPONENT 2		
Assignment	AO1mark	A02 mark	A03 mark	A04 mark			
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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	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'

Bloom Withered Flowers And Eyes





color pencil



acrylic paint



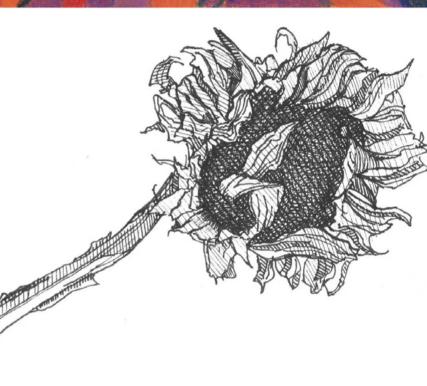


Japanse artist Mika Ninagawa ,female photogrpher ,film director ,she directed the film in the scene costume and color use is very distinctive.

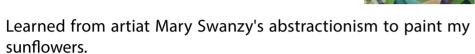
I have learned the artist's colors. I think the artist's colors are very bright and dazzling, and these colors are suitable for my theme to reflect Bloom















Dry flowers are better at showing emotions, and the leaves and stems of dry flowers represent some bad emotions. Learn how online artists use pen to draw sunflowers wilting



I studied sunflowers in the way of engraving, which is divided into two types, one is addition and the other is subtraction. Adding is to use a brush to draw water-soluble ink on a transparent board and then use a roller to print. Subtraction is to carve out the dark part on the transparent board with a pointed needle, and then dip in ink with a roller or water-soluble ink brush evenly, and then print with a roller machine.

using the artist vhmckenzie's method of drawing with an eyedropper.

Body Sculpture



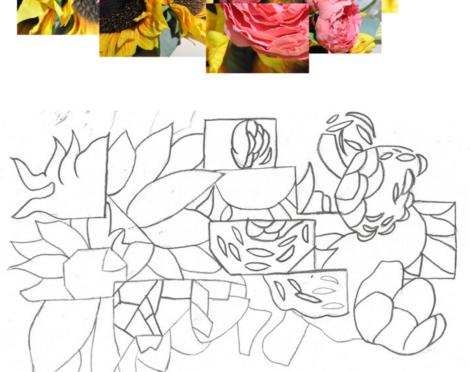
This is a single unit inspired by flower petals













David Hockney



I used the same collage method as david hockney, learned his method for painting, and then learned cubism for coloring







the right side



My body sculpture is made of paper , i cut the paper into strips. Each strip of paper is a small unit inspired by small petal. Ten small units form a group. Based on this creation on the platform, each small unit is linked with staples to form the garment.



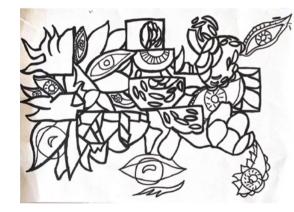




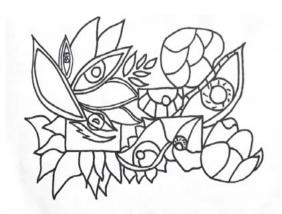
front

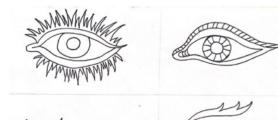
Screen printing

Idea 1

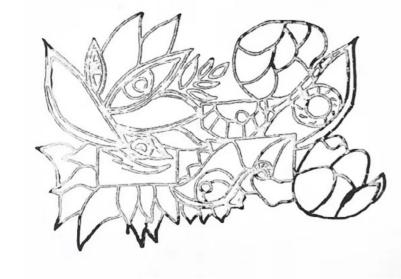


Idea 2









It is a printing technique in which an image from a screen stencil is transferred to a flat surface by squeezing the pigment. It can be printed repeatedly on the same plane to produce multiple color effects.

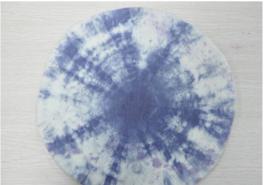














Tie-dyeing is an ancient textile dyeing process in China .The processing process is to fold and bind the cloth, or sew and bind, and then dip into the color paste for dyeing, dyeing is with isatis root and other natural plants, so there is no harm to human skin.



Pour ink on one end of the screen printing board, and apply a certain pressure on the ink part of the screen printing board with a scraping board, while moving to the other end of the screen printing board. As the ink moves, the scraper squeezes it from the board onto the surface to be printed

Further Development -Patch Work



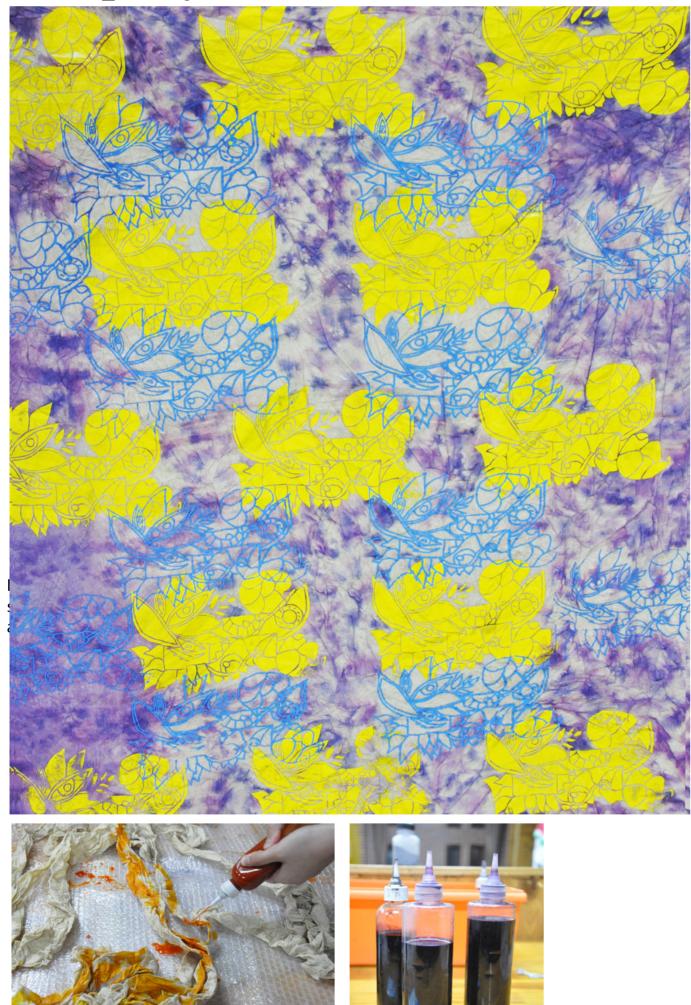






Quilting is a type of sewing in which different pieces of cloth are stitched together to make a larger piece. Quilting is usually made of different shapes and colors of cloth. The geometry of these small strips of cloth is carefully measured and cut so that they can be stitched and joined together smoothly

Further Development -Drip Dye



Further Development -Screen Printing









After the screen printing was finished, I thought the background part was too monotonous. I used the method of drip dyeing to make the background look less monotonous and more colorful

The blue is the shape and the yellow is the pattern inside the shape, created using William Morris cross arrangement



William Morris













